



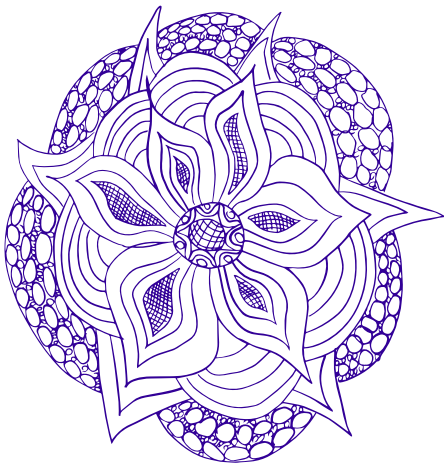
DEPARTMENT OF EDUCATION

# GENDER EQUITY & SOCIAL INCLUSION (GESI) IN SCHOOLS POLICY





DEPARTMENT OF EDUCATION



**1st Edition**

**First published** in 2023 by the Department of Education, Papua New Guinea. Printed 2023

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**ISBN: 978-9980-910-10-3**

**education.gov.pg**

**Cover Flower Illustration:** Philip So'on



**PNGAus Partnership**

The development of the GESI in Schools Policy was supported by the Australian Government through the PNG-Australia Partnership.

# MINISTER'S FOREWORD



The Government is committed and maintains its priority to achieve inclusive quality education for all students in Papua New Guinea.

The Ministry of Education has a constitutional responsibility to ensure that the needs and aspirations of our students are adequately catered for in ways that are consistent with our national goals and directive principles as captured in our Vision 2050.

The philosophy of Education reinforces the necessity to incorporate concepts in fields of study through knowledge, skill, attitudes and values that are embedded in the National Education Curriculum.

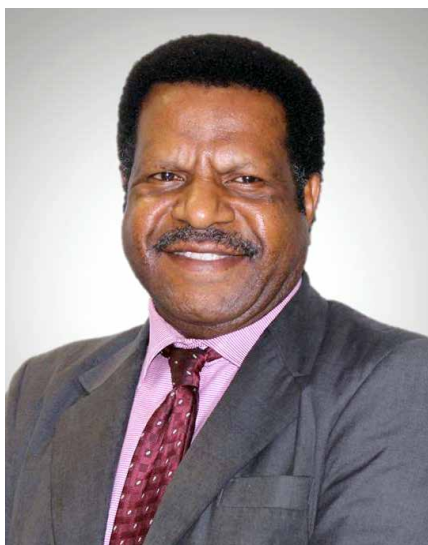
The GESI in Schools Policy replaces the 2012 Gender Equity in Education Policy and will drive our collective actions to achieve greater access and equity in learning outcomes. This policy will support schools and education stakeholders at all levels to identify and address GESI related issues through the implementation of this policy, helping to achieve quality education for all and ensuring no child is left behind. It acts as a carriage on parity for all as we work to achieving Quality Education for All.

I now present to you the Gender Equity & Social Inclusion (GESI) in Schools Policy for implementation in all schools within the national education system of Papua New Guinea.



**Hon. Lucas Dawa Dekena, MP**  
Minister for Education

# SECRETARY'S MESSAGE



The Department of Education Gender Equity and Social Inclusion (GESI) in Schools Policy addresses constitutional obligations under Part III, Basic Principles of Government Division, Sub Section C: Qualified rights (55) Equality of citizens (1) All citizens have the same rights, privilege, obligations, and duties irrespective of race, tribe, place of origin, political opinion, colour, creed, religion or sex.

Vision 2050 aims for PNG to advance its well-being ranking in relation to world standards. The MDTP IV appreciates that the citizens of the nation can celebrate a good life that is fair in all aspects. All efforts to meeting the global Sustainable Development Goal (SDG 4) for quality Education for All and the government's priority of "leaving no child behind" must start with addressing the education needs of children farthest behind, including girls, children with disabilities, children from rural remote areas and children that suffer economic hardships.

The Department of Education has institutionalised gender equality through policy development and practices. The National Education Plan 2020-2029 Focus Area 3: Equity will drive our efforts to achieve its major outcome, that being "that all Papua New Guineas will have equal opportunity regardless of geographic location, economic circumstances, gender and disability."

This policy sets a clear direction to drive change in education access and equity. Efforts must be made to achieve our goals in the Papua New Guinea way. Hence, all stakeholders must strive collaboratively to achieve the objectives and outcomes of this policy.

It gives me great pleasure to present to you this policy that incorporates the values of togetherness and collaboration.

A handwritten signature in black ink, appearing to read 'Uke Kombra', with a period at the end. The signature is fluid and cursive.

**Dr. Uke Kombra, PhD, OBE.**  
Secretary for Education

# ACKNOWLEDGEMENTS

The GESI in Schools Policy and Standards were developed with the assistance and support of many individuals.

The national GESI Coordinator, Ms Claribel Waide, is acknowledged for her leadership of the policy development process with the kind encouragement and support of the First Assistant Secretary Policy and Research Wing and the Assistant Secretary Guidance and Counselling Division.

Special thanks go to the following sister Divisions for their active engagement throughout the policy development process: Policy & Planning, Curriculum Development, FODE & Inclusive Education, Vocational Education & Training, and the National Literacy & Awareness Secretariat.

The Department of Higher Education, Research, Science & Technology (DHERST) is also acknowledged for releasing officers to participate in the policy development process.

A special acknowledgement is given to the Australian Government PNG-Australia Partnership for supporting the development of the GESI in Schools Policy.

# ACRONYMS

<b>BMP</b>	Behaviour Management Policy
<b>DoE</b>	Department of Education
<b>ESS</b>	Education Support Services
<b>FODE</b>	Flexible, Open and Distance Education
<b>GESI</b>	Gender Equity and Social Inclusion
<b>GEEP</b>	Gender Equity in Education Policy
<b>GESI</b>	Gender Equity Social Inclusion
<b>GoA</b>	Government of Australia
<b>GoPNG</b>	Government of Papua New Guinea
<b>GPI</b>	Gender Parity Index
<b>ISEP</b>	Inclusive and Special Education Policy
<b>IERC</b>	Inclusive Education Resource Centre
<b>NEP</b>	National Education Plan
<b>NASSA</b>	National Approach to School Standard Assessment
<b>NSMS</b>	National Schools Minimum Standards
<b>NQSSF</b>	National Quality School Standards Framework
<b>SBC</b>	Standards Based Curriculum
<b>SDG</b>	Sustainable Development Goals
<b>SRGBV</b>	School-Related Gender-Based Violence
<b>SLIP</b>	School Learning Improvement Plan
<b>UN</b>	United Nations
<b>VET</b>	Vocational Education and Training
<b>WaSH</b>	Water Sanitation and Hygiene

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# SECTION A: POLICY

## 1. POLICY STATEMENT

The GESI in Schools Policy aims to support all school aged children and youths in the Papua New Guinea National Education System to access, participate and learn regardless of gender, geographic location, economic circumstances, religion, race or other characteristics so that they reach their full potential and contribute to the development of the country.

## 2. DOCUMENT AUTHORITY

This policy is developed based on the relevant powers contained in the Education Act (1983) Sections 28 and 29.

## 3. INTENT

This policy is intended to support basic education institutions and education stakeholders to drive forward collective action to improve access, participation and learning of all school aged children and youth in the National Education System.

This policy is both aspirational and grounded in the realities of the challenges in gender and social inclusion that schools and learning institutions face throughout the country. The policy intention is therefore to set out clear and practical roles and responsibilities for education stakeholders at the school, provincial, district and national level so that they can collectively work towards achievable outcomes that will support sustainable progress towards equity in education for all.

## 4. POLICY INTENDED OUTCOMES

The intended outcomes of this policy are linked to the policy objectives for Access, Participation and Learning.

### OBJECTIVE 1:

**Access:** To improve access for all school aged children and youth to a quality education in schools and learning institutions.

- **Outcome 1.1** Improved enrolment of girls and boys in basic education, with special attention to those living with a disability, experiencing economic disadvantage and those that live in rural and remote areas.
- **Outcome 1.2** Improved gender parity at all education levels, particularly at the secondary level.
- **Outcome 1.3** Strengthened access to education pathways for out of school children and youth and their motivation to engage in learning to reach their full potential.

## OBJECTIVE 2:

**Participation:** To enable the full and equal participation of all school aged children and youth in safe and protective learning environments.

- **Outcome 2.1** Improved inclusive teaching practices in all schools and learning institutions.
- **Outcome 2.2** Strengthened inclusive learning environments through improved school infrastructure and Water, Sanitation and Hygiene (WaSH) facilities.
- **Outcome 2.3** Strengthened inclusive learning environments through effective behaviour management and improved school-based child protection mechanisms.
- **Outcome 2.4** Established school-based activities that foster citizenship and values and challenge and transform negative gender and disability stereotypes and norms.
- **Outcome 2.5** Strengthened school governance capacity to support inclusive education and learning environments.
- **Outcome 2.6** Strengthened parental and community engagement in promoting inclusive education and supporting inclusive learning environment.

## OBJECTIVE 3:

**Learning:** To improve learning and wellbeing outcomes and enable all school aged children and youth to reach their full potential.

- **Outcome 3.1** Improved teacher's ability to identify and respond to the unique learning needs of all children with special attention to girls, children living with a disability, children with learning difficulties and those in overcrowded and multi-grade classrooms.
- **Outcome 3.2** Improved provision of adequate and relevant inclusive teaching and learning resources.
- **Outcome 3.3** Strengthened capacity at all levels to fully implement GESI related policies in schools and learning institutions, with special attention to the Behaviour Management Policy (BMP), Inclusive and Special Education Policy (ISEP) and this GESI in Schools policy.
- **Outcome 3.4** Strengthened parental and community engagement to improve attendance and support for children's learning.
- **Outcome 3.5** Improved livelihood opportunities for out of school children and youth through basic literacy and numeracy, life skills and Vocational Education and Training (VET).

## **5. POLICY RULES**

Breaches of the policy rules will result in penalties and disciplinary actions as appropriate. The NDoE has authority to apply penalties and disciplinary actions to all stakeholders within the national education system.

- 1** Schools and learning institutions must provide equitable access to an inclusive quality education for all school aged children and youth in PNG.
- 2** The GESI in Schools Policy must be effectively implemented in all schools and learning institutions in the National Education System.
- 3** All stakeholders must fulfill their roles and responsibilities to effectively implement this policy.
- 4** Leaders of schools and learning institutions must be trained in the GESI in Schools policy and implementation procedures.
- 5** GESI programs and initiatives must be included in School Learning and Improvement Plans (SLIPS).
- 6** Gender and disability disaggregated data must be included in the school census.
- 7** Regular monitoring of GESI activities in schools must be carried out by school leaders and education authorities.
- 8** The National Department of Education (NDoE) must allocate sufficient budget for policy implementation and undertake regular policy review.

## 6. RESPONSIBILITY FOR IMPLEMENTATION & COMPLIANCE

The overall coordination, implementation and monitoring of this policy is the responsibility of the Secretary of the NDoE and his or her delegates. The relevant Divisions of NDoE shall collaborate with other national government departments, provincial and district education authorities, church education agencies, private education providers, non-government organisations (NGOs), UN agencies and other stakeholders to support schools and learning institutions to fully implement this policy.

At the school level, Head Teachers/Principals, teachers, students, Capitalise Governing bodies / Boards of Management, parents, and communities all have responsibilities for the implementation of this policy.

Implementation support and monitoring of this policy is the responsibility of the Inspections Division and Provincial and District Inspectors, Guidance and Counselling Officers and Education Advisors.

The review of this policy is the responsibility of the Policy and Planning Division with research and evaluation support provided by the Research and Evaluation Division and inputs from all stakeholders.

## 7. SCOPE

The GESI in Schools policy seeks to provide a framework for addressing GESI issues and supporting the access, participation and learning of all school aged children and youth. It applies to all schools and learning institutions in the National Education System, including permitted schools, across all provinces and districts in the country.

## 8. DEFINITIONS

The below terms and definitions have been included to help create a common understanding of terms and concepts that are important in the field of GESI. The terms and definitions have been adapted from global guidance documents.

### **Child Protection:**

The prevention of and response to abuse, neglect, exploitation and violence against children.

### **Child Safeguarding:**

The responsibility that organisations have to make sure their staff, operations and program responses do not harm children. It includes policies, procedures and practices to prevent children from being harmed as well as steps to respond and investigate reports of harm when they happen.

### **Disaggregated Data:**

Statistical information that is separated into parts. For example, enrolment data that can be analysed by sex, disability, age group and geographical area.

**Disability:**

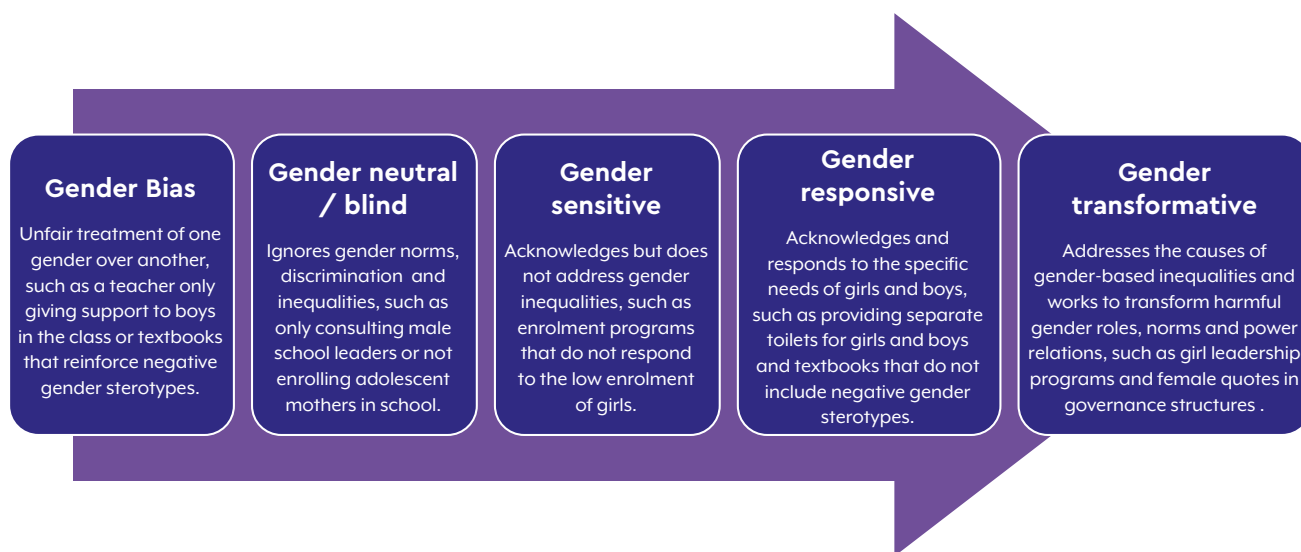
Long-term physical, sensory, mental or intellectual impairment that affects the functioning of a person and which interacts with environmental and social barriers that hinder the person's full and effective participation in society on an equal basis with others.

