

Gender Equity Strategic Plan 2009-2014

National Department of Education

Papua New Guinea

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Papua New Guinea
Department of Education

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Foreword

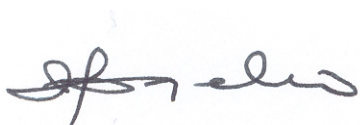
The Department of Education has enacted a range of policies and plans to work towards achieving the Millennium Development Goals (MDGs) of universal primary education, gender equality and women's empowerment. It is vitally important for the future of our nation that girls and boys, men and women all have the same opportunities to become educated and productive citizens. Teachers, schools and education officers must lead this change by promoting and practicing gender equity.

Fewer females are represented at every level in the education system and this new Gender Equity Strategic Plan aims to address this inequity through a wide range of strategies. These strategies align with the Universal Basic Education plan and include targets from the National Education Plan. Implementing these plans will be challenging but progress has already been made in several areas (for example, in the increasing number of female headteachers). The Gender Equity in Education Policy (2002, reprinted 2009) provides the underlying framework of principles and practices which will help improve the educational opportunities for all our children.

The Gender Equity in Education Strategic Plan 2009-2014 is forward-looking, sector-wide and challenging. It is based on ambitious targets and indicators for the Department's operational divisions. It promotes respect for others, for learning and for the diverse cultural heritage of Papua New Guinea while also acknowledging the challenges such diversity poses to mainstreaming gender. All Departmental officers and managers have a responsibility to implement the Plan. In addition, for the first time, stakeholders and provinces are actively included in the responsibilities. Gender equity is a challenge for us all.

The Plan is an outcome of discussions and consultations between more than 200 officers and key stakeholders in the education sector. This interaction has provided a firm foundation for the plan and I would like to thank all managers and officers in the DoE and all those who took part for their committed efforts during the preparation stages. To achieve greater gender equity in the education sector all stakeholders, public servants, churches, students, parents and local communities must play their part.

I approve the Gender Equity in Education Strategic Plan 2009-2014 for implementation.



Dr Joseph Pagelio
Secretary of Education

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Acronyms

AIDS	Acquired Immunodeficiency Syndrome
AS	Assistant Secretary
BoS	Board of Studies
CCLS	Coordination, Communication and Legal Services
CDAD	Curriculum Development and Assessment Division
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CFS	Child Friendly School
DCD	Department of Community Development
DoE	Department of Education
DWFs	District Women Facilitators
ECBP	Education Capacity Building Program
EEO	Equal Employment Opportunity
GAP	Gender Action Plan
GESP	Gender Equity Strategic Plan
GEEP	Gender Equity in Education Policy
GFP	Gender Focal Point
GoPNG	Government of Papua New Guinea
HIV	Human Immunodeficiency Virus
HROD	Human Resources and Organisational Development
IEC	Information, Education, Communication
LLG	Local Level Government
M & E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MTDS	Medium Term Development Strategy
NCW	National Council for Women
NEB	National Education Board
NEP	National Education Plan (2005-2014)
NLAS	National Literacy Awareness Secretariat
NRI	National Research Institute
PDoE	Provincial Division of Education
PEP	Provincial Education Plan
PMF	Performance Management Framework
PNG	Papua New Guinea
PNGEI	Papua New Guinea Education Institute
PNGTA	Papua New Guinea Teachers Association
PPR	Policy, Planning and Research Division
PTC	Primary Teachers College

SGD	Standards and Guidance Division
SLIP	School Learning Improvement Plan
SLM	School Leadership and Management
SRH	Sexual Reproductive Health
TIP	Teacher In-Service Plan
TOR	Terms of Reference
TSC	Teaching Service Commission
UBE	Universal Basic Education
UOG	University of Goroka
VAW	Violence against women

Introduction

Gender equality is now widely recognised as a critical step to achieving sustainable development, eradicating poverty, improving health and enhancing economic growth and democratic governance¹. Countries that fail to promote equality between men and women have slower economic growth and persistent poverty. The consequences of overlooking gender equity in education include serious negative impacts on health and social relations².

What do we mean by gender?

Gender refers to the social attributes and opportunities associated with being male and female³. The term "sex" refers to biological characteristics⁴.

Gender roles are socially constructed, learned, and can vary from culture to culture and generation to generation. These roles reflect the behaviours and relationships that societies believe are appropriate for an individual, based on his or her sex. Overcoming gender barriers and stereotypes for both men and women brings many positive benefits to a society. Education has a key role to play in this.

What are our international commitments?

The Government of Papua New Guinea (GoPNG) has endorsed a range of international conventions such as the United Nations Declaration of Human Rights (1962), the United Nations Convention on the Rights of the Child (1989), Education for All (United Nations Declaration 1990) and the Beijing Declaration (1995) which called for the mainstreaming of gender issues. The Papua New Guinea Platform for Action was written as a result of the information in these documents. There are more details on these international obligations in Appendix 3.

The GoPNG has also ratified the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). This means that the Government is able to take special measures to reduce gender inequality. The Department of Education has developed specific policies, plans and approaches to lead the way towards gender equity and education for all.

What are our national policies and plans?

The Constitution of Papua New Guinea states the right to equality for both women and men within their family, community and society. It promotes integral human development, which encourages every person to be dynamically involved in the process of freeing himself or herself from every form of oppression. This allows each man or woman to have the opportunity to develop as a whole person in relation to others. There is more background information on the PNG policies and plans for gender equity in Appendix 4.

¹ UNIFEM 2006b, in Gender Equity in Australia's aid program – why and how, 2007 p. 6

² Hunt 1997:30

³ AusAID (2007), Gender Equality in Australia's aid program – why and how, p. 8.

⁴ UNDP Gender Equality Strategy, 2007, p. 38

Gender equity in education

Within the education sector, the education reforms aim to develop the full potential of all students. The reform promotes self-reliance, optimism and self-worth. Education must prepare young Papua New Guineans to be active and informed citizens; flexible and adaptable to meet the changing social and economic needs of the country. Schools must promote respect for others, for learning and for the diverse cultural heritage of this country.

The Gender Equity in Education Policy (2003) was developed to promote these principles. You can read the principles of the Policy in Appendix 5. The National Education Plan (NEP) 2005-2014 provides a number of approaches and targets to address issues of gender equity. In 2009 the Department launched this **Gender Equity Strategic Plan** and an **Equal Employment Opportunity Policy**.

Men and boys: partners for equality

When we speak of gender we are referring to men and women as well as boys and girls. However, gender biases and inequalities predominantly and gravely affect women. They are drivers of unequal access to education for girl children, sexual and reproductive health problems, including HIV and AIDS and gender-based violence.

Gender stereotypes also pose restrictions and risks for men. They can limit men's potential and enjoyment of their roles as affectionate and supportive partners, husbands, fathers and sons, and as role models of non-violence and tolerance. Transforming the way boys and men are socialised and relate to girls and women is essential. Involving men and boys as partners for advancing gender equality is a cross cutting aspect throughout the Gender Equity in Education Strategic Plan 2009-2014.

The principles of the Gender Equity Strategic Plan 2009-2014

The Gender Equity in Education Strategic Plan 2009-2014 is based on four main principles:

- **participation and partnership**
- **capacity building**
- **sustainability**
- **gender mainstreaming**

Gender mainstreaming is the key to the success of the activities in the plan. Gender equity must not be viewed as an added extra to people's workload but as integral to their work, to be considered and included in all planning and implementation. The Gender Equity Policy and Gender Equity Strategic Plan are based on the principle of gender equity being a core part of the work of all teachers, schools, managers and education officers.

In addition the Plan aims to be realistic about the resources available and the pace of change the Department can manage and sustain. In the development of the Gender Equity in Education Strategic Plan the DoE has identified priorities, strategies, developed indicators and established realistic, achievable, incremental time lines. The 'how to' achieve greater gender equity in education is the central focus of the DoE Gender Equity in Education Strategic Plan.

The aims of the Gender Equity Strategic Plan 2009-2014

The Plan aims to **improve the indicators for gender equity in the education sector**

The Plan will achieve this by:

- Building the capacity of the DoE to collect, analyse and interpret sex-disaggregated data that can then be used to develop divisional gender equity action plans
- Mainstreaming gender equity activities and targets into divisional planning
- Developing the professional capacity of DoE staff by implementing improved personnel management systems, policies and training programs
- Providing gender sensitisation training and awareness, with the incorporation of violence against women training
- Building and/or strengthening alliances and linkages with stakeholders to support gender initiatives on a range of gender issues
- Developing appropriate gender based indicators from corporate and strategic planning (such as the Universal Basic Education and National Education Plans)

Challenges to implementing the Plan

Broadly the challenges to advancing gender equity faced by the DoE are:

- Changing perceptions of the priority of women's issues
- Developing knowledge and technical skills
- Coordination and information sharing
- Developing institutional commitment, leadership, capacity (implementation, monitoring and evaluation) and resources
- The complexity of the PNG cultural social and political environment that presents numerous challenges to mainstreaming gender
- Real and/or potential sexual harassment and intimidation, and the impact of gender violence
- Linkages between gender and HIV and AIDS issues (including domestic and sexual violence)

It is clear that PNG has progressive national laws and policies, which set standards and goals. However, coordination and application of these policies, and the capacity for implementation and monitoring, are currently major limitations.