**Discrimination:**

Occurs when a child, person or community is treated differently or provided with less resources than others in the same situation on any grounds, including age, sex, disability status, ethnicity, religion, language, family status, education level, displacement and migration status etc.

**Gender bias, gender neutral / blind, gender sensitive, gender responsive and gender transformative:**

Gender equity can be understood as a path that moves from policies and programs that ignore or foster gender bias to policies and programs that actively work to transform negative gender norms, roles and unequal power relations. The below diagrams includes definitions and examples to help illustrate this.

**Gender Equality:**

The equal enjoyment by men and women of rights and opportunities. Gender equality does not mean that men and women are the same but rather that their enjoyment of rights and opportunities are not governed by whether they were born male or female. Gender equality in education means that girls and boys are equally supported to access, participate and learn in school and to reach their full potential.

**Gender Equity:**

The fair treatment of men and women according to their respective needs. To ensure fairness, it may be necessary to make available strategies and resources that compensate for the historical and social disadvantages that have prevented girls and boys from reaching their full potential. Gender equity in educations means that girls and boys both receive the support they need to access, participate and learn in school and to reach their full potential. Equity leads to equality.

**Gender Parity:**

Girls/women and boys/men are represented equally. Gender parity in education means that the same proportion of girls and boys enter school and participate in all levels of education.

**Gender and Sex:**

Sex refers to the biological differences between male and female bodies. Gender, on the other hand, refers to the socially and culturally constructed roles, responsibilities and behaviours for women and men and how these are valued by society. Gender norms and traditions are different in different cultures and societies. They define how women and men are expected to think and act and are learnt in the family, school, community and through media. Because they are socially learned, they can (and do) change.

**Impairment:**

A temporary or permanent physical, sensory, mental or intellectual condition that impacts a person's functioning. A person can have multiple impairments.

**Inclusion:**

A process that aims to ensure that all people who may be at risk of being excluded, such as girls and children living with a disability, have equal opportunities to achieve their full potential. In education, inclusion means ensuring that ALL children can access, participate and learn in school.

**Learning Difficulties:**

The term learning difficulties refers to factors that might affect a student's ability to achieve at the same rate as their peers. Factors such as absenteeism, ineffective instruction, inadequate exposure to necessary curricula, English as an additional language, socio-economic status and personal or family trauma may all impact upon a student's ability to effectively engage with learning activities and meet academic expectations. This may lead to difficulties for the student in meeting expected learning targets for their age and/or years of schooling.

**Learning Disorder:**

A neuro-developmental condition that impacts how a student processes information. It can affect the way a student learns and can make learning new skills, such as reading writing and/or math difficult. Learning disorders can be diagnosed by a health professional. Dyslexia - difficulty reading, dysgraphia - difficulty with writing and dyscalculia - difficulty with maths are examples of learning disorders.

**Mainstreaming:**

The process of incorporating gender, inclusion and protection principles and actions at the school and system levels.

**Marginalisation:**

Refers to the many factors that exclude a person or a group from full participation in social, economic and political life. Family, community, school and system level factors create barriers to full participation, resulting in the marginalisation of a person or group.

**Protection:**

All activities aimed at ensuring the full and equal respect for the rights of all individuals, regardless of age, sex, disability status, race, religion etc.

**School-Based Counselling and Guidance:**

Support provided by school counsellors, teachers and / or other school level stakeholders that aims to protect, promote or support student wellbeing and mental health. Within PNG schools, school-based counselling and guidance is implemented as part of the national BMP (2019) and includes procedures and practices to prevent, respond and investigate reports of school-related violence, harassment and gender-based violence.

**School-Related Gender-Based Violence (SRGBV):**

Any act or threat of sexual, physical, emotional or psychological violence happening in and around schools. It includes any form of violence or abuse that is based on gender stereotypes and norms or that targets students on the basis of their sex. SRGBV inflicts harm on girls and boys.

**Social Inclusion:**

The process by which efforts are made to ensure equal opportunity – that everyone, regardless of their background, geographic location, economic circumstances, religion, ethnicity etc., can achieve their full potential in life. Such efforts include policies and programs that support equal access, participation and learning in schools as well as the participation of students in decision-making processes that affect them.

## 9. RELATED DOCUMENTS

This policy builds on and replaces the earlier Gender Equity in Education Policy (2002) and has been developed to closely align with and link to the BMP (2019) and the ISEP (2019), which are both highly relevant to GESI in schools.

**The Behaviour Management Policy (BMP) for the National Education System of PNG (2009)** helps schools at all levels of the education system to create a fair, caring and safe learning environment for students and teachers to promote and improve positive student behaviour through the collaborative efforts of all stakeholders.

**The Inclusive and Special Education Policy (ISEP) and Minimum Standards (2019)** fosters child friendly schools and promotes and supports inclusive education so Inclusive Education Resource Centres (IERCs) and mainstream schools can respond to the diverse needs of all children, including children living with disabilities. The policy sets out additional requirements for teachers and the school community to ensure that all children access, participate and learn in inclusive and safe education environments. It builds linkages between IERCs and mainstream schools for screening, assessment and the development of individual education plans for students with disabilities.

This policy also aligns to a number of International, Regional and National commitments.

International Commitments	
United Nations (UN) Convention on the Rights of the Child (1989)	<b>Article 28</b> affirms that every child has a right to education. The purpose of education is to enable the child to develop to his or her fullest potential and to learn respect for human rights and fundamental freedoms.
UN Declaration on the Rights of People with Disabilities (2008)	<b>Article 24</b> affirms the right of persons with disabilities to an inclusive education without discrimination and on the basis of equal opportunity.
Sustainable Development Goals (SDGs) (2015 – 2030)	<b>SDG 4</b> is the education goal. It aims to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.’ This policy is closely aligned to <b>Target 4.5</b> ‘By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations.’
Regional Commitments	
The Action Plan for Pacific Education (2020 – 2030).	The Plan has a vision that diverse Pacific learners and their families feel safe, valued and equipped to achieve their education aspirations. Confronting systemic racism and discrimination in education is one of five key focus areas.
The Pacific Leaders’ Gender Equity Declaration (2012)	The commitment to implement specific policy actions to progress gender equality, including in education.
National Commitments	
PNG Vision 2050	For the country to become a smart, fair and healthy and happy society by 2050.
National Education Plan 2020 – 2029	The NEP has an equity focus in that it aims to support the access, participation and learning of all children, including those currently excluded from education. The NEP recognises four distinct groups of children who face marginalisation and exclusion from education - girls, children living with a disability, out of school children (OOSC) and children living in rural and remote areas.

PNG National Public Service (NPS) GESI policy 2013	Sets out the minimum standards and guidelines for Public Service Agencies and Public Service officers and employees for introducing GESI principles into policy and practice and as part of service delivery outcomes for the national public service. Government personnel that visit and support schools are bound by the PNG NPS GESI policy.
Papua New Guinea National Policy on Lukautim Pikinini (Child Protection, 2015)	Calls for the protection and promotion of the best interest of a child, including a child with special needs. The best interests of a child are strongly linked to their protection against all forms of violence and discrimination.
Papua New Guinea National Policy on Disability (2015 – 2025)	Addresses the needs of different classes of persons with disabilities, including girls living with a disability, in accessing services, including education, and development opportunities as equal citizens.
WaSH in Schools Policy and Guidelines (2018 – 2023)	Sets out the standards and guidelines to strengthening access to gender sensitive and inclusive WaSH facilities in schools, including access to menstrual hygiene facilities for girls.
National Schools Minimum Standards (NSMS) Policy and Guidelines 2018 - 2023	Sets out the minimum standards for all schools within the national education system to maintain and uphold. Minimum standards are defined for schools, teachers and students and indicators established to measure achievement.
National Quality Schools Standards Framework (NQSSF) 2018  National Approach to School Standard Assessment (NASSA)	The framework for enhancing and facilitating continuous improvement of student achievement and school performance through a process of standards development, assessment and review that report school outcomes to the NDoE and relevant stakeholders. Standards for 1) quality school leadership, 2) positive school environment, 3) effective school management, and 4) quality learning outcomes have been developed. Each standard has four components with corresponding indicators.  The NASSA is the NQSSF assessment tool.

## 10. CONTACT INFORMATION

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## 11. DOCUMENT HISTORY

When approved, this document supersedes the Gender Equity in Education Policy (2002).

Effective date	Authorised by	Version Number	Comments	Review date
		1		3 years

Approved By: *Secretary of the National Department of Education.*

# SECTION B: IMPLEMENTATION PROCEDURES

## 1. INTRODUCTION

GESI in schools can only be achieved if adequately supported by an enabling environment. Schools must be supported to identify and address GESI issues in schools through policies, standards, institutional structures, coordination mechanisms, adequate budgeting, finance, monitoring and supervision.

This policy aims to improve the capacity of school level stakeholders to support the access, participation and learning of all Papua New Guinean children and youth regardless of gender, disability status, geographic location, economic circumstances, religion, race or other characteristics. The GESI in Schools Policy will trigger government, school, community and other education stakeholders to identify, analyse and address GESI issues through School Learning Improvement Plan (SLIP) processes and capacity development in inclusive education teaching and learning practices.

Implementation of the GESI in Schools Policy must be accompanied with significant attention to capacity development at all levels of the education system. A greater understanding of the ways in which children experience exclusion from education is needed. This must be coupled with a greater commitment to GESI principles and greater capacity to fully implement GESI related policies for improvement. A robust monitoring and evaluation framework to track progress and for continual feedback for policy review and improvement is critical.

## 2. BACKGROUND

PNG has made significant progress in recent years towards achieving Education for All. However, challenges remain with girls, children living with a disability, children from rural and remote areas and children from disadvantaged households all facing significant barrier to completing a full cycle of education.

There are high drop-out rates for both girls and boys throughout their education journey. Drop-out rates are highest at key transition points between grade 2 and grade 3 (elementary to primary), between grade 8 and grade 9 (primary to lower secondary) and from grade 10 to grade 11 (secondary to upper secondary). Education Management Information System (EMIS) data (2018) shows that the retention rate of both girls and boys in PNG is very low, with only 16% of boys and 12% of girls that enter Elementary Prep remaining in school to Grade 12. While gender equity has almost been achieved in elementary and primary education, it remains low at secondary school. The gender parity index (GPI) at secondary school is 0.70, meaning that only 70 girls for every 100 boys make it to secondary school. There are large disparities between provinces.

The situation for children with disabilities is likely much worse. PNG does not have accurate data on the number of children living with a disability. UNICEF (2021) estimates that 1 in 8 children aged 0 – 17 years in East Asia and the Pacific have a disability. According to EMIS (2018) data, less than 10,000 children living with a disability are enrolled in school. This suggests that the vast majority of

children living with a disability in PNG are either out of school or attending school but not identified in education data and therefore not fully supported.

Children from rural areas and children from disadvantaged backgrounds also face exclusion from education. Access, transition and completion rates vary greatly between urban and rural areas, with children in remote and very remote areas having long been disadvantaged. Distance to school, a lack of qualified teachers, multi-grade classrooms, as well as prevailing negative gender norms and stereotypes, poverty, early marriage and pregnancy and school related gender based violence are all barriers to children's education, and girls education in particular.

The National Education Plan (NEP) 2020 – 2029 seeks to improve this situation. Equity is a new Focus Area of the NEP and is also a cross cutting issue. The NEP identifies strategies to improve access, participation and learning for girls, children living with a disability, children living in rural remote areas and out of school children (OOSC) and youth. Strategies are far reaching and include: improving gender parity in secondary school through the restructure of the National Education System to a 1-6-6 structure and an inclusive school infrastructure program, establishing model schools linked to IERCs to improve access, participation and learning for children living with a disability, establishing a Remote Schools Improvement Unit (RSIU) to improve Inspector support for SLIP development and implementation and to represent the interests and advocate for remote schools at the national level and strengthening education pathways for OOSC and youth and their motivation to pursue an education and employment opportunities.

The NEP Focus Area 3: Equity calls for the review of the 2002 Gender Equity in Education Policy (GEEP) and the systematic implementation of the revised 2019 Behaviour Management Policy (BMP). Both the GEEP and previous BMP (2009) suffered from limited implementation at the school level. This was because of funding constraints and the lack of a coherent institutional structure to coordinate and support policy implementation. The lack of accountability mechanisms also meant that there was limited oversight or responsibility for policy implementation at national, provincial and school levels.

### **3. RATIONALE**

The GESI in Schools Policy and its Minimum Standards have been developed through a consultative process among GESI focal points in key Divisions. Provincial and district level consultations with education authorities and school level stakeholders including Head Teachers / Principals, teachers and school counsellors, school governing boards and boards of management, parents and students, were undertaken and their feedback incorporated into the Policy and Minimum Standards.

The standards and guidelines are designed to support and guide schools to create and implement a school level GESI Policy for incremental improvements. The standards align and build on the National Quality School Standards Framework (NQSSF) and GESI standards within other relevant policies, such as the BMP, ISEP and WaSH in Schools policy.

The standards and guidelines are the benchmark by which the GESI in Schools Policy outcomes can be assessed and measured. They are written for use by school, provincial and national level education stakeholders. They provide the foundations for a monitoring and evaluation framework to track progress and for continual feedback for policy review and improvement.

The standards and guidelines are requirements for all schools and learning institutions at all levels of education from Preparatory to Secondary, FODE and VET.

## 4. PRINCIPLES AND VALUES

This policy shares core principles and values that are enshrined in our Constitution<sup>1</sup> and embraced within the Papua New Guinea Vision 2050. The policy also recognises and aligns with the principles set forth in the NDoE BMP and ISEP. At the heart of this policy are the following core principles and values:

- a) **Integrated Human Development:** The right of every Papua New Guinean to access, engage and learn in education institutions that are free from discrimination and that foster their development as a whole person and support them to reach their full potential.
- b) **Equality and Participation:** The right for all Papua New Guineans to have an equal opportunity to participate in, and benefit from, the development of our education system and our country.
- c) **Right to a Quality Education:** Every child has the right to an education that is of good quality and the right to learn. For effective learning to take place, girls and boys, including those living with a disability, must have the opportunity to go to school and learn in education institutions that are free of violence and where good behaviour is promoted in all aspects of school life. There are many elements to providing a quality education. Of particular importance for GESI is that the school environment, curriculum, teaching and learning materials and teaching methods are all accessible to and inclusive of all girls and boys, including those living with a disability.
- d) **Right to Respect, Equality and Fairness:** Every student and teacher has the right to be treated with respect in a fair, honest and transparent manner regardless of gender, sexuality, race, age, HIV status, academic level, disability status, religion, family, economic and/or cultural background.
- e) **Inclusion:** An inclusive education system is the foundation for building inclusive communities in which every child and adult experiences a sense of identity and belonging with their local community and beyond. The National Education System should be vibrant enough to adapt to the needs of the diversity of its people.

## 5. GUIDELINES FOR IMPLEMENTATION

The guidelines for implementation provide a clear direction on how the GESI in Schools policy will be implemented in all schools and learning institutions across the country.

## 6. ROLES AND RESPONSIBILITIES

The GESI in Schools Policy and Standards can be effectively implemented if all stakeholders support implementation by fulfilling their respective roles and responsibilities.

The GESI in Schools Policy has been developed to closely align with and link to the BMP (2019) and the ISEP (2019), which are both highly relevant to GESI and which set out clear roles and responsibilities for stakeholders at all levels. Therefore, the roles and responsibilities identified under this policy aim to complement rather than duplicate those in the BMP and ISEP.

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<sup>1</sup> Papua New Guinea Constitution 1975

## SCHOOL LEVEL STAKEHOLDERS

School level stakeholders include Head Teachers / Principals, teachers and school counsellors, school boards, parents and students. They are the most important stakeholders in implementing GESI in their schools. The roles and responsibilities of school level stakeholders have been identified against the policy objectives and outcomes for access, participation and learning.

Stakeholder	Access	Participation	Learning
<b>Students</b>	Attend school every day Encourage your friends to come to school every day	Treat fellow students with respect and understanding Take care of school facilities Be kind and inclusive to all and call out and/or report violent behaviour or sexual abuse where it is safe to do so Be involved in developing and implementing the school based GESI policy Take part in all school programs, extra curricula activities, student led activities etc. to the extent possible Treat teachers with respect and provide assistance when asked	Be ready to learn and fully participate in learning activities Take good care of teaching and learning materials Keep up to date with your learning and assessment tasks
<b>Teachers</b>	Provide awareness and promote education for all in your communities, especially for girls, children living with a disability, children from economically disadvantaged backgrounds and children in rural remote locations	Use language and behaviour that models respect for gender and social inclusion inside and outside the classroom Demonstrate commitment towards inclusive teaching practices Participate in developing and implementing the GESI policy at your school Plan, help, organise and participate in Citizenship and Values education activities Provide social and emotional support to students and refer students to counselling services where needed Practice positive classroom management Report/end violence and model respectful and non-violent behaviours and relationships	Monitor student attendance and follow up with students and parents when poor attendance is identified Consult with parents and refer students suspected of having a disability to IERCs for screening and support. Be committed to meeting the unique learning needs of all students

Stakeholder	Access	Participation	Learning
<b>Head Teachers / Principals</b>	<p>Ensure disaggregated enrolment data is accurately recorded and reported to relevant stakeholders</p> <p>Protect student privacy and keep sensitive student information confidential</p> <p>Undertake selection of students to school aligned to GESI and related policies focused on Access (NEP Focus Area 2), with particular attention to achieving gender parity and social inclusion</p> <p>Provide awareness and promote education for all in your communities, especially for girls, children living with a disability, economically disadvantaged children and children in rural remote locations</p> <p>Ensure pregnant students are not expelled and are supported to continue their education</p>	<p>Raise awareness of all GESI related policies to students, teachers, governing boards, parents and hold teachers accountable</p> <p>Continually reinforce the GESI in Schools Policy, BMP and ISEP and act to address GESI concerns effectively</p> <p>Identify and address negative gender stereotypes and norms and champion gender equality and social inclusion in school and the community</p> <p>Be a role model for inclusive practices and respectful and non-violent behaviour</p> <p>Conduct / organise In-Service Teacher Training on GESI and related policies</p> <p>Facilitate the process for developing and implementing the school GESI policy</p> <p>Socialise all GESI and related policies to students, teachers, governing boards, parents and hold teachers accountable for implementation</p> <p>Identify and coordinate support from referral services (e.g. IERC, child protection and health services etc.)</p>	<p>Ensure the supply of teaching and learning resources meets the learning needs of all students, particularly those with learning difficulties or disabilities</p> <p>Monitor teacher attendance and follow up with teachers when poor attendance is identified and enforce penalties if poor performance continues</p>
<b>School Boards</b>	<p>Regulate (set) school fees in a fair and transparent manner</p> <p>Support selection of students to school aligned to GESI and related policies focused on Access (NEP Focus Area 2), with particular attention to achieving gender parity and social inclusion</p> <p>Ensure school environments are inclusive and accessible to all children</p> <p>Comply with the WaSH in Schools policy standards</p>	<p>Endorse GESI plans and activities</p> <p>Monitor GESI plans and activities and address implementation challenges</p> <p>Participate in the development and implementation of the school GESI policy</p> <p>Ensure GESI is captured meaningfully in the SLIP and hold Head Teachers / Principals accountable for implementation</p>	<p>Set standards on infrastructure and curriculum and hold Head Teachers / Principals accountable for implementation</p> <p>Ensure GESI initiatives are incorporated into SLIPs and fully funded</p> <p>Approve submissions that relate to improved learning in schools</p> <p>Ensure financial expenditure is according to standards and allocated in such a way that it does not discriminate any group in the school community</p>

Stakeholder	Access	Participation	Learning
<b>Parents</b>	<p>Ensure students are well prepared (e.g. uniform, stationary, lunch, transport) for school</p> <p>Encourage your child/ren, especially girls, to continue and complete a full cycle of basic education</p>	<p>Model and reinforce positive values, including respectful and non-violent behaviours and relationships</p> <p>Practice positive parenting</p> <p>Participate in developing and implementing the school GESI policy</p> <p>Engage in extra curricular activities and contribute to creating inclusive learning environments</p> <p>Volunteer expertise and skills to improve the learning environment</p>	<p>Ensure children go to school every day</p> <p>Support children's learning at home</p> <p>Collaborate with school stakeholders to identify and meet the learning needs of your child/ren</p>



## PROVINCIAL AND DISTRICT LEVEL STAKEHOLDERS

Provincial and District level stakeholders include Provincial and District Inspectors, Guidance and Counselling Officers and Education Advisors. They have a critical role in supporting schools to implement the GESI in Schools Policy through SLIP processes, capacity development and collaboration with education stakeholders.

Stakeholder	Roles and Responsibilities
<b>Guidance and Counselling Officers</b>	<ul style="list-style-type: none"> <li>Monitor student enrolment and attendance</li> <li>Perform roles and responsibilities as identified under the BMP</li> <li>Strengthen school-based counselling and referral services</li> <li>Provide teacher In-Service training to improve GESI</li> <li>Strengthen career pathways for secondary school students</li> </ul>
<b>Inspectors</b>	<ul style="list-style-type: none"> <li>Collect disaggregated education data</li> <li>Monitor student enrolment and attendance</li> <li>Collect and provide data on violations of GESI principles and values to the NDoE GESI Branch</li> <li>Provide advice to schools on teacher – student ratios</li> <li>Monitor the inclusive school environment according to GESI standards in the NQSSF / NASSA</li> <li>Enforce GESI policy compliance at the school level</li> <li>Provide advice to schools on improving inclusive school environments and WASH facilities</li> <li>Provide advice on risk management strategies and conflict resolution that may arise as a result of GESI initiatives</li> <li>Provide / facilitate GESI policy capacity development for Head Teachers</li> <li>Monitor GESI teaching practices in the classroom</li> <li>Identify GESI teacher training needs</li> <li>Provide teacher In-Service training to improve GESI</li> <li>Perform roles and responsibilities as identified under the BMP</li> <li>Strengthen career pathways for secondary school students</li> <li>Support the PDoE to evaluate GESI policy implementation and initiatives within the Provincial Education Plan</li> </ul>
<b>Provincial Education Advisors</b>	<ul style="list-style-type: none"> <li>Oversee the systematic implementation of GESI related school policies within the province</li> <li>Allocate budget/resources for the effective implementation of GESI related policies within the districts</li> <li>Cooperate and coordinate with NGOs / UN agencies to deliver on GESI priorities</li> <li>Report on GESI policy implementation to NDoE</li> </ul>
<b>District Education Advisors</b>	<ul style="list-style-type: none"> <li>Collaborate with guidance and counselling officers, inspectors and school leaders to effectively support policy implementation.</li> <li>Monitor and support inspectors and Head Teachers / Principals to carry out their responsibilities under this policy</li> <li>Advocate for funding to improve inclusive quality education to district development authorities and other stakeholders</li> <li>Prioritise funding for the implementation of GESI related policies</li> <li>Report on GESI in Schools policy implementation to PEAs</li> </ul>

# DEPARTMENT OF EDUCATION STAKEHOLDERS

The NDoE endorses this policy for implementation. The key Divisions and other stakeholders of the NDoE have specific responsibilities for implementing this policy.

Stakeholder	Roles and Responsibilities
<b>Gender Equity and Social Inclusion (GESI) Branch</b>	<p>Coordinate with other divisions to ensure that the GESI in Schools Policy is fully implemented</p> <p>Coordinate with provincial level stakeholders and schools to ensure GESI related programs are fully implemented</p> <p>Provide awareness and training to relevant NDoE officers, including Guidance and Counselling Officers and Inspectors</p> <p>Monitor and evaluate the implementation and impact of the GESI in Schools Policy</p> <p>Establish a GESI complaints management system</p> <p>Ensure sufficient funds are allocated for the effective implementation of the GESI in Schools Policy to all schools and learning institutions throughout the country</p> <p>Lead the review of the GESI in Schools Policy</p>
<b>Guidance and Counselling Division</b>	<p>Ensure that the GESI in Schools Policy is rolled out to all schools and learning institutions</p> <p>Conduct training for school level stakeholders on the GESI in Schools Policy and related policies</p> <p>Ensure that government officers undergo GESI training</p>
<b>Inspections Division</b>	<p>Ensure that Inspectors demonstrate in their own work that they promote and support improvements in education for both girls and boys through GESI strategies</p> <p>Identify and support professional development on GESI for Inspectors so as to improve their knowledge, skills and capacity to support GESI policy implementation. This should include an understanding of the constructs of gender, GESI principles and GESI strategies to improve GESI in schools</p> <p>Ensure that school monitoring tools (NASSA) are GESI inclusive</p> <p>Ensure schools are regularly monitored and supported to improve GESI</p>
<b>Curriculum Development Division</b>	<p>Develop and provide curriculum which in content, methodology and language is accessible and inclusive of all children</p> <p>Ensure that the SBC curriculum is GESI sensitive, relevant to both girls and boys and challenges negative gender stereotypes and cultural practices</p> <p>Where possible, more towards GESI transformative curriculum which provides opportunities for students to build positive attitudes and behaviours in the school community, including through fostering social responsibility, empathy, sensitivity and equal and non-violent relationships</p>
<b>Vocational Education and Training Division</b>	<p>Ensure that VET curricula are GESI sensitive</p> <p>Ensure that both male and female students are encouraged to take trade courses, particularly in traditionally male dominated trades, and that the learning environment is accessible and safe for both girls/women and boys/men, including those living with a disability</p> <p>Ensure that teaching and learning practices in VET centres are inclusive of all youth, including girls, students living with a disability and other disadvantaged students</p>
<b>Measurement Services Division</b>	<p>Ensure that all examination items (both scripted and illustrated) are GESI inclusive</p> <p>Ensure that all students regardless of their abilities are given equal opportunities in school and national assessments</p>

## CHURCH AGENCIES AND OTHER EDUCATION PROVIDERS

Many schools in the National Education System are governed by Church education agencies and other education providers which maintain their own philosophies. These agencies have an important role in strengthening GESI in schools. Church agencies and other education providers should:

- Support schools to develop and implement their own GESI policy based on this policy and its underlying principles;
- Work in partnership with District, Provincial and other education stakeholders to improve GESI in schools;
- Work in partnership with NDoE to train church agency workers and school level stakeholders in the GESI in Schools policy;
- Contribute to the monitoring and review of the GESI in Schools policy.

## NON-GOVERNMENT AND UN AGENCIES

NGOs and UN Agencies have a responsibility to align their GESI priorities and programs with this GESI in Schools policy. NGOs and UN Agencies should cooperate and collaborate with the NDoE, District, Provincial and school level stakeholders to improve funding for and implementing of GESI related policies.



# SECTION C: STANDARDS

The Objectives and Outcomes of this policy seek to ensure that progress is made against the plans and priorities of the NEP 2020 – 2029. There are three interconnected policy objectives that focus on access, participation and learning, with corresponding Standards. The Standards set benchmarks for all stakeholders to collectively strive for improvements to achieve GESI outcomes.