Managing the Plan

In order to guide DoE officers in the implementation of the Gender Equity in Education Strategic Plan 2009-2014, all divisions are required to implement two management tools and commit to capacity building of managers and officers as a foundation for enhanced gender equity in education.

- **Gender Focal Points** (GFP) are to be established in each division under the leadership of the Assistant Secretary. There must be one male and one female GFP in each division.
- A **Gender Action Plan** (GAP) is to be developed for each division⁵ based upon the divisional strategies and implementation timelines of the Gender Equity in Education Strategic Plan 2009-2014. Each division must include gender equity related activities in the Department's annual Operational and Financial Plan

Responsibilities of DoE officers

Department of Education officers have responsibilities to:

- Ensure the implementation of the Gender Equity in Education Strategic Plan⁶ 2009-2014
- Ensure the effectiveness of gender focal points by establishing clear terms of reference and duty statements, ensuring adequate training, access to information and to up-to-date resources, and by increasing the support and participation of senior staff and managers
- Measure improvements in gender equity through on-going monitoring, evaluation and reporting including using sex-disaggregated data
- Be pro-active in the prevention of sexual harassment and discrimination against women within the education sector
- Ensure that there is an effective gender mainstreaming mechanism in the office (one male and one female gender focal point from each division under the leadership of the Assistant Secretary)
- Ensure staff receive regular professional development in gender equity
- Enable the participation of staff in the global knowledge network on gender equality and women's empowerment
- Ensure that gender equity considerations are reflected in the terms of reference and duty statements of all DoE and PDoE officers and that they are actively implemented and monitored
- Ensure progress towards gender balance in the DoE and PDoE offices through the Equal Opportunity Policy, and related recruitment and personnel management procedures.

⁵ Alternatively, managers may ensure that gender equality is fully incorporated into all divisional plans. These divisional gender action plans should include: a clear statement in support of gender equality and the outcomes and indicators as specified in the yearly divisional implementation plan.

The Human Resources and Organisational Development (HROD) Division will provide divisions with professional development and support for implementing gender equity activities.

Monitoring and evaluating the Plan

The strategies contained within the Gender Equity in Education Strategic Plan 2009-2014 will be assessed through ongoing monitoring and evaluation that will measure progress over time. Critical to effective monitoring and evaluation is the collection of sex-disaggregated baseline data. This should be reviewed and reported on at yearly intervals in order to maintain momentum.

Samples of the 2009 data are included in this Strategy as a guide to information divisions can report on annually.

Headline figures (2009 unless otherwise stated)

- More boys are enrolled in schools (54% of the school aged children were boys in 2007)
- 43% of student teachers are female
- 39% of teachers are female
- 32% of college lecturers are female
- 26% of headteachers are female
- Standards & Guidance has the lowest % of female officers (19%) and CCLS has the highest (60%)
- The average grade level for men at the Department of Education is Grade 12. The average for women is Grade 10.

Gender equity baseline data

This section includes examples of key divisional data which has been sex disaggregated and provides snapshots of the state of gender equity prior to the implementation of the Plan. Divisions are expected to collect, analyse and report on gender equity data annually.

Sex of school-aged children in school by province

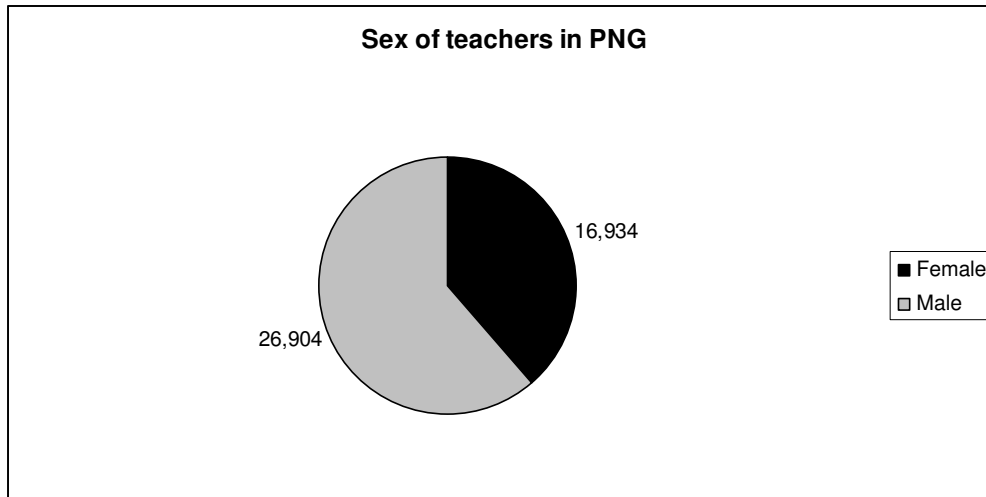
In School			
Province	Male	Female	Total
Western	9,807	9,171	18,978
Gulf	7,622	6,518	14,140
NCD	21,511	20,052	41,563
Central	19,289	14,611	33,900
Milne Bay	20,423	19,411	39,834
Oro	7,784	7,354	15,138
SHP	35,571	28,169	63,740
EHP	33,959	27,809	61,768
Simbu	21,451	17,760	39,211
WHP	38,219	31,544	69,763
Enga	23,612	16,960	40,572
Morobe	40,272	34,490	74,762
Madang	27,263	23,763	51,026
West Sepik	11,726	9,876	21,602
East Sepik	26,499	23,248	49,747
Manus	4,271	3,953	8,224
New Ireland	11,223	10,466	21,689
East New Britain	18,032	15,947	33,979
West New Britain	21,560	19,496	41,056
ARB	16,821	16,120	32,941
KLM	5,221	4,625	9,846
PNG	422,136	361,343	783,479
	54%	46%	

(Source: Universal Basic Education Plan 2010-2019)

For additional disaggregated data on enrolment and retention see the Universal Basic Education Plan 2010-2019 and the annual State of Education reports.

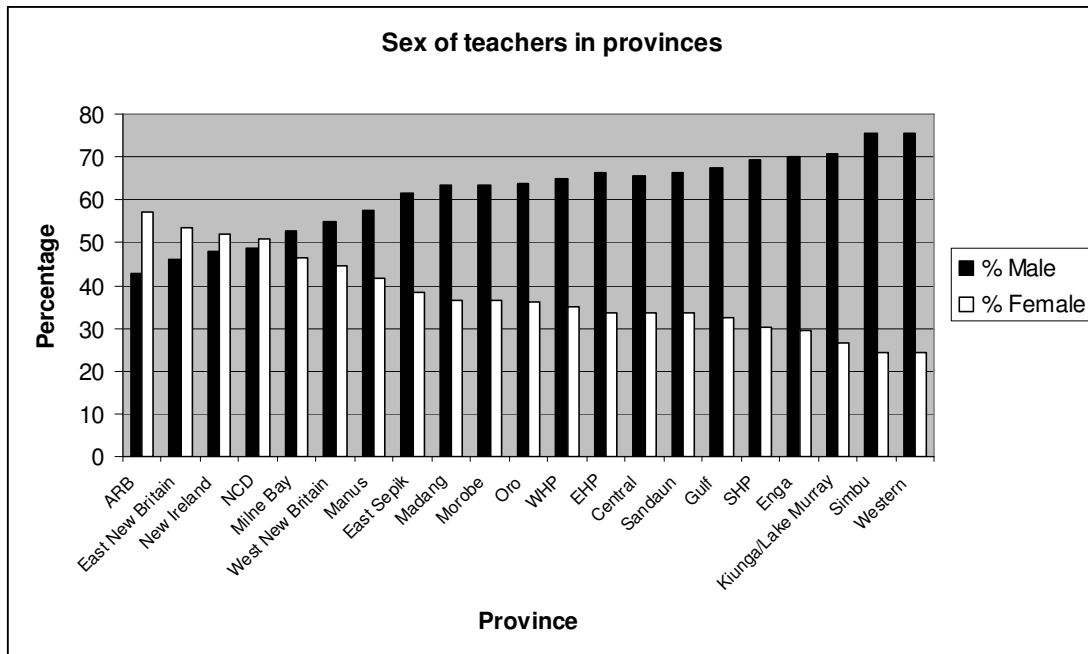
Sex of teachers in PNG

Male	Female	Unknown	Total
26,904	16,934	131	43,969
%	%	%	%
61	39	0.3	100



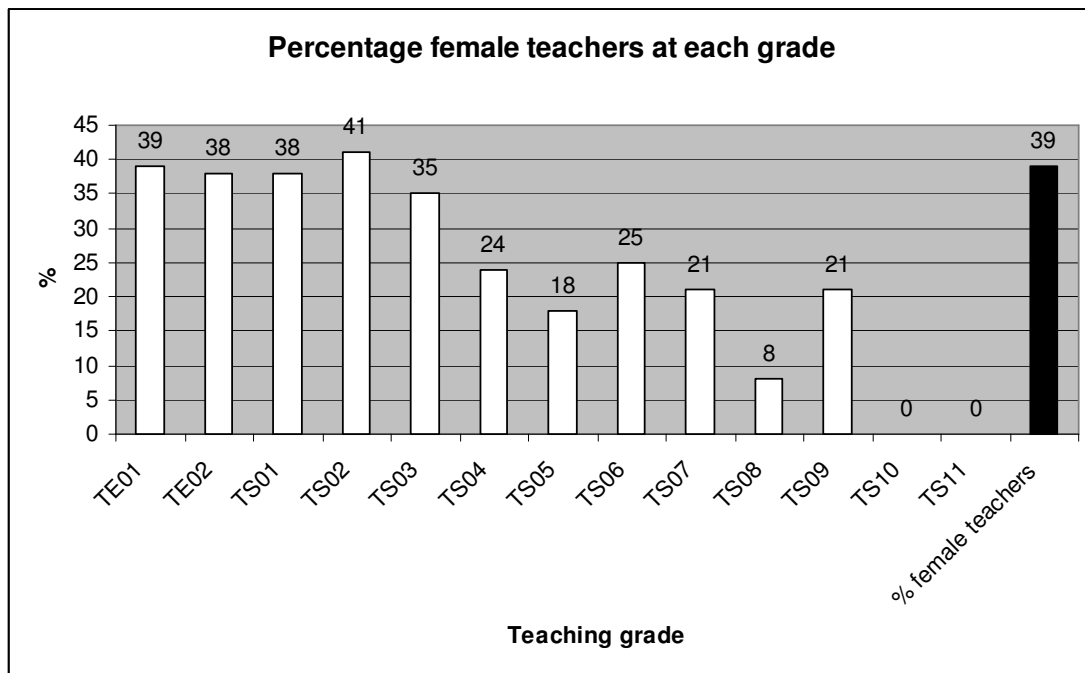
(Source: DoE payroll data, PARS, August 2009)

Sex of teachers in provinces



(Source: DoE payroll data, PARS, August 2009)

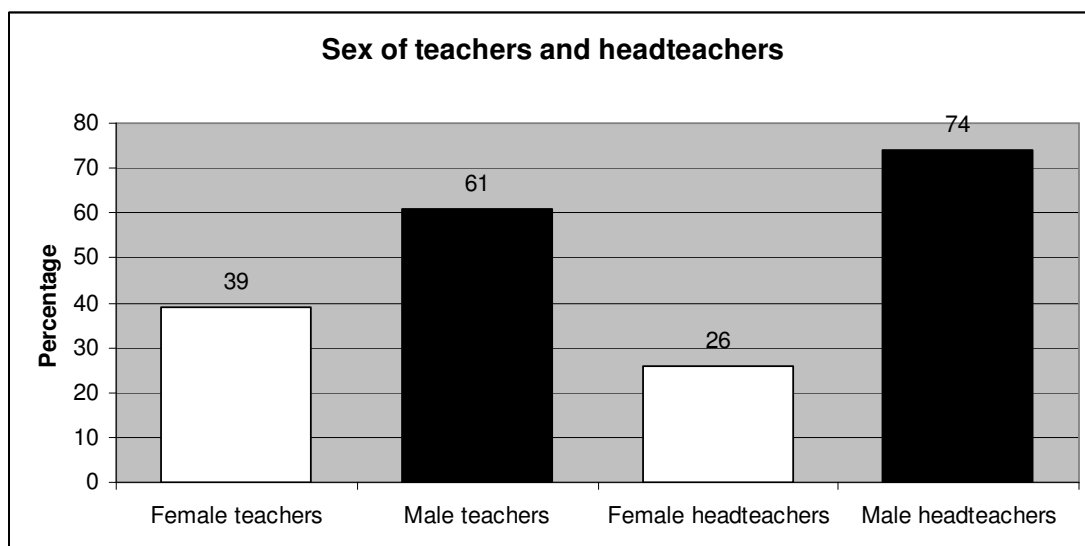
Percentage of female teachers in each grade



(Source: DoE payroll data, PARS, August 2009)

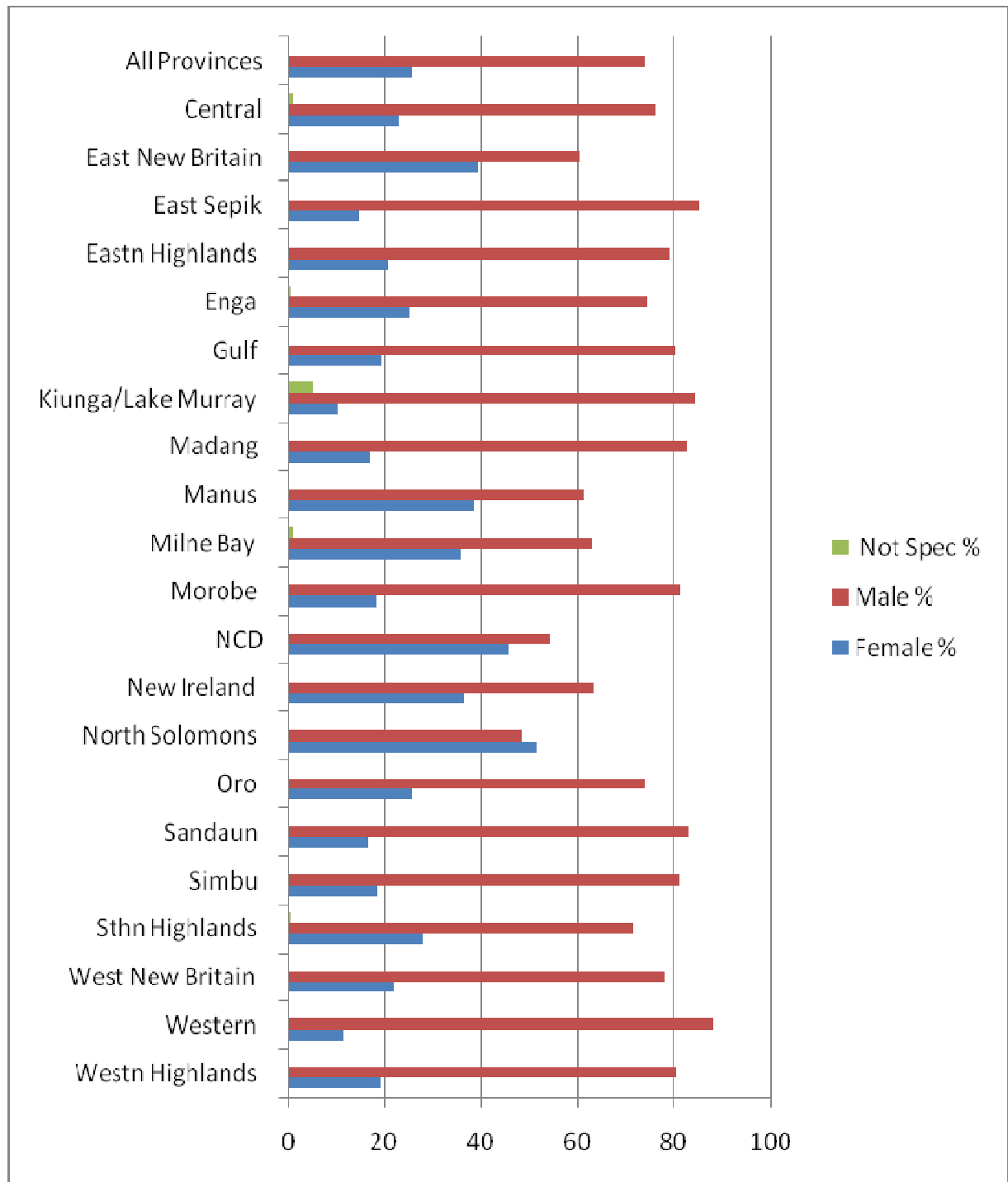
Percentage of female headteachers

	Number	%
Female	2,139	26
Male	6,228	74
Total	8,367	100



(Source: DoE payroll data, PARS, August 2009)