## STANDARD 1: ACCESS TO INCLUSIVE SCHOOLS AND LEARNING INSTITUTIONS

- 1.1.** School leaders accurately record and report student enrolment data disaggregated by sex and disability status.
- 1.2.** School environments are gender sensitive and accessible for children with disabilities.
- 1.3.** School WaSH facilities meet the WaSH in School policy and standards for sufficient, accessible and secure access to and use of toilets by girls and boys, including children living with a disability, and staff.
- 1.4.** School leaders, parents and other stakeholders form partnerships to actively promote the enrolment and retention of children in schools and learning institutions, with special attention to girls, children living with a disability, children experiencing economic disadvantage and those living in rural and remote areas.
- 1.5.** School leaders integrate support for the enrolment of disadvantaged children within their SLIPs, with special attention to girls, children living with a disability, children experiencing economic disadvantage and those living in rural and remote areas.
- 1.6.** School leaders create inclusive and safe school environments.
- 1.7.** School leaders strengthen linkages to education pathways for out of school children and youth so they are fully engaged in learning and supported to reach their full potential.

## STANDARD 2: FULL AND EQUITABLE PARTICIPATION OF ALL CHILDREN IN SCHOOLS AND LEARNING INSTITUTIONS

- 2.1.** GESI is integrated into leadership training and professional development opportunities for all school leaders, Head Teachers, teachers and governing boards through collaboration with PEBs and donor agencies.
- 2.2.** School leaders support teachers to improve their inclusive teaching practices through school-based teacher professional development initiatives.
- 2.3.** Schools establish partnerships with child protection, health, church agencies and other service providers to strengthen children's attendance, participation, retention and learning in school.
- 2.4.** Schools establish partnerships with IERCs to screen and support the participation, retention and learning of children living with a disability.
- 2.5.** Schools establish inclusive social and recreational activities that foster the engagement and motivation of girls and boys, including children living with a disability, challenging negative gender and disability norms and stereotypes.

## STANDARD 3: IMPROVED LEARNING AND WELLBEING OUTCOMES

- 3.1.** School leaders, teacher, parents and students are made aware of and are supported to effectively implement GESI related policies, including the BMP, ISEP and this GESI in Schools policy.
- 3.2.** Schools strengthen engagement with parents and communities to support children's attendance, participation and learning.



# SECTION D: MONITORING AND EVALUATION

The NDoE will develop a GESI in Schools monitoring and evaluation framework at national, provincial and school levels. At the national level, sex and disability disaggregated data will be collected in the National School Census and will provide important enrolment, retention and completion data from which to assess policy implementation progress and inform planning and program priorities.

At the provincial and district levels, school Inspectors will support and monitor GESI in schools through SLIP processes and the NQSSF.

# SECTION E: REVIEW

Review of the GESI in Schools Policy and Standards is a requirement. Every three years from the date of implementation, a review date will be set and a review conducted. However, periodic reviews may be undertaken and sections of the GESI in Schools Policy and Standards revised as needed.

# REFERENCES

Government of Papua New Guinea (2016), Vision 2050, Waigani, National Capital District, PNG.

Department of Education (2020), National Education Plan (NEP) 2020 – 2029, Waigani, National Capital District, PNG.

UNICEF (2021), Seen Counted, Included: Using data to shed light on the well-being of children with disabilities, New York, USA.



**PNGAus Partnership**

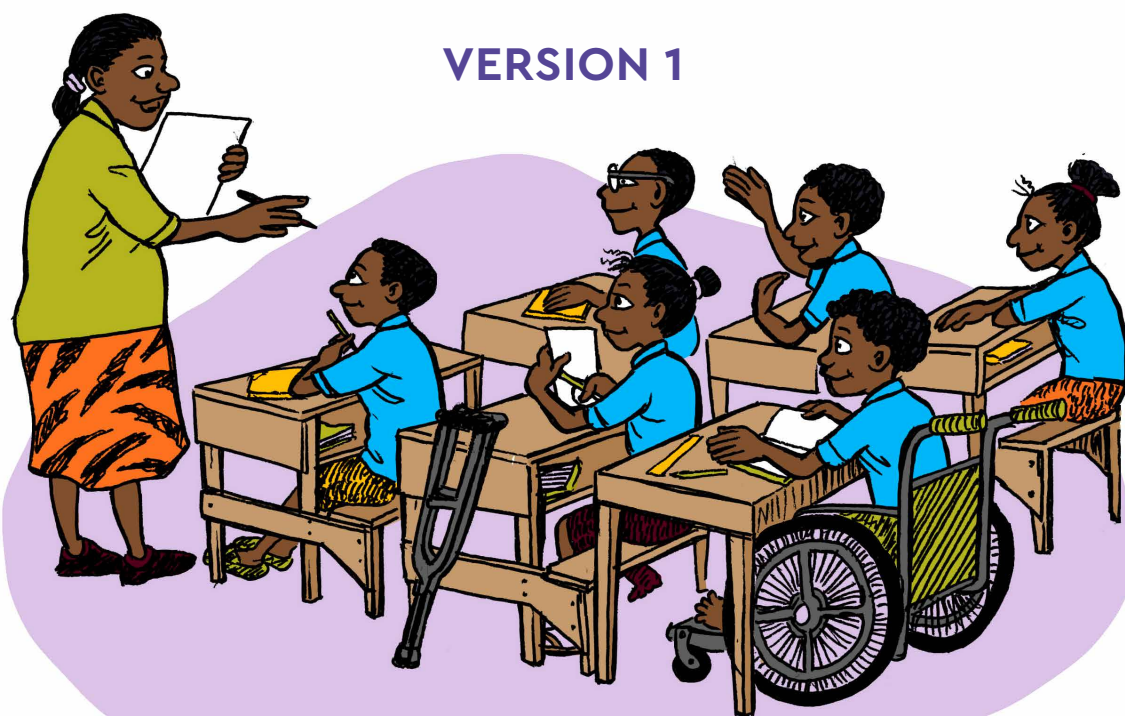


DEPARTMENT OF EDUCATION

# GENDER EQUITY AND SOCIAL INCLUSION (GESI) IN SCHOOLS POLICY

A GUIDE FOR SCHOOLS

VERSION 1



# ACKNOWLEDGEMENTS

Gender Equity and Social Inclusion (GESI) Desk for leading the development of this guide to the GESI in Schools Policy.

Thanks to all students, parents, teachers, head teachers, provincial and national education officers, NGOs and church agencies, who participated in and contributed during consultations on the GESI in Schools Policy, which have informed the development of this guidance.

The development of the GESI in Schools Policy: **A Guide for Schools** was supported by the Australian Government through the Papua New Guinea - Australia Partnership.

# SECRETARY'S MESSAGE



Schools play an important part in addressing our constitutional obligations to achieve equality by supporting gender and social inclusion within our national education system. The Gender Equity and Social Inclusion (GESI) in Schools Policy replaces the 2012 Gender Equity in Education Policy and will drive our collective action to achieve greater access and equity in learning outcomes.

The National Department of Education (NDoE) has institutionalised gender equity through policy development and practices. The National Education Plan 2020-2029 Focus Area 3: Equity, will drive our efforts to achieve its major outcome, that being ‘that all Papua New Guineans will have equal opportunity regardless of geographic location, economic circumstances, gender and disability.’

The government’s priority of ‘leaving no child behind’ means that we must start with addressing the education needs of children farthest behind, including girls, children with disabilities, children from rural remote areas and children that suffer economic hardship. This will require a whole school approach. Schools must use a range of strategies and involve parents and the community to not only improve access to education for children that suffer from exclusion, but to also ensure that, once in school, they are supported to fully participate and learn.

This guide to the GESI in Schools Policy is designed to provide advice, information and strategies to assist schools and teachers to do this. It has been developed by a broad range of stakeholders in PNG.

I encourage all schools to read and follow the recommendations made in this guide and commend all contributors and writers for the development of the guidance.

A handwritten signature in black ink, appearing to read 'Uke Kombra', followed by a period.

**Dr. Uke Kombra, PhD, OBE.**  
Secretary for Education



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# INTRODUCTION

To support schools to implement the Gender Equity and Social Inclusion (GESI) in Schools Policy, the National Department of Education (NDoE) is providing guidance to schools.

This guide provides advice, strategies, and examples for implementing the GESI in Schools Policy. It is designed for use by head teachers, teachers and school boards and can be used by other stakeholders who support schools in the national education system.

This guide provides guidance for schools to develop school-level GESI policies and action plans as part of the School Learning Improvement Plan (SLIP). It recommends good practices that schools can use to improve access, participation and learning for male and female students. The good practices provided seek to support girls and boys that face challenges accessing, participating, and learning in schools because of gender or social barriers, such as being from a rural remote area or an economically disadvantaged household. However, they will also help ALL children. This is because the most practical way to help disadvantaged children is often by making schools better for all children.

# WHAT DOES GESI MEAN?

Policy reference: Section A: Policy, 8. Definitions

## GENDER EQUITY:

The fair treatment of men/boys and women/girls based on their needs. To be fair, girls and boys may need different support or resources to make up for disadvantages they experience. In education this means that girls and boys both receive the support they need to access, participate and learn in school and to reach their full potential. Equity leads to equality.

## SOCIAL INCLUSION:

A process that aims to ensure equal opportunity – that everyone, regardless of their background, geographic location, economic circumstances, religion, ethnicity etc., can reach their full potential. In education, inclusion means ensuring that ALL children can access, participate and learn in schools.

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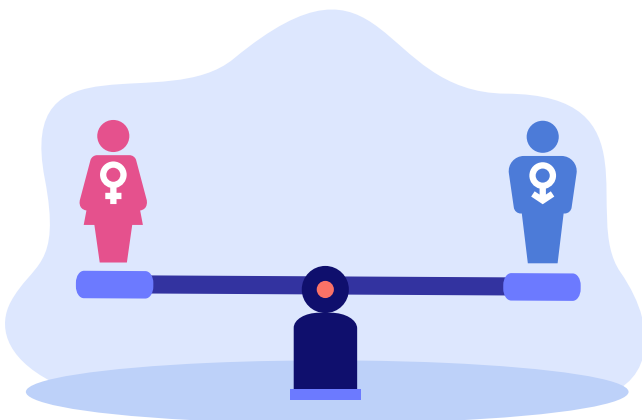
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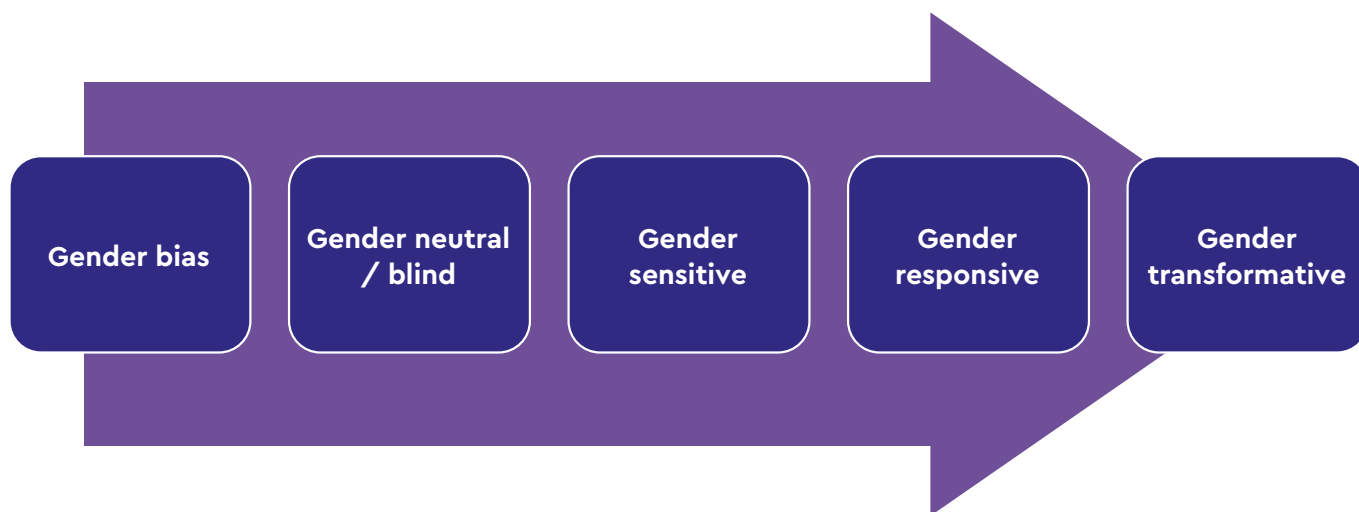
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**GENDER**

**EQUITY**

**& SOCIAL INCLUSION**





### GENDER BIAS

Unfair treatment of one gender over another, such as a teacher only giving support to boys in the class or textbooks that reinforce negative gender stereotypes.

### GENDER NEUTRAL / BLIND

Ignores gender norms, discrimination and inequalities, such as only consulting male school leaders or not enrolling adolescent mothers in school.

### GENDER SENSITIVE

Acknowledges but does not address gender inequalities, such as enrolment programs do not respond to the low enrolment of girls.

### GENDER RESPONSIVE

Acknowledges and responds to the specific needs of girls and boys, such as providing separate toilets for girls and boys and textbooks that do not include negative gender stereotypes.

### GENDER TRANSFORMATIVE

Addresses the causes of gender-based inequalities and works to transform harmful gender roles, norms and power relations, such as girl leadership programs and female quotas in governance structures .

# PRINCIPLES AND VALUES

Policy reference: Section B: Implementation Procedures, 4. Principles and Values

At the heart of the GESI in Schools Policy are principles and values that come from our constitution and the PNG Vision 2050.

**Integrated Human Development:** The right of every Papua New Guinean to a quality education that supports them to reach their full potential.



**Equality and Participation:** The right for all Papua New Guineans to have an equal opportunity to participate in, and benefit from, education.



**Right to a Quality Education:** Every child has the right to an education that is of good quality and the right to learn. This means that school environments, curriculum, teaching and learning materials and teaching methods are all accessible to and inclusive of all girls and boys, including those living with a disability.



**Right to Respect, Equality and Fairness:** Every student and teacher has the right to be treated with respect in a fair, honest and transparent manner.



**Inclusion:** An inclusive education system helps all children and adults to build a sense of identity and belonging within their local community and beyond.