Distribution of headteachers by province and gender



Percentage of male and female students enrolling at primary teachers colleges

Institution	Male	Female	Total	% male	% female
Balob	460	347	807	57	43
Dauli	155	82	237	65	35
Gaulim	129	144	273	47	53
Holy Trinity	150	150	300	50	50
OLSH Kabaleo	258	356	614	42	58
Madang	382	307	689	55	45
Sonoma	63	99	162	39	61
Nazarene	51	44	95	54	46
St Benedict's			467		
PNGEI	40	96	136	29	71
Sacred Heart					
Total	1688	1625	3780	45	43

Note: Sacred Heart planned first enrolment will be Jan 2010 and no data was available on DWU St Benedict's, Wewak

(Source: Annual Principal's Conference, 2009)

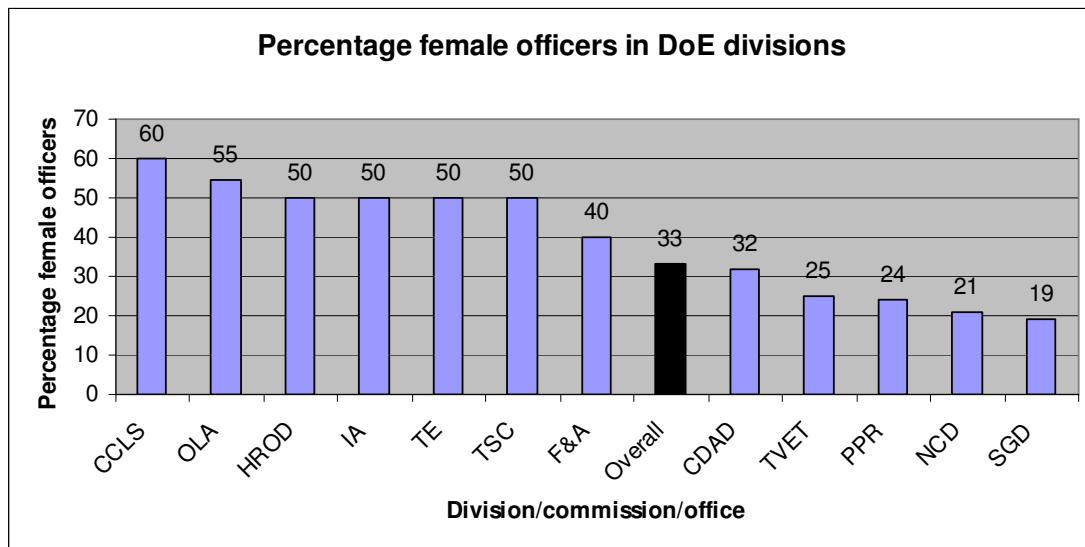
Percentage of female lecturers at primary teachers colleges

College	Male	Female	Total	Vacancy	% male	% female
Balob	30	8	38	2	79	21
Dauli	15	3	18	5	83	17
Gaulim	16	3	19	1	84	16
HTTC	15	10	25	1	60	40
Kabaleo	15	12	27	4	56	44
Madang	25	12	37	1	68	32
Sonoma	7	5	12	0	58	42
Nazarene	6	2	8	0	75	25
St Benedict's						
PNGEI	22	17	39	12	56	44
Sacred Heart						
Total	151	72	223	26	68	32

Note: Sacred Heart planned first enrolment will be Jan 2010 and no data was available on DWU St Benedict's, Wewak

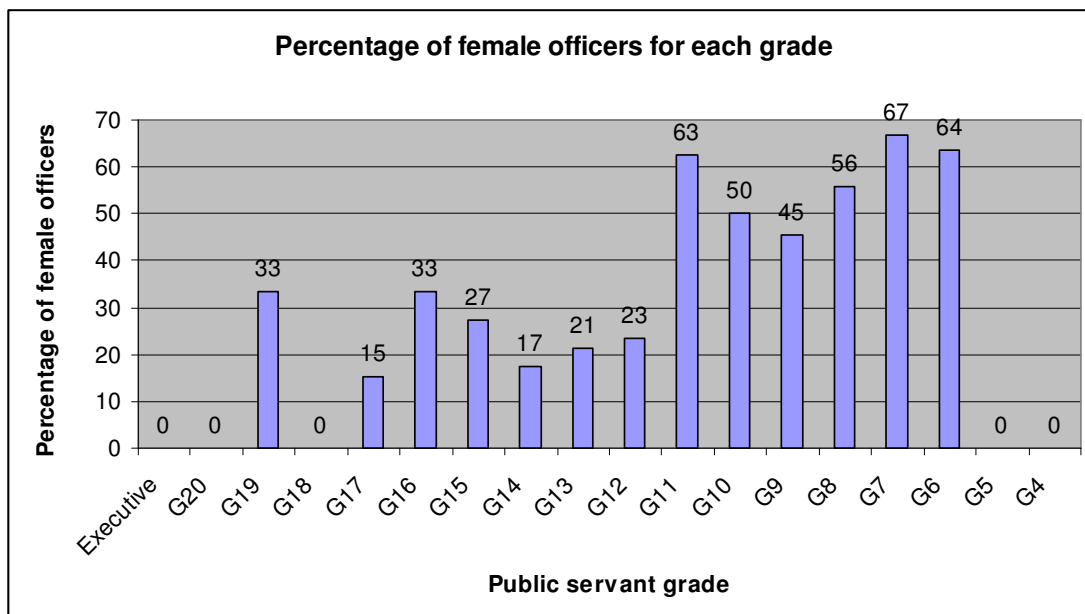
(Source: Annual Principal's Conference, 2009)

Percentage female officers in DoE divisions



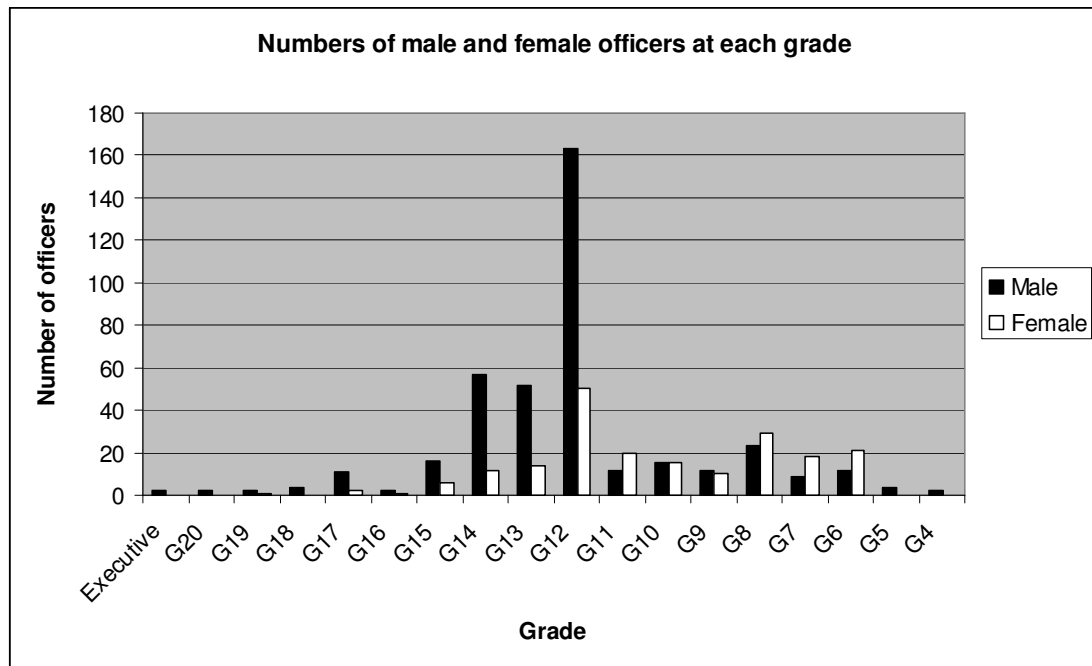
(Source: HROD 2nd quarter public servant position records, 2009)

Percentage of female officers per public servant grade



(Source: HROD 2nd quarter public servant position records, 2009)

Number of public servants at each grade



(Source: HROD 2nd quarter public servant position records, 2009)

Average grade for male and female DoE officers

	Average grade
Male	12
Female	10

DIVISIONAL STRATEGIES

Policy, Planning and Research (PPR)

The Policy, Planning and Research division is key in the successful implementation of the Gender Equity in Education Strategic Plan 2009-2014.