# GESI IN SCHOOL POLICY RULES

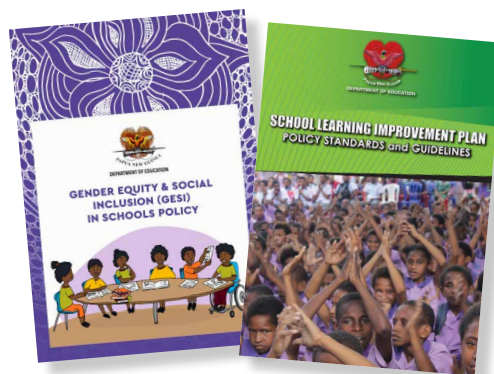
Policy reference: Section A: Policy, 5: Policy Rules

The GESI in Schools Policy has rules that all schools must follow.

- 1** Schools and learning institutions must provide equitable access to an inclusive quality education for all school aged children and youth in PNG.
- 2** The GESI in Schools Policy must be effectively implemented in all schools and learning institutions in the national education system.
- 3** All stakeholders must fulfill their roles and responsibilities to effectively implement this policy.
- 4** Leaders of schools and learning institutions must be trained in the GESI in Schools Policy and implementation procedures.
- 5** GESI programs and initiatives must be included in School Learning and Improvement Plans.
- 6** Gender and disability disaggregated data must be included in the school census.
- 7** Regular monitoring of GESI activities in schools must be carried out by school leaders and education authorities.
- 8** The National Department of Education must allocate sufficient budget for policy implementation and undertake regular policy review.

# HOW TO USE THE GUIDE

Schools have a responsibility under the GESI in Schools Policy to develop and implement a school-level GESI policy. GESI priorities must be included in the SLIP and adequately funded.



**Section 1** of the guide provides guidance on the process for developing a school-level GESI policy.

**Section 2** provides guidance on how to develop a SLIP GESI action plan. GESI action plans must be included under the relevant focus areas of the SLIP.

**Section 3** contains information to support the implementation of the GESI in Schools Policy. It recommends good practices that schools can use to improve access, participation and learning for girls and boys.

There are **policy references** which highlight the most relevant part of the GESI in Schools Policy.

There are examples to illustrate how the **good practices** described can be put into action and how **GESI actions can be integrated into the SLIP**.

Section title →

Policy reference →

What you can find in this section →

Good practices you can use →

Examples of good practice →

## Section 3: Supporting ALL children to access, participate and learn in school

Policy Reference: Section A: Policy, 4: Intended Outcome, Objective 1: Access

**i** In this section, you will learn about actions a school can take to support all children to access school.

Supporting children to access school begins by ensuring that parents and guardians understand and value their child's right to an education. Parents/guardians must also know at what age and when they should enrol their child. Schools then need to welcome and enrol all children in school.

Here are some ways to support all children to access school.

What to do	How - good practices	Who should do it
Make sure parents and the community know at what age and when they should enrol their child.	Run a community campaign, such as a back-to-school campaign, to promote children's right to education. Host community meetings to promote the rights of all children to an education.	Head teachers / BoM
Support children to come to school.	Provide subsidies for school fees or transport costs for disadvantaged children so that cost does not prevent them from enrolling in school. Work with parents and the community to arrange transport if distance to school is an issue for some groups of children.	Head teachers / BoM

### Example of an action you can take

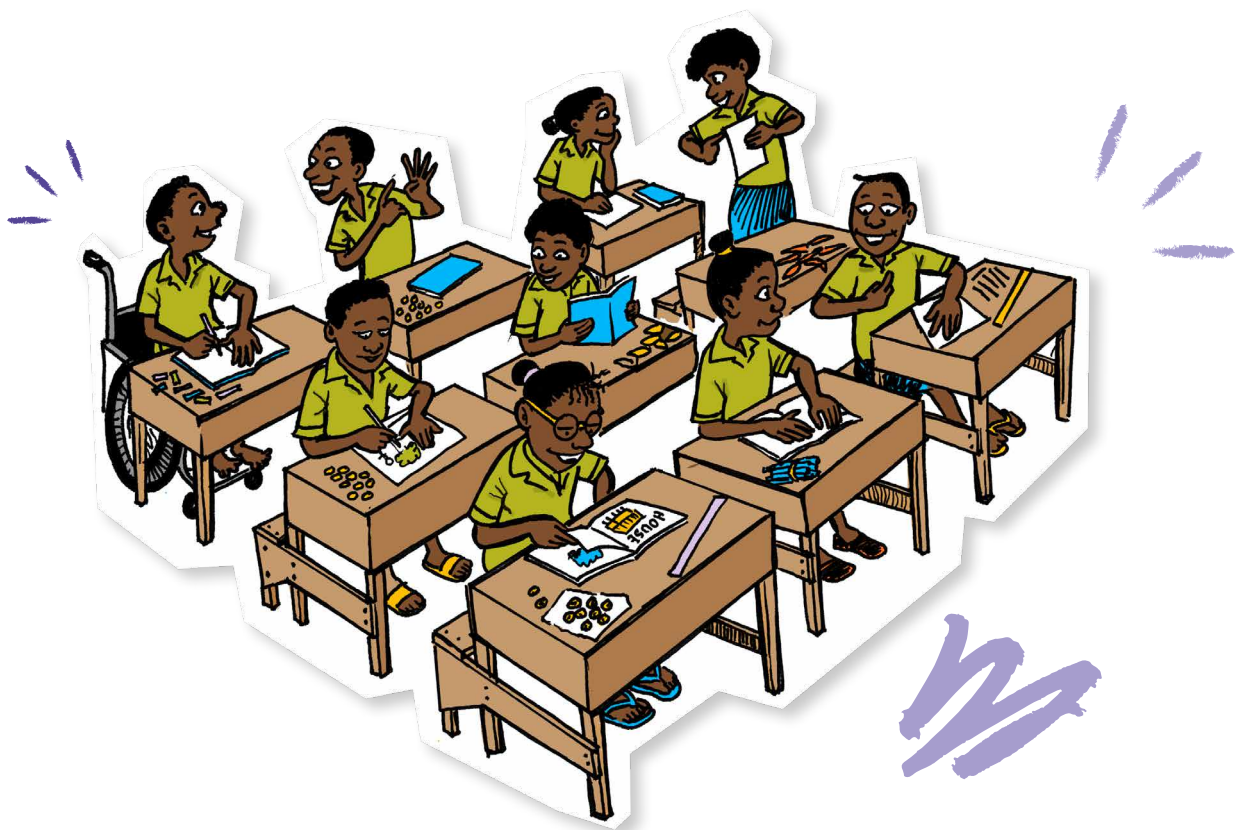
Walk common routes to school:

1. Is the route safe for girls and boys to get to school safely?
2. Are there dangerous paths that boys and girls need to cross, such as a busy road or river?
3. Are there areas that boys and girls pass by that may not be safe, such as bars / clubs, gambling rooms, military posts?
4. Discuss with the BoM, P&C members and community leaders what can be done to make the route to school safer.

For example, can a bridge with handrails be built over the river? Can parents / community member volunteers establish a 'walk to school' roster, accompanying children as they walk to and from school?

# SECTION 1:

## HOW TO DEVELOP A SCHOOL GESI POLICY



## Section 1: How to develop a school GESI policy

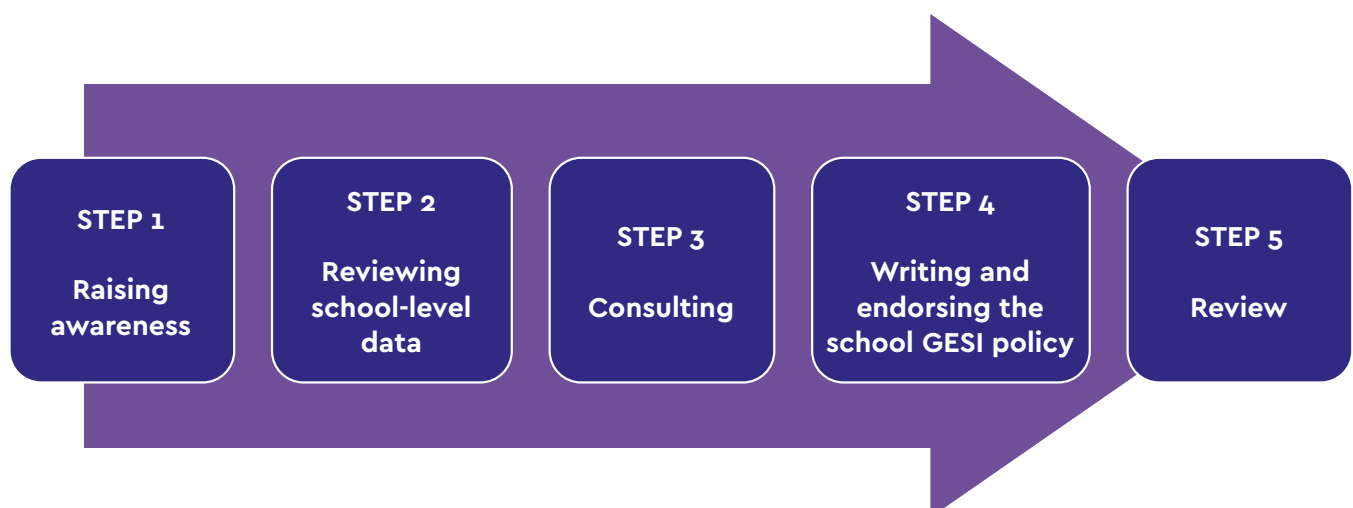


In this section, you will learn how to develop your school GESI policy. Some schools may already have a GESI policy or other policies, such as a Behaviour Management Policy (BMP), code of conduct, school health or water, sanitation and hygiene (WaSH) policy or boarding house policy, that may need to be updated to align with the GESI in Schools Policy.

Schools have a responsibility under the GESI in Schools Policy to develop and implement a school-level GESI policy. The school GESI policy must be developed in consultation with students, teachers, school boards and parents. To develop and implement your school GESI policy you will need to follow the below steps:

The key steps to developing and implementing your school GESI policy include:

1. Raising awareness of the GESI in Schools Policy and why it is important.
2. Reviewing school data.
3. Consulting with students, teachers, the school board, parents and the local community.
4. Writing and endorsing the school GESI policy.



## Step 1: Raising awareness about the GESI in Schools Policy and why it is important.

Involving students, teachers, school boards, parents and the community will make all the difference to developing and implementing a school GESI policy that everyone understands and that everyone can commit to.

Sharing key messages can make sure that everyone is aware of the GESI in Schools Policy and why it is important. You can use the key messages below when you introduce the GESI in Schools Policy and to continually reinforce the benefits of GESI.

### GESI in Schools Policy Key Messages

- ✓ **Every child has the right to education**, on the basis of equal opportunity.
- ✓ Girls and boys have a right to a school environment that responds to their specific needs.
- ✓ **The GESI in Schools Policy is about ensuring that all children can access education and can achieve the anticipated learning outcomes.** Without this, boys and girls can find themselves without the education they need to fully participate in the social, economic and political life of their community.
- ✓ Everyone has a role to play in helping girls and boys access, participate and learn in school.

## Step 2: Reviewing school-level data.

Reviewing data from your school can help you to identify GESI issues. Examining school-level data, such as enrolment, attendance, repetition rates, examination results and completion rates, by gender and other student characteristics, such as economic background or distance from school, can help you to identify GESI issues that you can then raise and discuss during your consultations. For instance, attendance records may show higher rates of absenteeism among girls or examination results may show that girls get higher grades than boys in a particular subject.

This raises important questions that you can then share and discuss during your consultations in Step 3, such as:

- Q. Why are girls missing school more often than boys?
- Q. Which girls are missing school and why?
- Q. Why do girls do better in maths examinations than boys?
- Q. What part of the math curriculum are boys struggling with the most and why?

## Step 3: Consulting with students, teachers, the school board, guidance counsellor, parents and the local community.

Make time to hold a meeting and consult with students, teachers, the school Board of Management (BoM), parents and the local community. You can hold meetings with established groups at your school, such as the Student Representative Council (SRC), the school board and the Parent & Citizens (P&C).

If there is no SRC at your school, you can select a group of students. In selecting students, you should make sure that there is equal representation of:

1. Girls and boys.
2. Girls and boys from different grade levels.
3. Girls and boys from different backgrounds in the community. Depending on the school community, this might be children from different ethnic or tribal groups, children that live a long distance from the school, children from the most disadvantaged households.

At the meeting, you should:

- Share the key messages to introduce the GESI in Schools Policy and why it is important.
- Share school-level data and discuss issues / problems that impact girls' and boys' access to school, their engagement while at school, and their learning.
- Discuss ideas on how to address the issues / problems identified.
- Discuss the different roles and responsibilities of students, teachers, the BoM and parents in helping to address the issues identified.

You can use and adapt the questions linked to the SLIP focus areas below to help explore the issues / problems at your school and the different roles and responsibilities of students, teachers, the BoM and parents in helping to address the issues / problems. You can use Annex A: Stakeholder Consultation Record to record what is discussed and use this to complete Step 2 and Step 3 below.



### SLIP focus area: Curriculum and student learning

- Q. Are both girls and boys participating in class and in extracurricular activities? If not, what are girls and boys not participating in, and why?
- Q. Do male and female students contribute equally (for example, cleaning the classrooms or working in the school garden)?
- Q. What can be done to improve girls and boys participation?
- Q. Do both girls and boys learn and achieve to the best of their ability? If not, in what areas are girls and boys under-achieving in, and why?
- Q. What can be done to improve girls and boys learning?



### SLIP focus area: Student needs and welfare

- Q. Are both girls and boys coming to school every day?
- Q. Are there girls and boys that have not enrolled in school?
- Q. Are there girls and boys who drop out of school?
- Q. Why are some girls / boys not coming to school?
- Q. Why are some girls / boys dropping out of school?
- Q. Is the school close enough for girls and boys to walk to?
- Q. Are both girls and boys safe on the way to school?
- Q. Do girls and boys feel safe from bullying and harassment, including sexual harassment, on the way to and in school?
- Q. What can be done to address the causes for girls and boys not coming to school or dropping out?
- Q. What can be done to make the journey to school, and the time in school, safe for girls and boys?
- Q. Are male and female students treated equally in the Behaviour Management Policy?
- Q. Are pregnant female students allowed to come to school?



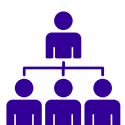
### SLIP focus area: Staff professional development and training

- Q. Do school leaders provide teachers with in-service on GESI and related policies? If not, what in-service training do teachers need and how can this be provided?



### SLIP focus area: Staff professional development and training

- Q. Do girls and boys get equal access to school facilities and equipment, such as libraries, laboratories, workshops, and sports equipment? If not, which facilities or equipment are restricted for girls and boys, and why?
- Q. Are there any spaces where girls and boys feel unwelcome or unsafe? Why is this?
- Q. If a boarding school, do we have equal boarding spaces for male and female students?
- Q. What can be done to improve girls and boys safety and equal access to school facilities and equipment?
- Q. What is the role of students / teachers/ school board / parents / community in helping make the school safe and improving girls and boys access to school facilities and equipment?
- Q. Do girls and boys get equal access to toilets and clean drinking water?
- Q. Do girls have access to appropriate hygiene facilities or sanitary materials, for instance during menstruation?
- Q. Are girls and boys safe when they go to the toilet?
- Q. What can be done to improve girls and boys access to toilets and clean drinking water, their safety when using the toilet, and girls access to hygiene facilities or materials?
- Q. What is the role of students / teachers / school board / parents / community in helping improve access to WaSH facilities?



### SLIP focus area: Staff professional development and training

- Q. Do school leaders collect, report and use student data to identify GESI issues? If not, what data should be collected and how can it be better used to help decision-making?



### SLIP focus area: Leadership administration and management

- Q. Do school leaders collect, report and use student data to identify GESI issues? If not, what data should be collected and how can it be better used to help decision-making?



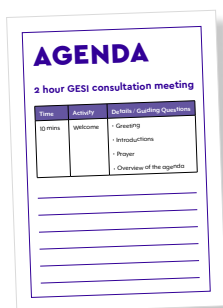
### SLIP focus area: Good governance and community relationships

- Q. What is the role of students / teachers / BoM / parents / community in helping improve girls and boys access, participation and learning?



### SLIP focus area: Budget allocation

- Q. Are GESI activities included in the SLIP?
- Q. Is part of the school budget allocated to address GESI issues at the school?



Below is a suggested agenda for a two-hour GESI consultation meeting.

Time	Activity	Details / Guiding Questions
10 mins	Welcome	<ul style="list-style-type: none"> <li>• Greeting.</li> <li>• Introductions.</li> <li>• Prayer.</li> <li>• Overview of the agenda.</li> </ul>
10 mins	GESI in Schools Policy key messages	Share key messages. Discussion questions: <ul style="list-style-type: none"> <li>• Why do you think it is important for our school to implement this policy?</li> <li>• Which children in our community do you think are missing out on school?</li> <li>• How can you help promote every child's right to an education in your family or the community?</li> </ul>
30 mins	GESI school data and issues / problems	Share relevant school data from Step 2.  Select or adapt questions from the list above to explore GESI issues / problems with the group.  Ask questions to prompt discussion, such as: <ul style="list-style-type: none"> <li>• Do you think this is an issue at our school?</li> <li>• Are there particular groups of girls and boys that are more affected by this issue? If so, which girls / boys?</li> <li>• What is the impact of this issue on girls / boys?</li> <li>• Are there other important issues that we haven't discussed?</li> </ul> During the discussion, write issues / problems identified by the group on a board / poster and use this to complete the consultation record.

30 mins	How to address the issue	<p>Based on the list of issues / problems identified by the group, refer to good practices in Section 2 to get ideas on how this issue could be addressed and hold a discussion with the group to share ideas.</p> <p>If there is a good practice in Section 2 on how to address this issue – share the good practice and ask the group whether they think this would work at their school or if they have suggestions for how it might be modified to work better.</p> <p>If there are no good practices in the guide on the issue identified, ask the group how they think this issue could be addressed. Prompt discussion by asking:</p> <p>What do you think should be done to overcome or address this issue?</p> <p>How would this idea solve the issue?</p> <p>Is the idea practical – how can it realistically be done?</p> <p>Are there any risks or concerns with the idea proposed?</p> <p>During the discussion, write ideas to address issues / problems identified by the group on a board / poster and use this to complete the consultation record.</p>
30 mins	Roles and responsibilities	<p>Discuss the different roles and responsibilities for:</p> <ul style="list-style-type: none"> <li>• Students.</li> <li>• Teachers.</li> <li>• The BoM.</li> <li>• Parents.</li> <li>• Any other groups or members of the community.</li> </ul> <p>During the discussion, record the list of roles and responsibilities for each group on a board / poster and use this to complete the consultation record.</p>
10 mins	Conclusion	<p>Thank participants for their time and suggestions.</p> <p>Explain to the group that their ideas will be used to help the school develop the school-level GESI policy and action plan.</p>

## STEP 4: Writing and endorsing the school GESI policy.

The head teacher is responsible for writing the school GESI policy and the BoM is responsible for endorsing it. The head teacher should use the inputs from the consultation meetings undertaken in Step 1 to write the school GESI policy.

Annex B includes a school GESI policy template that you can use to write your school GESI policy. Annex C includes an example of a primary and secondary school GESI policy.

For each section of the policy, consider the inputs from the consultation meetings and use the guidance below to write your GESI policy.

Section	Guidance
<b>Introduction</b>	<p>This is an introduction to the school GESI policy. You can adapt the Policy Statement from the national <a href="#">GESI in Schools Policy</a> as your introduction or write one that explains what your GESI policy aims to achieve.</p> <p>GESI in Schools Policy Statement adapted for schools: The St. Alysious school Gender Equity and Social Inclusion (GESI) Policy promotes the right of all children to access, participate and learn regardless of gender, disability, geographic location, economic circumstances, religion, race, or other characteristics so that they can reach their full potential and contribute to the development of the country.</p>
<b>Vision statement</b>	This is a statement about what the school aims to achieve in the future through implementing the school GESI policy. It is the vision the school has for a better future state. It can be described as a set of 'we believe' statements.
<b>Aim of the policy</b>	The policy aims are the things you want to achieve through implementing the school GESI policy. They describe what the school will do to achieve the vision of the policy. Aims can be described as a set of action statement, such as 'to achieve,' 'to support,' 'to involve.'
<b>Roles and responsibilities</b>	These are the roles and responsibilities identified for students, teachers, head teachers, the BoM. and parents and community to effectively implement the policy. The roles and responsibilities should match the policy aims – meaning that if the roles and responsibilities were fulfilled then the aims of the policy would be achieved.
<b>GESI SLIP actions</b>	This links the implementation of the school GESI policy to the SLIP. It is a commitment to taking action and implementing activities to improve GESI at your school and, importantly, to funding them.
<b>Consultation on the school GESI policy</b>	This provides a summary of who was consulted in developing the school GESI policy, such as students, teachers, the BoM, the P&C etc.
<b>Review</b>	This sets the date for review of the policy. Typically, you should aim to review school policies every year.
<b>Endorsement</b>	The BoM is responsible for endorsing the policy. The policy should be signed and dated once endorsed by the BoM Chairperson.

Once the BoM has drafted the school GESI policy, it should be shared with students, teachers, parents and the community for their feedback and changes incorporated before it is endorsed by the BoM. Once the BoM endorse, the school GESI policy, make sure to let everyone know. This can be done by making announcements and sharing copies of the policy during school assembly, SRC meetings, P&C meetings and placing it on the school notice board.

## STEP 5: Review

The school GESI policy should be reviewed annually alongside the annual SLIP internal review process.

# SECTION 2:

## HOW TO DEVELOP YOUR SLIP GESI ACTION PLAN



## Section 2: How to develop your SLIP GESI action plan.



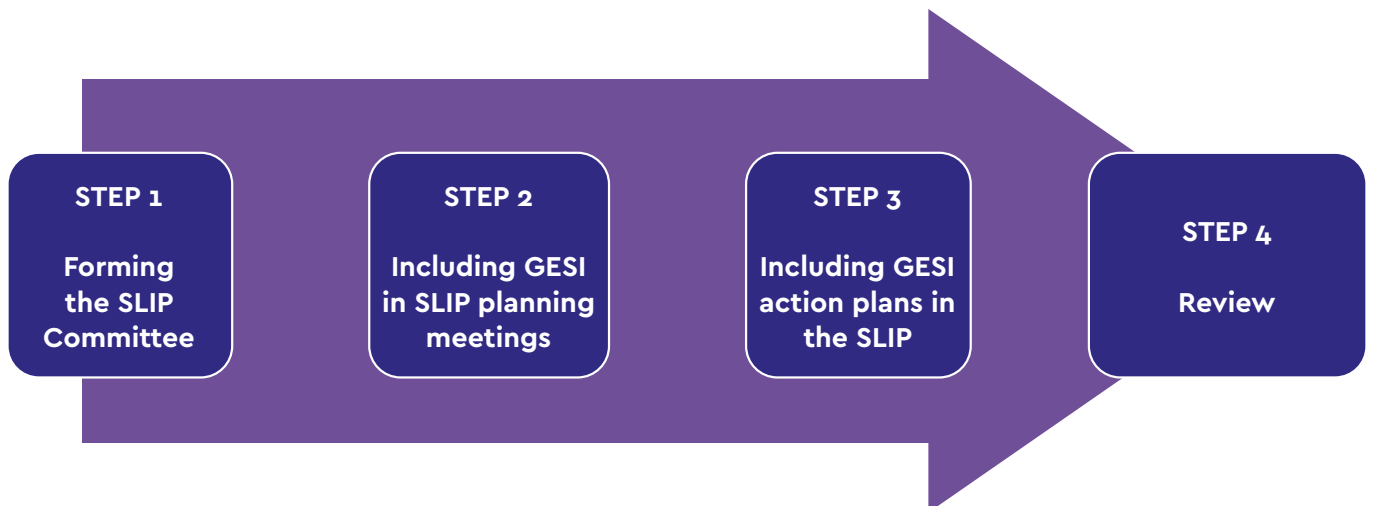
In this section, you will learn how to develop your school SLIP GESI action plan. The key steps to developing your SLIP GESI action plan follow the SLIP process and include:

1. Forming the SLIP Committee.
2. Including GESI in SLIP planning meetings.
3. Including GESI action plans in the SLIP.
4. Conducting a review to assess the level of success and the need for improvement in the next SLIP annual action plan.

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4. Conducting a review to assess the level of success and the need for improvement in the next SLIP annual action plan.

The diagram below highlights the key steps, which are described in more detail below.



Once you have developed the school GESI policy, an action plan should be developed to support the implementation of the policy. The action plan should be developed as part of the SLIP.

The GESI SLIP action plan identifies the priority activities that will be carried out to implement the school GESI policy. It states what will be done, who will do it, when it will be done, how it will be done and the resources to be used, including budget if needed. It should also include what success looks like – the result that will be achieved.

Action plans should be SMART:

<b>S</b>	<b>Simple</b>	Easy for everyone to understand.
<b>M</b>	<b>Measurable</b>	Results can be assessed, evaluated, and reported at the end.
<b>A</b>	<b>Achievable</b>	Our school can manage these activities successfully.
<b>R</b>	<b>Realistic</b>	The budget is realistic for our school.
<b>T</b>	<b>Timeframe</b>	We can finish the activities in the time.

The SLIP GESI action plan should address key GESI issues identified through the consultation meetings with students, teachers, the BoM, parents, and community.

## Step 1: Form the SLIP Committee

Head teachers have a responsibility to form a SLIP Committee in cooperation with the BoM and to lead the development and implementation of the SLIP. The SLIP Committee should include students, teachers, BoM members, parents, and community representatives.

## Step 2: Include GESI in SLIP planning meetings

The specifics of every SLIP GESI action plan will be different, depending on the issues that have been chosen and the school context. Therefore, it is not possible to provide in-depth guidance on exactly what your action plan should include. However, there are good practices described in Section 3 that can help address issues you may have identified, or you can develop your own.

At the SLIP planning meeting, review the issues and problems that were raised during the consultation meetings and prioritise them using the below criteria.

Criteria for choosing an issue.

- Does it affect many girls and/or boys?
- Will addressing the issue result in real improvement?
- Is addressing the issue possible?

## Step 3: Include GESI action plans in the SLIP

Once you have prioritised the issues, select at least the top 3 issues to include in your SLIP annual action plan. GESI issues and actions should be included under the relevant SLIP focus areas. Below are some examples of SLIP focus area GESI action plans.

SLIP Focus Area	Specific Outcome	Strategy	Timeframe	Resources	Person/s responsible	Indicators of success	Review
	What is the activity or outcome to be achieved?	How - or way in which it will be done.	When will it be done – start and finish date.	What resources will be used – kina, people etc.	Name of Person/s	Observable or measurable indicator.	Process to gather data to make the judgement and decisions.
Curriculum and student learning	Male and female student learning is celebrated.	One male and one female student of the week is recognised during school assembly.	Every Monday at school assembly.	Budget: 2 x small prize / gift = xx kina.	Head teacher / teachers.	Student of the week record.	Annually
Student needs and welfare	Students are safe during lunch time and breaks.	Teacher roster to monitor the playground during lunch time and breaks.	Daily	Nil	Head teacher / teachers.	Teacher roster.	Quarterly
Staff professional development and training	Teachers complete inclusive education in-service training.	PIST on inclusive education.	Term 1	Nil	Head teacher.	PIST records.	End of Term 1.
Good governance and community relationships	Children are safe on the way to school	Parents / community members volunteer to walk with children to and from school	Daily	Nil	Head teacher.	Parent / community walk to school roster.	Quarterly
Infrastructure maintenance and development	School toilets are safe for girls and boys to use.	Doors with inside locks will be fitted to all girls and boys toilets.	March	Budget: 6 x Doors = xx kina 5 x locks = xx kina.  People: Volunteer parent carpenter.	Head teacher	100% of toilet doors are in good condition (not broken) and fitted with locks.	Quarterly

## A note on budget

Not all actions will require a budget. If a budget is needed, it is important that it is realistic and that it is allocated according to school budget processes. Budget for GESI priorities can be:

- ✓ Allocated in the school budget using government tuition fee subsidy funding.
- ✓ Sourced through advocating to your District Development Authority.
- ✓ Raised through P&C fundraising activities.