Key functions of PPR include:

- Facilitate and monitor the implementation of Provincial/District Education Plans consistent with the National Education Plan 2005-2014 targets
- Advise and assist Provincial and District Education Officers in the development of Provincial and District Education Plans respectively
- Develop annual operational plans
- Support capacity building within the DoE
- Provide advise and assist in the development and review of relevant policies in accordance with relevant legislative requirements and education policies
- Facilitate TMT and SSM meetings and also disseminate important decisions of the TMT and SSM for public information and awareness
- Plan, coordinate and disseminate NDoE research consistent with the departments NEP priorities
- Monitoring and evaluation including professional development for public servants in this area

Responsibilities from the Gender in Education Policy

- Provide sufficient support and personnel corresponding with requirements for implementation of the Gender Equity in Education Policy which will include a wide range of professional, action research and in schools support activities
- Support all education and training institutions to ensure the Gender Equity in Education Policy informs all courses and is implemented through policy, programs and practices
- Collect and collate sex-disaggregated data to assist with planning for educational improvement
- Provide research to enable accurate and timely identification of emerging educational issues with regard to gender equity
- Facilitate and support preparation of annual action plans to monitor and evaluate progress

Responsibilities from the National Education Plan

- Girls occupy 48% of places in lower secondary and 45% in upper secondary by 2014⁷
- Develop an equal opportunity policy
- Implement and monitor the Department's Gender Equity in Education Policy

⁷ These figures be adjusted to 50%

Sex of male and female officers at each grade (Quarter 2, 2009)

PPR					
Grade	Male	%	Female	%	Total
G17	1	100	0	0	1
G16	0	0	0	0	0
G15	5	100	0	0	5
G14	0	0	0	0	0
G13	13	93	1	7	14
G12	1	100	0	0	1
G11	0	0	2	100	2
G10	1	100	0	0	1
G9	0	0	0	0	0
G8	1	100	0	0	1
G7	0	0	3	100	3
G6	0	0	1	100	1
G5	0	0	0	0	0
G4	0	0	0	0	0
Total	22	76%	7	24%	29

NEP Strategy	Prioritised Outcome	Indicators/Targets	Who is responsible?
Minor Outcome E1 Minor Outcome P1 Minor Outcome A5	2011 Education theme to be Gender related concept 2013 Education theme to be Gender related concept	Education theme approved by Top Management Team meeting and gazetted by end 05/2010 and 05/12 Conduct awareness on the value of schooling, especially the importance of sending girls to school	PPR (Media unit)/CDAD/CCLS
Minor Outcome E1 Minor Outcome P1 Minor Outcome A5	Broadcast through radio, TV and other appropriate electronic media gender programs and awareness raising of the importance of educating girls	Review of TV programming to ensure greater gender equity by 09/09 First radio programs produced, scheduled and transmitted from February 2010 to 2014 Media campaign to inform teachers, P&C about the gender equity in education policy, strategic plan and gender equity and child rights etc begins 09/09	PPR (Media unit)/CDAD/CCLS
Minor Outcome A1	PDoE will include in their education plans gender discourse, clear activities and targets including the establishment of links with PCW and other women's groups	Support PDoE to include gender to their education plans by 12/09. Best practice sample developed and distributed to Provinces. 100% PDoE Education Plans show evidence of measurable and achievable gender equity planned activities and targets, groups liaising with schools and links between schools and PCW by 12/10 Provincial education plans will be well resourced for gender specific interventions	PPR
Minor Outcome A1	Support the development of district education plans and ensure that all plans include gender discourse and targets	Support for PDoE to add Gender to their district Education plans by 12/09 100% PDoE District Education Plans show evidence of gender planned activities and targets, groups liaising with schools and links between schools and PCW by 12/10 District education plans will be well resourced for gender specific interventions	PPR/PDoE

Minor Outcome A1	Conduct a baseline survey and stocktake of gender achievements to date including a review of the Gender Equity in Education Policy implementation	Gender Equity in Education Baseline completed by 12/09 Gender Equity in Education Policy review and evaluation completed by 12/09	PPR (Research unit)/NRI
Minor Outcome E1	Support reviewing the grade repeating policy to allow disadvantaged children to repeat grades	Review of enrolment policy to include issues of enrolment, attendance and repetition by 12/10 Policy approved, schools advised by Ministerial Policy statement by 12/10	PPR
Minor Outcome A1	Provide policy guidelines to cater for disadvantaged children to be exempted from paying school fees or receive school fee assistance, particularly in rural and remote areas	Review of enrolment policy by 12/10. Policy approved, schools advised by Ministerial Policy statement by 12/10	PPR
Minor Outcome A1	Ensure the collection and reporting of sex-disaggregated data via the inclusion of questions in the school census. Strengthen the capacity of the DoE to collect, analyse and use sex disaggregated data to inform planning, design, implementation of initiatives	100% of PPR research staff have completed training on data collection and statistical analysis by 02/10 The annual school census includes the collection of sex disaggregated data and gender specific information All DoE and PDoE divisions collecting and reporting on sex disaggregated data by 12/10	PPR/Research unit
Minor Outcome S2	Support and expand to other provinces the Child friendly school's (CFS's) program	100% of PTC's are teaching a pre-service CFS's module CFS's program is present in 20 provinces and NCD by 12/14	PPR/UNICEF
Minor Outcome S2	Expand and support role models program and teacher gender equity guide	MOU developed between National Council for Women in PNG and UNFPA by 12/09 Successful bid for ongoing funding from UNFPA by 12/09	PPR/HROD/NCW/UNFPA
Minor Outcome A1	Provide support for and coordinate TMT meetings. Ensure gender is reported on quarterly, remains a standing agenda item.	Gender is reported on at TMT quarterly commencing 08/09.	PPR
Minor Outcome A1	Ensure gender remains a standing agenda item at the yearly Senior Education Officers Conference (SEOC)	Gender is reported on at SEOC from 06/09 to 06/14	PPR
Minor Outcome A1	Conduct a gender audit of all DoE policies	Gender audit of DoE policies conducted by 12/09	PPR

Minor Outcome A1	Ensure gender is mainstreamed throughout DoE yearly operational and financial plans	Gender is mainstreamed throughout DoE operational and financial plans from 2009	PPR/DoE (Deputy Secretary & Top Management Team)
Minor Outcome E1	Ensure that gender is mainstreamed throughout the DoE Communication and awareness strategy	Conduct awareness on the value of schooling, especially the importance of sending girls to school Revise Communication and awareness strategy by 04/11	PPR/Media/CCLS
Minor Outcome A1	Ensure gender is included in all Provincial workshops facilitated by PPR	Gender is a standing agenda item in all provincial workshops from 12/09	PPR
Minor Outcome P1	Identify gender as a departmental research priority. Develop gender specific research topics, facilitate gender specific research in partnership with the National Research Institute (NRI)	Conduct annual gender focused research from 12/09 Barriers and Factors affecting girl's education Review different exit points for girl's education, where do they drop out? What do they do? Which areas are more badly affected in terms of gender? Retention study with NRI completed by 12/09 Gender policy review and evaluation by 12/09 Highlight constraints to women's participation in an effort to overcome them by 12/10	PPR/Research unit
Minor Outcome A2	Support HROD to develop the Equal Employment Opportunities policy	DoE EEO policy developed by 11/09 and launched by 12/09 Development of an EEO complaints process brochure and posters to be distributed by 11/09 100% of DoE and PDoE staff are aware of EEO policy and new inductees are being provided with information during induction on the EEO policy by 11/09 EEO officer appointed from within the HROD department and responding to complaints as evidenced by records by 06/10	PPR/HROD

Minor Outcome A1	Ensure that gender is reported on in NDoE annual report; operational and financial plan; NEB reports; TMT reports; divisional planning; quarterly divisional reporting. Support the DoE to develop sector specific tools and guidelines to facilitate the integration of gender issues into corporate, divisional and annual planning and budgeting process	Gender is reported on in NDoE annual report; operational and financial plan; NEB reports; TMT reports; divisional planning; quarterly divisional reporting from 12/09 Capacity building for DoE officers facilitated from 07/09 Ongoing support provided by HROD from 12/09	PPR/NDoE/PDoE/CCLS
Minor Outcome S4	Support the roll out of Universal Basic Education (UBE): Equal participation, access, retention and quality,	All Papua New Guinean children receive 9 years of free basic education by 2014	PPR
Minor Outcome A1 Minor Outcome A2	Support and develop gender equity focal points in the provincial offices	Gender focal points (GFP's), 1 per province by 12/10 40 Gender focal points (GFP's), 2 per province by 12/12	PPR/PDoE/HROD
Minor Outcome F3 Minor Outcome T3 Minor Outcome A1	PPR officers given intensive training in Gender Equity, HIV & AIDS, human and child rights, violence against women, anti-discrimination and harassment	100% of PPR staff have attended two days of gender training	PPR/PDoE/HROD
Minor Outcome A1 Minor Outcome F3	Regional meetings of relevant provincial and district education officers will be scheduled and includes gender as a standing agenda item	100% of quarterly PEA's regional meetings include gender as a standing agenda item	PPR/PDoE
Minor Outcome A1	Annual divisional planning mainstreams gender throughout divisional activities and includes targets as set by the Gender Equity in Education Policy and Strategic Plan	Divisional planning mainstreams gender from 01/10	PPR
Minor Outcome A1	All divisions to collect data on all indicators and reporting through gender action plans	100% of DoE divisions develop gender action plans, through a participatory and inclusive process, and these are included in divisional planning by 06/10	PPR/Research Unit
Minor Outcome A1	Support provinces in planning and reporting gender targets	Number of Provincial staff trained in writing gender targets	PPR/PDoE
Minor Outcome A1	Conduct national provincial mapping of agencies working in the area of gender. NDoE to include civil society organisations in the development of divisional gender action plans	A database of civil society organisations developed and disseminated throughout the DoE from 07/09	PPR