## Step 4: Review

The SLIP GESI action plan should be reviewed as part of the annual SLIP internal review process alongside the school GESI policy. The review will assess the level of success and achievement measured against the intended outcomes. This will help inform the need for further improvement in the next plan.

Schools should follow the internal review process outlined in the SLIP policy guidance and provided below.

**Review period:** The internal review for the school is conducted in a week during the last quarter of each year with ample time for follow-up activities.

**Review team:** The internal review team will be from the school. It will comprise of the school's head teacher, chairperson of the BoM and one person each from P&C, teachers and students.

**Methodology:** To be fair and accurate, the review should be based on interviews with relevant stakeholders (e.g., students, teachers, parents etc.) and spot checks and class visitations, if relevant.

**Documents:** The internal review team should document findings from the review and include evidence and photos where relevant. Recommendations for improvement should be included to help inform the next plan.



# SECTION 3:

**SUPPORTING ALL CHILDREN TO ACCESS,  
PARTICIPATE AND LEARN IN SCHOOL**



## Section 3: Supporting ALL children to access, participate and learn in school

Policy Reference: Section A: Policy, 4: Intended Outcome, Objective 1: Access



In this section, you will learn about actions a school can take to support all children to access school.

Supporting children to access school begins by ensuring that parents and guardians understand and value their child's right to an education. Parents/guardians must also know at what age and when they should enrol their child. Schools then need to welcome and enrol all children in school.

Here are some ways to support all children to access school.

What to do	How - Good Practices	Who should do it
Make sure parents and the community know at what age and when they should enrol their child.	Run a community campaign, such as a back-to-school campaign, to promote children's right to education. Host community meetings to promote the rights of all children to an education.	Head teachers / BoM
Support children to come to school.	Provide subsidies for school fees or transport costs for disadvantaged children so that cost does not prevent them from enrolling in school. Work with parents and the community to arrange transport if distance to school is an issue for some groups of children.	Head teachers / BoM
Make sure that common routes to school are safe.	Talk to girls and boys about safety issues on the way to school. Walk common routes to school and check for safety issues. Talk to community leaders about safety issues on common routes to school and develop practical ways to overcome them.	Head teachers / BoM
Welcome all children to school.	Never refuse to enrol a child in school. Create a morning roster so that a teacher is present at the school gate to greet children as they arrive.	Head teachers / teachers

### Example of an action you can take

Walk common routes to school:

1. Is the route safe for girls and boys to get to school safely?
2. Are there dangerous paths that boys and girls need to cross, such as a busy road or river?
3. Are there areas that boys and girls pass by that may not be safe, such as bars / clubs, gambling rooms, military posts?
4. Discuss with the BoM, P&C members and community leaders what can be done to make the route to school safer.

For example, can a bridge with handrails be built over the river? Can parents / community member volunteers establish a 'walk to school' roster, accompanying children as they walk to and from school?

Example of how to include the action in your SLIP.

SLIP Focus Area	Specific outcome	Strategy	Timeframe	Resources	Person/s responsible	Indicators of success	Review
Good governance and community relationships	Children are safe on the way to school	Parents / community member volunteer to walk with children to and from school	Daily	Nil	Head teacher	Parent / community walk to school roster	Quarterly

# Being an inclusive school

Policy Reference: Section A: Policy, 4: Intended Outcome, Objective 2: Participation



In this section, you will learn about actions the school can take to be inclusive of all children.

Schools have a duty of care to create inclusive and safe school environments. This means that schools must ensure that school buildings, WaSH facilities and the school environment meet relevant standards and are accessible for all children, including children with disabilities. It also means that schools must assess and address safety risks in and around the school and manage and respond to negative student behaviour, such as bullying and fighting.

The NDoE has important policies, standards and guidelines for helping schools to be inclusive. These are:

- The Behaviour Management Policy (BMP) and Guidelines. These provide schools with best practices for effective behaviour management.
- The Inclusive Education and Standards Policy (IESP). This provides schools with guidance on the role of Inclusive Education Resources Centres in supporting children with disabilities in schools.
- The Water Sanitation and Hygiene (WaSH) in Schools Policy: This provides schools with standards for WaSH facilities.
- The National Schools Minimum Standards (NSMS) Policy and Guidelines: This sets out minimum standards for all schools to maintain and uphold. Minimum standards are defined for schools, teachers and students and indicators established to measure achievement.

These policies are important for building inclusive schools and should be implemented alongside the GESI in Schools Policy.

Here are some ways to strengthen inclusion at your school.

What to do	How - good Practices	Who should do it
Make sure the school environment is accessible to ALL children and that WaSH facilities meet standards and are safe.	<p>Read and implement the WaSH in Schools Policy.</p> <p>Read and implement the IESP policy.</p> <p>Use the accessibility checklist below and address issues identified.</p> <p>Make a plan and address accessibility issues identified. For instance, if paths in and around the school are not level and children can trip over and hurt themselves, ask parents to volunteer to help level the paths.</p>	Head teachers / BoM
Make sure school environments are safe.	<p>Read and implement the BMP and Guide for Schools.</p> <p>Hold regular education and awareness activities in the school on relevant safety issues, such as bullying, drug and alcohol abuse, personal safety.</p> <p>Create a roster so that a teacher is on duty to monitor children during lunch and break times.</p> <p>Don't ignore bad behaviour, bullying or fighting between students.</p> <p>Respond quickly and consistently using the strategies outlined in the BMP.</p> <p>Encourage students to participate in pro-social extra curricula activities, such as sports and fellowships.</p> <p>Talk to boys and girls about safety issues around the school.</p> <p>Make a plan to address safety issues identified and include it in the SLIP.</p>	Head teachers / teachers / BoM

### Accessibility checklist:

- Toilets are easy to find and reach from the classroom.
- The size and design of toilets allows children, including children using a wheelchair, to use them independently.
- Toilet doors are not broken, and all toilets have a lock.
- Water fittings (taps, handwashing stations, pumps) can be used by all children, including children with disabilities.
- The height of blackboards is appropriate and there are wall mounted supports to help children with mobility impairments to stand at the blackboard.
- There is sufficient space in the classroom and between tables for children with disabilities to move around.
- There is sufficient light in the classroom.
- Pathways are level.
- There are rest areas for children (benches, quiet spaces).

### Example of an action you can take

Conduct an activity with a group of female students and a group of male students:

1. Ask them to draw a map of the school and to include all areas, such as the gate, paths, school buildings, toilets, playground, rubbish tip etc.
2. Ask them to circle areas of the school where they do not feel safe.
3. Discuss where they don't feel safe and why.
4. Discuss with the BoM and make a plan to make areas identified safe.

For example, if girls do not feel safe going to the girls' toilets because they must pass the boys toilets to get there, include relocating the girls toilets to another area of the school in your action plan or SLIP.

Example of how to include the action in your SLIP:

SLIP Focus Area	Specific Outcome	Strategy	Timeframe	Resources	Person/s responsible	Indicators of success	Review
Infrastructure maintenance and development	Girls toilets are located in a safe place.	Relocate the girls toilets away from the boys toilets.	Dec – Jan school break	Budget: New girls toilet block = xx kina  People: Qualified builder and plumber	Head teacher / BoM	Girls' toilet block relocated	Annual

# Tackling student absenteeism

## Policy Pointers: Section A: Policy, 4: Intended Outcome, Objective 3: Learning



In this section, you will learn about actions the school can take to be address poor student attendance.

Student absenteeism or poor attendance often affects disadvantaged children the most. This is because disadvantaged children, such as girls from disadvantaged households or children from rural areas, may face specific barriers, such as having to take care of younger siblings at home or long distances to school, that prevent them from coming to school every day. Student absenteeism is a serious issue that has a big impact on learning. The more a student is absent from school, the further behind they fall in their lessons. The further behind they fall in their lessons, the more likely they are to drop out of school early. Poor student attendance is a strong sign that a student is at risk of dropping out of school.

Here are some ways schools can tackle student absenteeism.

What to do	How - Good Practices	Who should do it
Track student attendance	Teachers should keep accurate daily records of student attendance in every class.	Teachers
Follow up on students who are absent for more than 3 days in a row without a reason.	Contact the student or their parent. Visit the student at their home.	Teachers/ Head teachers
Raise awareness among parents and communities about the importance of students coming to school every day.	Host meetings with parents and community members about the impact of poor student attendance on student learning.	Head teachers / BoM / P&Cs
Celebrate good student attendance.	Give awards or recognition to students who attend every day. Hold competitions focused on attendance.	Head teachers / teachers
Set up a buddy system	Allocate same-sex older students to help younger students who struggle to attend school each day – picking them up from their home and walking with them to school each day.	Teachers / Head teachers

### Example of an action you can take:

Attendance records show high student absenteeism. You decide to hold a competition focused on attendance by:

1. Talking to students at school assembly about the importance of coming to school every day and announcing a competition to celebrate students that attend school every day for a month.
2. Selecting one male and one female winner of the competition from every grade at the school.
3. Holding a special assembly at the end of the month to announce the winners of the competition and provide a small prize / gift.

Example of how to include the action in your SLIP:

SLIP Focus Area	Specific Outcome	Strategy	Timeframe	Resources	Person/s responsible	Indicators of success	Review
Curriculum and learning	Girls and boys school attendance is improved.	Attendance competition.	April	Budget: Prizes x - = xx kina	Head teacher / teachers	Attendance records	Quarterly

## Creating inclusive classroom learning environments

In this section, teachers will learn how to create an inclusive classroom that helps both girls and boys equally participate in class.

How the classroom is physically arranged has an impact on teaching and learning. While school resources and space may be limited or class sizes may be large, there are many things that a teacher can do to create a classroom environment that promotes gender equality and supports both girls and boys to equally participate and learn.

Classroom arrangements influence the way in which boys and girls interact. For instance, if boys and girls are separated and seated in rows on opposite sides of the classroom, this can impact their ability to engage with each other in classroom discussions or group work. As children mature, their gender roles and relations can have an impact on classroom interactions. Often, the classroom or school is where sexual relationships form, where sexual harassment can happen, and where male and female power relationships are reinforced. It is therefore important to build respectful age-appropriate inclusive learning environments and promote positive classroom interactions.

Teachers often display learning materials and student work, such as posters or drawings, in the classroom. This helps make the classroom a nice environment to learn, can help reinforce key learning content and can demonstrate good student work. However, what is displayed and whose class work is displayed can reinforce gender stereotypes. For instance, displaying only male student's work or learning materials that show men/boys and women/girls in traditional roles can reinforce gender stereotypes and unequal gender power relationships.

Guidance on being an inclusive teacher are provided in the section below. Here are some ways to build an inclusive classroom environment.

What to do	How - good practices	Who should do it
Arrange classroom seating so that boys and girls are given opportunities to interact and equally participate in class.	Mix girls and boys desks. This should include organising desks into table groups to encourage peer learning among boys and girls. Know your students and respond to their individual needs. For instance, consider placing shy or disruptive students towards the front of the class.	Teachers
Create classroom rules and expectations.	Create classroom rules and expectations that align with the GESI in schools policy.	Teachers
Send positive messages and challenge gender stereotypes through classroom displays.	Equally display girls and boys work in the classroom. Choose learning materials that send positive messages and challenge gender stereotypes.	Teachers

### Example of an action you can take

You create a classroom display board to show student work. To select student work, you apply the following criteria:

1. Does the work show girls/women and boys/men in a positive way?
2. Does the work challenge gender stereotypes?
3. Have I selected work by girls and boys equally?
4. Have I selected work by girls and boys from different backgrounds?

Example of how to include the action in your SLIP:

SLIP Focus Area	Specific Outcome	Strategy	Timeframe	Resources	Person/s responsible	Indicators of success	Review
Curriculum and learning	Girls and boys work is equally displayed in the classroom.	Student display board	Jan - Dec	Budget: Display boards = xx kina	Head teacher / teachers	Student displays meet criteria	Quarterly

## Being an inclusive teacher

In this section, you will learn how to be a more inclusive teacher.

Including all children in education means that all children are **present** in school, and no-one is left out. It means that all children **participate** in the classroom, and no-one is excluded. And it means that all children **achieve** in school to the best of their ability.

Inclusive education recognises that all children can learn. It is important to recognise and understand that children learn in different ways and at a different pace. This means that teachers need to respond to the needs of all children, rather than expecting children to all learn in the same way and at the same pace.

To be an inclusive teacher, teachers need skills to support them to teach all children well. Skills mainly lie in clear and accessible teaching, but also in knowing students well and responding to their different needs, capacities and rates of development.

Negative attitudes can be the biggest barrier to including all children. Negative attitudes can come from traditional social, cultural, and religious beliefs and can lead to discrimination in the way some children are treated and supported to learn in the classroom.

Beliefs about gender – what girls and boys can and cannot, or should and should not, do – exist in societies all around the world. These beliefs are taught and often determine how girls and boys grow up and the opportunities they are given. Because gender is developed by society, it can and does change.

Schools and teachers can be powerful agents for positive social change.

Here are some ways to build inclusive teaching practices:

What to do	How - for example....	Who should do it
Provide teachers with professional development opportunities to build their inclusive teaching practices.	Provide school based in-service inclusive education training opportunities.	Head teachers
Support all children to participate and learn in class.	<p>Check all children understand the lesson, giving extra time to those that need it.</p> <p>Give girls and boys equal time and opportunity to contribute to class discussions and to ask and answer questions.</p> <p>When students answer questions - balance responses from boys and girls.</p> <p>Give out class tasks equally to boys and girls.</p> <p>Ensure fair assessment.</p> <p>Equally distribute learning materials among girls and boys.</p> <p>Organise study groups, such as reading clubs, to support student learning.</p>	Teachers
Share leadership tasks and responsibilities equally between boys and girls.	<p>Create a 'student of the day' roster, rotating between boys and girls.</p> <p>Give leadership opportunities to girls and boys equally. Make sure to give all children a chance to be a class leader.</p> <p>Have a routine for each day so that children feel safe and so different roles and responsibilities (such as tidying up the classroom) are shared equally.</p>	Teachers
Promote gender equality and challenge stereotypes.	<p>Present roles in a non-gendered way. For example, use examples of girls/women and boys/men in non-traditional roles – such as stories with fathers taking care of children or women as community leaders.</p> <p>Make sure classroom routines, such as lining up, are gender neutral.</p> <p>Challenge stereotypes when they arise in discussions.</p>	Teachers

### Example of an action you can take:

When you ask students to clean up the classroom, the boys in your class always tell the girls to do it and never help. Examples of what a teacher can do include:

1. Create a roster for tidying up the classroom and rotate the task between boys and girls.
2. Hold a discussion with the class about gender stereotypes and equal responsibility and use this as an example.
3. Praise and reward both girls and boys who participate in cleaning up the classroom.

### Example of how to include the action in your SLIP.

SLIP Focus Area	Specific outcome	Strategy	Timeframe	Resources	Person/s responsible	Indicators of success	Review
Student needs and welfare	Classrooms are cleaned by both girls and boys.	Classroom tidy up roster	Jan - Dec	Budget: Nil	Teachers	Classroom tidy roster	Quarterly

# Involving parents and the community in making the school inclusive and helping children to learn

In this section, you will learn how engaging parents and the community can help make the school more inclusive. Fathers, mothers, grandparents, guardians, and other community members can play an important role in supporting children’s learning at home and helping schools to be more inclusive.

Here are some ways to engage parents and the community to help make the school more inclusive:

What to do	How - good practices	Who should do it
Ask for parent and community volunteers to help with school projects that improve GESI in the school.	<p>Plan GESI school projects and hold a P&amp;C meeting to encourage parent and community members to volunteer their time and skills.</p> <p>Ask parents / community members to help promote education for girls and boys in the community.</p> <p>Encourage parents provide a supportive home environment for students.</p> <p>Ask parents / caregivers to make sure the route to and from school is safe for girls and boys.</p> <p>Encourage parents to be good role models for girls and boys.</p>	Head teachers, BoM, P&Cs
Ask for parent and community volunteers to help teachers in the classroom, particularly in large or multigrade classes or for students that struggle with the language of instruction.	<p>Hold a P&amp;C meeting to encourage parent and community members to become class volunteers.</p> <p>Create a parent / community member class volunteer roster.</p> <p>Ask parents/caregivers to share their knowledge and skills with teachers to include in their lessons, such as traditional stories or local ways of doing things, like growing plants or making traditional crafts.</p>	Head teachers, BoM, P&Cs
Support the BoM to improve GESI at the school.	<p>Build girls and boys toilets in safe areas.</p> <p>Work with the community to support children to safely come to school, such as school walking programs that help girls and boys get to school safely.</p> <p>Plan and support extra curricula activities that give girls and boys an equal opportunity to participate in sport, cultural or learning activities.</p>	Head teacher / BoM

## Example of an action you can take:

You have a large class and don’t have the time to listen to all children read during class. Examples of what a teacher can do include:

1. Talk to the head teacher about asking the P&C to help arrange parent volunteers.
2. Send a note home with students asking parents / caregivers to volunteer to listen to children read during class.
3. Create a parent / community volunteer reading roster.

Example of how to include the action in your SLIP:

SLIP Focus Area	Specific outcome	Strategy	Timeframe	Resources	Person/s responsible	Indicators of success	Review
Curriculum and learning	Student reading fluency has improved	Parent / community student reading volunteer	Twice a week	Budget: Nil	Teachers / P&C	Student reading test scores	Annually

## ANNEX A: STAKEHOLDER CONSULTATION RECORD

Date:

Stakeholder group: (insert name of group e.g. students, parents, teachers etc.)

MC members present:

No	Name	Gender (Female / Male)	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

### Meeting Agenda:

1. Issues and problems that impact girls and boys access to school, their engagement while at school and their learning.
2. Ideas on how to address issues / problems identified.
3. Roles and responsibilities of students, teachers, the BoM and parents and community in helping to address the issues identified.

### Meeting Notes:

Issue / problem identified	Ideas for overcoming the issue / problem	Roles and responsibilities

Record completed by: \_\_\_\_\_

Signature: \_\_\_\_\_

## ANNEX B: SCHOOL GESI POLICY TEMPLATE

School Name: GESI Policy	
Introduction	
Vision Statement	We believe.....
Aim of the Policy:	
Who will implement the policy	<p>Student responsibilities  <input type="checkbox"/></p> <p>Teacher responsibilities  <input type="checkbox"/></p> <p>Head teachers  <input type="checkbox"/></p> <p>School Board  <input type="checkbox"/></p> <p>Parents</p>
GESI SLIP actions	
Who was consulted on the school GESI policy	
Review	
Endorsement	<p>The GESI School Policy is endorsed by the BoM on __ / __ / __.</p> <p>It will be reviewed on __/__/__</p> <p>Signature            (School BoM, Chairperson)</p>

## ANNEX C: EXAMPLE OF A SCHOOL GESI POLICY

St. Alysious Primary School GESI Policy	
<b>Introduction</b>	St. Alysious Primary School Gender Equity and Social Inclusion (GESI) Policy promotes the right of all children to access, participate and learn so that they can reach their full potential.
<b>Vision Statement</b>	We believe ALL children have the right to a quality education.
<b>Aim of the policy</b>	<ul style="list-style-type: none"> <li>To support all children to enrol in school and come to school every day.</li> <li>To make our school accessible for all children.</li> <li>To ensure our teachers teach all children effectively and do not discriminate against children on the basis of their gender or other characteristics.</li> <li>To involve parents and the community in making an inclusive school and helping children to learn.</li> </ul>
Roles and Responsibilities	
<b>Students</b>	<ul style="list-style-type: none"> <li>To come to school every day.</li> <li>To work hard and take part in learning activities.</li> <li>To behave well, be kind and include all other students.</li> <li>To treat teachers with respect and help their teacher when asked.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>To monitor and follow up with students and parents when poor attendance is identified.</li> <li>To treat all girls and boys equally and with respect inside and outside the classroom.</li> <li>To practice positive classroom management – do not hit or shout at students.</li> <li>To positively manage bad and violent behaviour by students.</li> <li>To support the social and emotional needs of girls and boys.</li> </ul>
<b>Head teachers</b>	<ul style="list-style-type: none"> <li>To monitor and follow up with students and parents when poor attendance is identified.</li> <li>To treat all girls and boys equally and with respect inside and outside the classroom.</li> <li>To practice positive classroom management – do not hit or shout at students.</li> <li>To positively manage bad and violent behaviour by students.</li> <li>To support the social and emotional needs of girls and boys.</li> </ul>
<b>BoM</b>	<ul style="list-style-type: none"> <li>To support the selection of students aligned to GESI principles.</li> <li>To identify accessibility and WaSH improvements and include them in the SLIP.</li> <li>To participate in developing the school GESI policy and to endorse it.</li> <li>To identify GESI strategies that support all children to access and fully participate and learn in school and include them in the SLIP.</li> <li>To allocate sufficient budget to GESI priorities.</li> <li>To monitor GESI plans and activities and address challenges that may arise.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>To send their child to school every day.</li> <li>To make sure their child is well prepared for school – that they wear their uniform, have their books and stationery and a packed lunch.</li> <li>To be a good role model and reinforce positive values to their child/ren by practicing non-violent and respectful relationships towards men/boys and women/girls.</li> <li>To volunteer their time and skills to improve the school environment and support student learning.</li> </ul>
<b>GESI SLIP actions</b>	At least three GESI priorities and activities will be included in the SLIP and a sufficient budget will be allocated.
<b>Consultation on the school GESI policy</b>	This policy was made in consultation with students, staff and parents. This policy is based on the GESI in Schools Policy.
<b>Review</b>	This policy will be reviewed at the start of every school year.
<b>Endorsement</b>	<p>The GESI School Policy is endorsed by the BoM on __ / __ / __.</p> <p>Signature (St. Alysious School, BoM Chairperson)</p>

<b>St. Misimi Secondary School GESI Policy</b>	
<b>Introduction</b>	Misimi Secondary School Gender Equity and Social Inclusion (GESI) Policy promotes the right of all children and youth to access, participate and learn so that they can reach their full potential.
<b>Vision Statement</b>	We believe ALL children and youth have the right to a quality education.
<b>Aim of the policy</b>	<ul style="list-style-type: none"> <li>To support children and youth to enrol in secondary school and come to school every day.</li> <li>To ensure our teachers teach male and female students effectively and do not discriminate on the basis of gender or other characteristics.</li> <li>To support female students to stay in school and complete Grade 12.</li> </ul>
<b>Roles and Responsibilities</b>	
<b>Students</b>	<ul style="list-style-type: none"> <li>To come to school every day.</li> <li>To work hard and take part in learning activities.</li> <li>To behave well, be kind and include all other students.</li> <li>To treat teachers with respect and help their teacher when asked.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>To monitor and follow up with students and parents when poor attendance is identified.</li> <li>To treat all girls and boys equally and with respect inside and outside the classroom.</li> <li>To practice positive classroom management – do not hit or shout at students.</li> <li>To positively manage bad and violent behaviour by students.</li> <li>To support the social and emotional needs of girls and boys.</li> <li>To assess girls and boys learning equally.</li> </ul>
<b>Head teachers</b>	<ul style="list-style-type: none"> <li>To promote the enrolment of girls in secondary school.</li> <li>To monitor and follow up on student's who have dropped out of school.</li> <li>To establish a school code of conduct that ensures the safety of girls and boys.</li> <li>To establish extracurricular activities that support the social and emotional needs of girls and boys.</li> </ul>
<b>BoM</b>	<ul style="list-style-type: none"> <li>To support the selection of students aligned to GESI principles, including not discriminating against adolescent mothers.</li> <li>To identify accessibility and WaSH improvements, including menstrual hygiene, and include them in the SLIP.</li> <li>To participate in developing the school GESI policy and to endorse it.</li> <li>To identify strategies that support girls to stay in school and complete Grade 12.</li> <li>To allocate sufficient budget to GESI priorities.</li> <li>To monitor GESI plans and activities and address challenges that may arise.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>To send their child to school every day.</li> <li>To make sure their child is well prepared for school – that they wear their uniform, have their books and stationery and a packed lunch.</li> <li>To be a good role model and reinforce positive values to their children by practicing non-violent and respectful relationships towards men/boys and women/girls.</li> <li>To volunteer their time and skills to improve the school environment and support student learning.</li> </ul>
<b>GESI priorities and activities</b>	At least three GESI priorities and activities will be included in an action plan / SLIP and a sufficient budget will be allocated.
<b>Consultation on the school GESI policy</b>	This policy was made in consultation with students, staff, and parents. This policy is based on the GESI in Schools Policy.
<b>Review</b>	This policy will be reviewed at the start of every school year.
<b>Endorsement</b>	<p>The GESI School Policy is endorsed by the BoM on __ / __ / __.</p> <p>Signature (Misimi Secondary School, BoM Chairperson)</p>

## RELATED POLICIES

NDoE (2019)	Behaviour Management Policy and Guide
NDoE (2019)	Behaviour Management Policy a Guide for Schools
NDoE (2018 – 2023)	WaSH in Schools Policy and Guidelines
NDoE (2021)	School Learning Improvement Plan (SLIP) Policy & Guidelines
NDoE (forthcoming)	Inclusive Education and Standards Policy
NDoE (2018)	National Quality Schools Standards Framework
NDoE (2018)	National Schools Minimum Standards Policy and Guidelines

## CONTACTS

### Gender Equity Desk

National Department of Education,  
Waigani National Capital District  
Papua New Guinea  
Ph: 328 8887 ext. 625

Guidance and Counselling Officers	Inspectors
Guidance Officer, DoE, AROB	Inspector, DoE, AROB
Guidance Officer, DoE, ENB	Inspector, DoE, ENB
Guidance Officer, DoE, WNB	Inspector, DoE, WNB
Guidance Officer, DoE, NIP	Inspector, DoE, NIP
Guidance Officer, DoE, Manus	Inspector, DoE, Manus
Guidance Officer, DoE, Central	Inspector, DoE, Central
Guidance Officer, DoE, Oro	Inspector, DoE, Oro
Guidance Officer, DoE, Western	Inspector, DoE, Western
Guidance Officer, DoE, Gulf	Inspector, DoE, Gulf
Guidance Officer, DoE, NCD	Inspector, DoE, NCD
Guidance Officer, DoE, Morobe	Inspector, DoE, Morobe
Guidance Officer, DoE, East Sepik	Inspector, DoE, East Sepik
Guidance Officer, DoE, Sandaun	Inspector, DoE, Sandaun
Guidance Officer, DoE, Western Highlands	Inspector, DoE, Western Highlands
Guidance Officer, DoE	Inspector, DoE
Guidance Officer, DoE, Southern Highlands	Inspector, DoE, Southern Highlands
Guidance Officer, DoE, Hela	Inspector, DoE, Hela
Guidance Officer, DoE, Enga	Inspector, DoE, Enga
Guidance Officer, DoE, Eastern Highlands	Inspector, DoE, Eastern Highlands
Guidance Officer, DoE, Milne Bay	Inspector, DoE, Milne Bay
Guidance Officer, DoE, Simbu	Inspector, DoE, Simbu

## ADDITIONAL RESOURCES

### POLICIES AND GUIDANCE

- |                    |   |
|--------------------|---|
| NDoE (2009)        | Behaviour Management Policy               |
| NDoE (2009)        | Behaviour Management: A guide for schools |
| NDoE (forthcoming) | Inclusive Education and Standards Policy  |

### TEACHER TRAINING RESOURCES

- |                    |   |
|--------------------|---|
| NDoE (2009)        | Teacher's In-Service on Behaviour Management  |
| NDoE (2009)        | Guidance, Counselling and Behaviour Management Lecturer's Guide and Student Teacher Course Book |
| NDoE (2007)        | Guidelines for school Learning Improvement Plans, SLIP  |
| NDoE (forthcoming) | Inclusive Education and Standards Policy Guidance for Schools                                   |



**PNGAus Partnership**