Minor Outcome A1	Support for ongoing monitoring and evaluation of DoE gender activities and targets	<p>100% of PPR staff involved in the design, implementation, monitoring and evaluation of DoE activities have attended analysis training by 2010</p> <p>Ongoing support provided to strengthen the capacity of the DoE to use gender analysis as a basic tool in the planning and design, implementation, monitoring and evaluation of initiatives</p> <p>The DoE to develop/strengthen monitoring and evaluation plans, data analysis and reporting, to inform the planning and revision of gender activities by 2010</p> <p>The DoE to develop specific indicators relating to gender as part of broader corporate planning and reporting by 12/09</p>	PPR/Research unit
Minor Outcome A1	Support the development of the DoE Most Vulnerable Children (MVC) policy and endorse	Most Vulnerable Children Policy developed by 10/10	PPR/SGD/UNICEF

Standards and Guidance Division (SGD)

SGD train site leaders to perform advisory and inspection functions, implement principles of SLIP in schools to promote enhanced student and overall school performance to meet NEP outcomes.

More specifically the SGD is responsible for:

- Maintenance and improvement of national education standards requirements in elementary, primary and secondary schools
- Provision of quality control in the areas of curriculum implementation and teacher performance
- Facilitation, monitoring and improvement of teacher performance
- To provide and facilitate guidance and counseling services to schools and improve the school supervision and management systems.

Responsibilities from the Gender Equity in Education Policy

- Ensure that all inspection instruments used reflect the Gender Equity in Education Policy and are gender inclusive and fair and promote equity and fairness
- Develop very clear understandings of the construction of gender, gender equity, gender inclusive curriculum, as well as recommended teaching and assessment methodology
- Use this knowledge and understanding to constructively support teachers in the field to develop their skills to ensure that gender equity principles and practices are included in all work environments and practices
- Ensure that all standards instruments used reflect the Gender Equity Policy are Gender inclusive and fair and promote equity and fairness
- Become role models and demonstrate in their own work that they promote and support improvement in education for both girls and boys through gender equity strategies
- Identify and access professional development and current research on gender equity in education to increase their knowledge and skills to enable them to correctly support the implementation of the Gender Equity in Education Policy

Responsibilities from the National Education Policy

- Provide inspectorial services to all secondary schools
- Monitor and evaluate teaching and learning to enhance standards
- Support counseling and guidance services for secondary schools students

Sex of male and female officers at each grade (Quarter 2, 2009)

S&G					
Grade	Male	%	Female	%	Total
G17	1	100	0	0	1
G16	0	0	0	0	0
G15	2	67	1	33	3
G14	38	88	5	12	43
G13	1	100	0	0	1
G12	108	82	24	18	132
G11	1	100	0	0	1
G10	1	100	0	0	1
G9	1	100	0	0	1
G8	2	67	1	33	3
G7	0	0	1	100	1
G6	0	0	5	100	5
G5	0	0	0	0	0
G4	0	0	0	0	0
Total	155	81%	37	19%	192

NEP Strategy	Prioritised Outcome	Indicators/Targets	Who is responsible?
Minor Outcome S2 Minor Outcome A1 Minor Outcome F3	Guidance and standards officers are given extensive training in gender equity, child rights, HIV & AIDS, discrimination and issues relating to violence against women.	Training package developed by 08/09 100% of Standards officers including managers complete at least 2 days of gender equity training by the end of 12/10 100% of Guidance officers including managers complete at least 2 days of gender equity training by the end of 12/11 100% of officers sign an updated code of conduct & ethics	Schools/TSC/SGD/ UNICEF
Minor Outcome F3 Minor Outcome A2 Minor Outcome A1 Minor Outcome A5	SGD officers receive information and attend awareness workshops on the Gender Equity in Education Policy and Strategic Plan	100% of SGD officers are aware of their roles and responsibilities in the Gender Equity in Education Policy and Strategic Plan by 09/09 Duty statements incorporate the principles, values, aims & objectives of the Gender Equity in Education Policy by 09/09	SGD/HROD
Minor Outcome S2	Teachers receive in-service in basic counseling and communication skills	Teachers have received in-service in basic counseling and communication skills by 12/11	DoE/TED/SGD
Minor Outcome S2	Guidance positions established and filled at all schools and educational institutions – in all provinces; girls and women must have access to trained female staff	100% of schools have access to a guidance officer by 12/11 One guidance officer per province (20) by 12/11 100% of guidance officers have been trained in gender equity and are providing unbiased, gender neutral career guidance to male and female students that includes encouraging both males and females on merit in non-traditional areas by 12/11	SGD/DoE/PDoE
Minor Outcome S2	Revise and include gender equity on standard's officers' school checklist and SLIP reporting Review and revise all inspection instruments to ensure they are gender inclusive and promote equity and fairness	100% of SLIP schools report on Gender Equity to communities and Standards officers by 12/10 All schools with boarders will have secure, safe and clean dormitories, ablution blocks and toilets with clean water.	Schools/Standards/ School Management Plan/SLIP
Minor Outcome S2	Revise and include gender equity on guidance officers school checklist	100% of guidance officers are collecting sex disaggregated data	SGD

Minor Outcome S2	Develop an updated Guidance & Counseling and behaviour management training manual for pre-service teachers which includes social, cultural and gender issues, child rights, HIV & AIDS and violence against women	Pre-service course developed by 03/09 Training course approved by Board of Studies by 06/09	SGD/TED
Minor Outcome S2	Develop an updated Guidance & Counseling training manual for in-service teachers which includes social, cultural and gender issues, HIV & AIDS and violence against women	Training course approved by Board of Studies by 08/09	SGD/TED/TIP
Minor Outcome S2	Expand in-service gender sensitive school based counseling training program for all teachers	100% of boarding schools have a fully trained male and female school based counselor (SBC) by 12/10. 30% of secondary, TVET and tertiary education institutions have a fully trained male and female school counselor by 12/08 ⁸ ; 60% by 12/09, 100% by 12/10. 10% of primary schools have at least one trained counselor by 12/08, 30% by 12/09, 60% by 12/10 and 100% by 12/11	Schools/BOM/BOG /Provincial officers/ DoE/Standards/ agencies
Minor Outcome S2	Zero tolerance on violence, harassment and sexual abuse policies to be fully enforced to ensure compliance by teachers, staff and students	100% of schools and senior officers and standards officers receive Secretary's Circular on Discipline and zero tolerance policy by 04/11 Zero tolerance of abuse and sexual harassment included in updated teachers Code of Conduct by 05/10 All schools to have zero tolerance and gender equity included in school policies and discipline rules by 12/11	DoE/PDoE/TSC/ PNGTA

⁸ DoE (2007), HIV and AIDS Implementation Plan, p.

Minor Outcome S2	Ensure the implementation of the Behaviour Management Policy which addresses gender issues such as pregnancy, child protection, bullying, HIV, TB and other health issues et cetera	Behaviour Management Policy and guidelines developed, approved by TMT and launched by 06/09 National distribution of the Behaviour Management Policy by 07/09 Facilitation of regional awareness workshops 07/09 Training for Senior Standards Officers (SSO) and Guidance Officers (GO) by 12/09	SGD
Minor outcome S2	In line with the Lukautim Pikini Act (2007) support the development of child protection processes and protocols	100% of teachers have been trained in child rights, child protection and mandatory reporting of suspected child abuse by 12/14 100% of schools develop child protection policies (SLIP) by 12/14	SGD
Minor outcome S2	Support more equitable selection into Grade 9, 12 and higher education	Standards and guidance officers monitor girls enrolment and generate awareness regarding access and retention issues, particularly at selection times –2009-2014, ongoing.	SGD
Minor outcome S2	Support the enforcement of teacher discipline	Standards officers are reporting cases of harassment and enforcing teacher discipline from 06/09, ongoing.	SGD
Minor outcome S2	Increase female participation in school management and decision-making	District women's facilitators (DWF's) in partnership with standard officers and education officers conduct school inspections from 06/09, ongoing DWFs support the recruitment of women on school boards of management from 06/09, ongoing	SGD/BEDP

Curriculum Development & Assessment Division (CDAD)

CDAD is responsible for maintaining the quality and scope of education requirements of elementary, primary and secondary indicated by professional standards, as well as social, economic and technical development. This is done through the design and implementation of relevant and appropriate curriculum; to implement and facilitate the implementation of curriculum through inspections, measurement, guidance and production of curriculum materials.

Responsibilities from the Gender Equity in Education Policy

- Develop and provide curriculum that is gender inclusive in content language, and recommended teaching methodologies and assessment instruments.
- Develop and provide curriculum which in content, methodology and language meets the education needs and entitlements of girls as well as boys, and which recognises the contributions of women, as well as that of men, in the development of society.
- Provide curriculum materials, which do not include stereotypes, change information about women in lessons and place appropriate role models in as teachers.
- Initiate fundamental re-working of what knowledge is valued in the curriculum and how it is taught. This requires focus on areas of knowledge which have until the present been excluded or misrepresented.
- Develop and provide curriculum, which challenge unfair cultural practices for girls and women, and for boys and men.
- Develop and provide curriculum that take into account changing family roles, for example there are more women in the paid workforce and, in some cases, they are the head of the household.
- Develop and provide curriculum, which provide opportunities for students to learn about positive relationships and to develop attitudes and behaviours in the school community such as social responsibility, empathy, sensitivity and equal and non-violent relationships.
- Develop and provide curriculum in teachers' training colleges and other tertiary institutes that are gender inclusive and reflect values, principles, aims and objectives of the Gender Equity in Education Policy.
- Plan and manage, with the school community, improvements to the range and quality of teaching and learning programs for students to ensure that the gender equity policy and gender inclusive curriculum and practices are implemented.
- Assist teachers to identify and access professional development activities and resources that will improve gender equity in all areas of schooling.
- Collect and disaggregate data on a range of gender issues.
- Use data on students' achievements and retention and the quality of their participation in school life as a basis for developing strategies for and monitoring of, implementation of gender equity policies, procedures and practices.

Responsibilities from the National Education Policy

- A relevant elementary curriculum is developed, implemented and monitored
- A relevant primary curriculum is developed, implemented and monitored
- A relevant secondary curriculum is developed, implemented and monitored
- The curriculum and assessment programs offered will be based on and articulate with the mainstream education system

Sex of male and female officers at each grade (Quarter 2, 2009)

CDAD					
Grade	Male	%	Female	%	Total
G17	1	100	0	0	1
G16	0	0	0	0	0
G15	1	50	1	50	2
G14	7	78	2	22	9
G13	10	67	5	33	15
G12	18	60	12	40	30
G11	3	100	0	0	3
G10	8	100	0	0	8
G9	3	100	0	0	3
G8	1	100	0	0	1
G7	2	67	1	33	3
G6	2	29	5	71	7
G5	0	0	0	0	0
G4	0	0	0	0	0
Total	56	68%	26	32%	82

NEP Strategy	Prioritised Outcome	Indicators/Targets	Who is responsible?
Minor Outcome F3 Minor Outcome A2 Minor Outcome A1 Minor Outcome A5	CDAD officers receive information and attend awareness workshops on the Gender Equity in Education Policy and Strategic Plan	100% of CDAD officers are aware of their roles and responsibilities in the Gender Equity in Education Policy and Strategic Plan by 09/09 Duty statements incorporate the principles, values, aims & objectives of the Gender Equity in Education Policy and Strategic Plan by 09/09	CDAD/HROD
Minor Outcome F3 Minor Outcome T3 Minor Outcome A1	CDAD officers given intensive training in Gender Equity, HIV & AIDS, human and child rights, violence against women	Gender resource pack for DoE officers developed by 08/09 100% of CDAD staff have attended two days of gender training by 09/10	CDAD/HROD
Minor Outcome E2 Minor Outcome P2 Minor Outcome S2	Ensure that clear and detailed developmentally appropriate information on the links between gender equity and HIV & AIDS and STIs is mainstreamed into all materials	All materials produced assessed for gender sensitivity using DoE criteria. All materials including textbooks to include gender and HIV issues, 2009-2014, ongoing. Included in Teacher In-Service plan guidelines from 06/09. Included in pre-service HIV & AIDS and STI and Reproductive Health course and included in Gender Equity pre-service course from 11/09	CDAD/PopED/ Board of Studies
Minor Outcome E2 Minor Outcome P2 Minor Outcome S2	Ensure that gender is integrated into curriculum areas and subjects at all levels of schooling. Conduct an audit on all elementary, primary and secondary materials related to Gender and violence against women in order to ascertain the quality and depth the subject receives.	Development of Gender Equity audit Board of Studies checklist by 09/09 All current materials audited by 11/09 All relevant, newly developed, student and teacher materials to include gender equity principles and activities from 09/09	CDAD/PopED/ Board of Studies/UNICEF

Minor Outcome E2 Minor Outcome P2 Minor Outcome S2	Develop a gender sensitive Board of Studies checklist for Gender Equity based on the Gender Equity in Education DoE Policy to be used for selection and approval of all Gender training, events and materials used in schools and institutions by DoE and networking partners.	Board of Studies Checklist developed and available by 09/09	CDAD/DoE
Minor Outcome E2 Minor Outcome P2 Minor Outcome S2	Develop and distribute gender materials to all schools, institutions, students and teachers	Revision of the National curriculum for gender inclusive language by 11/09	CDAD/DoE/ Board of Studies
Minor Outcome P3 Minor Outcome E3 Minor Outcome S3	Develop and distribute a gender module linked to the curriculum for in-service teachers at all levels.	100% of schools and institutions receive regular, relevant materials. Elementary: Teacher Resource Pack in English and Tok Pisin by 03/2011 Primary: Gender manual by 06/11 Secondary: Gender manual by 12/10, Gender Equity textbook TVET: Gender Equity manual and trainee books distributed by 03/10 Teacher Education: Student teacher course book distributed by 06/10	DoE/CDAD
Minor Outcome E2 & E3 Minor Outcome P2 & P3 Minor Outcome S2 & S3	Ensure that information on, and life skills approaches to, sexual violence is a mandatory component of all Gender and HIV & AIDS and STIs related resources for students and teachers.	Development, publication and distribution of in-service guidelines for Gender Equity for In-Service Plan by 07/09 Trial clusters to receive guidelines and resource pack by 10/09. Training funded by ECBP. Teacher materials and resources in Gender Equity are developed and being used by (100%) teachers Facilitate in-service on new materials and resources production for gender equity by 11/09	CDD/Board of Studies/BEDP/ ECBP

	All guidelines, manuals, materials and training to include community links, church links and responsibilities of schools and communities in promoting the importance of girl's education and gender equity	Included in Board of Studies criteria and all materials from 09/09 Media awareness campaign in English and Tok Pisin for communities and parents as part of national education theme in 2011 and 2013	CDAD/training partners/PopED/agencies/Board of studies
Minor Outcome E2 & E3 Minor Outcome P2 & P3 Minor Outcome S2 & S3	Ensure that information concerning violence against women, harassment and discrimination are included as an integral component in all aspects of the response to Gender Equity	Violence against women (VAW), harassment and discrimination included in all communications, training and materials from 06/09	CDAD/DoE
Minor Outcome E2 & E3 Minor Outcome P2 & P3 Minor Outcome S2 & S3	Updated information on gender, power relations (social, cultural, sexual and political) will be included in all training and materials and will be approved by DoE using approved criteria	Checklist and standards package for training partners by 06/10	CDAD/DoE

Teacher Education (TED)

The key responsibilities of the TED are:

- To provide and facilitate pre-service and in-service teacher training programs for elementary, primary and vocational sector schools
- Facilitate teacher development activities for teachers in elementary, primary, high schools, secondary schools, technical and business colleges and teachers colleges
- To support and coordinate gender awareness and equity programs
- To coordinate support services for teachers colleges and special education centres and program through professional, supervisory, administrative, curriculum resource allocation and staff development activities
- To provide administrative, professional curriculum and resource support to special education resource centers
- Ensure that all the divisions budget matters, financial administration, logistics and logistical support for all professional and support staff are in place including equipment and buildings and other related facilities are maintained

Responsibilities from the Gender in Education Policy

- Provide leadership in the system-wide implementation of the Gender Equity in Education Policy and gender equity in general.
- Provide appropriate professional development at all levels about the Gender Equity in Education Policy.
- Collaborate and negotiate with donor agencies and financial supporters so that education facilities take into account the Gender Equity in Education Policy in providing infrastructure and related support, including student and teacher boarding accommodation.
- Implement affirmative action that will increase female participation in decision-making and ensure female representation on all educational committees such as Top Management Team, Board of Studies etc.
- Encourage and support balanced enrolments of female and male students at all levels of education
- Prepare annual action plans to monitor and evaluate progress.

Responsibilities from the National Education Plan

- Provide Professional development opportunities for male and female Primary Teachers College staff
- Increase teacher educators' knowledge of gender equity and children with special needs, bilingual teaching and assessment processes

Sex of male and female officers at each grade (Quarter 2, 2009)

TED					
Grade	Male	%	Female	%	Total
G17	1	100	0	0	1
G16	0	0	0	0	0
G15	1	50	1	50	2
G14	2	100	0	0	2
G13	8	80	2	20	10
G12	1	25	3	75	4
G11	0	0	3	100	3
G10	0	0	2	100	2
G9	0	0	0	0	0
G8	0	0	0	0	0
G7	0	0	1	100	1
G6	0	0	1	100	1
G5	0	0	0	0	0
G4	0	0	0	0	0
Total	13	50%	13	50%	26

NEP Strategy	Prioritised Outcomes	Indicators/Targets	Who is responsible?
Minor Outcome F3 Minor Outcome A2 Minor Outcome A1 Minor Outcome A5	TED officers receive information and attend awareness workshops on the Gender Equity in Education Policy and Strategic Plan	100% of TED officers are aware of their roles and responsibilities in the Gender Equity in Education Policy and Strategic Plan by 09/09 Duty statements incorporate the principles, values, aims & objectives of the Gender Equity in Education Policy by 09/09	TED/HROD
Minor Outcome F3 Minor Outcome T3 Minor Outcome A1	TED officers given intensive training in Gender Equity, gender inclusive curriculum, teaching and assessment methodology, HIV & AIDS, human and child rights, violence against women, discrimination and harassment	100% of TED staff have attended two days of gender training by 09/10	TED/HROD
Minor Outcome A5	Ministerial circular instructing all education personnel to be role models when participating in Gender equity activities.	100% of DoE officers receive Secretary's circular by 09/09.	DoE
Minor Outcome S2	Monitor and evaluate TED plan and programs with an emphasis on gender initiatives and practices	Ongoing monitoring from 01/10 Evaluation conducted by 12/09	TED M&E team/ PPR (Research & Evaluation unit)
Minor Outcome P3 Minor Outcome S3	Conduct an audit on all PTC materials related to Gender and Violence against women in order to ascertain the quality and depth the subject receives for pre-service teachers.	Gender material stocktake conducted by 12/09	TED
Minor Outcome P3 Minor Outcome S3	All pre-service elementary, primary, secondary school trainees, TVET will complete an approved compulsory (core) gender equity module including violence against women, harassment and discrimination	Evaluation of pre-service gender equity course conducted by 11/09. Development/revision, publication and distribution of pre-service Gender Equity course by 12/10 100% of primary and secondary teacher trainees trained on gender equity from 12/10 onwards	DoE/PTC's/TVET/ University of Goroka/CDAD/ Elementary unit

Minor Outcome P3 Minor Outcome S3	All in-service elementary, primary, secondary, college (including TVET teachers will have at least 1 week annually of training on gender equity and gender inclusive teaching practices. In-service training for teachers involving gender responsive pedagogy	<p>Training package and teacher resources developed by 08/09</p> <p>Teacher In-service plan (TIP) and School Learning Improvement Plans (SLIP's) to include Gender Equity as a key compulsory component of annual training from 07/09</p> <p>Provision of support to TIP cluster facilitators through the provision of TIP Gender Equity In-Service facilitators manual and resource kit by 10/09</p> <p>100% of in-service teachers have received at least 1 week of training on gender equity, gender inclusive classroom practices, discrimination and violence against women by 11/13</p> <p>To be monitored by inspectorate from 01/10</p>	NDoE/TED/SGD
Minor Outcome P3	All teacher education institutions include a compulsory core course on gender equity.	<p>Training package developed by 12/09</p> <p>100% of male and female Primary Teachers College staff have attended a 5 day Gender Equity refresher workshop by 06/10</p> <p>100% of teacher education institutions teaching gender equity as a core module by 12/10</p> <p>Writing and approval by Board of Studies of updated Gender equity module by 11/09 using learning from UNICEF child friendly schools project. Printing of revised module and distribution to all PTC's in 01/10 and teaching commences in all PTC's by end of 2010.</p>	DoE/PTCs/ Agencies/Standard
Minor Outcome P3	Rights training including DoE Gender Equity Policy and strategic plan is included in gender training and manuals for teachers and students with repeat training for staff throughout implementation	100% of teachers will receive initial training by 12/11 included in training package (refer to HIV implementation plan...)	
Minor Outcome A1 Minor Outcome A3	All elementary, primary and secondary schools and tertiary institutions (including TVET) will establish links with relevant organisations to access assistance for students and teachers and to provide assistance for community members.	List of partners included in Gender equity pre- and in-service training materials and in all training sessions from 07/09 and in guidelines to in-service clusters from 07/09	Schools/NGOs/ CBOs/NCW/PCW/ In-service training providers/Standards/a gencies/BEDP

Minor Outcome P3	Ensure that all training and in school programs and materials provided by partners are approved by using policy based criteria	100% of all networking partners, training providers and materials are approved by PDoE or DoE using approved criteria.	
Minor Outcome A1	Schools will establish mutually beneficial partnerships with community based groups to maximise access to information and assistance between communities and schools	100% of schools will demonstrate links by 12/10 and maintain them through school learning improvement plans	Schools/NGOs/ CBOs/NCW/ PCW/agencies
Minor Outcome P3 Minor Outcome S3	School Leadership and Management (SLM) course includes modules on gender equity and gender is mainstreamed throughout SLM course.	SLM distance education course which includes a module on gender equity is developed by 10/09 and offered from 01/10	DoE/European Union (EU)/TED/CDAD
Minor Outcome E3 Minor Outcome P3 Minor Outcome S3	Awareness training conducted for schools, institutions and communities in addressing gender issues affecting men, women boys and girls at each of these levels.	District Women's Facilitator's awareness raising community training ongoing from 06/09	TED/BEDP/NLAS
Minor Outcome P3	Distribution of appropriate teaching and learning resources on gender to teachers colleges and schools (gender kits for graduates)	One awareness raising resource is developed each year from 12/09 Teacher and student resource kits are developed by 12/09	Schools/CDAD/DoE/ PNGTA
Minor Outcome P3	Initiate gender focal points in each of the primary teachers colleges	100% of PTCs have 1 male and 1 female gender focal point who is responsible for teaching the gender equity course by 11/10 100% of PTC GFP's have attended professional development in gender equity by 11/10 PTC GFPs to collaborate with Provincial GFP and DoE national GFPs from 01/11	
Minor Outcome P3	Support the facilitation of the child friendly schools program in the primary teacher's colleges	100% of pre-service teachers undertake gender module as part of the CFS's unit from 12/10	TED/PTCs/UNICEF
Minor Outcome P3	Provision of Elementary teacher training in gender equity through the Diploma Education Primary In-service (DEPI)	Gender equity module is included in DEPI distance mode and residential course from 2010	DoE/CDAD/TED

<p>Minor Outcome F1 Minor Outcome T1</p>	<p>Review primary teachers college infrastructure to ensure more equitable dormitory space</p>	<p>Conduct a needs assessment of the current college facilities by 12/11</p> <p>Provinces to support PTC infrastructure in yearly budget planning from 2010</p> <p>PTCs are accepting more equitable numbers of student teachers.</p>	<p>PDoE/TED/PTCs</p>
<p>Minor Outcome E3</p>	<p>Provide leadership training opportunities for women teachers</p>	<p>30% increase in female representation on in-country & overseas program by 2011</p> <p>30% increase in female selections for higher degree programs in-country & overseas by 2011</p> <p>50:50 representation by 2011</p>	<p>TED/HROD</p>

Human Resources and Organisation Development (HR/OD)

The role of HROD is to support the Department's substantive programs including policy analysis, management of personnel affairs and organisational procedures, in-service training and staff development for non-teaching personnel, finance and accounting staff.

More specifically the division's functions include:

- Develop and coordinate the divisional career and training plans for DoE staff
- Performance management
- Business systems and process improvement activities
- HIV and AIDS and gender equity initiatives together with workforce planning areas
- Provision of personnel and payroll services to DoE employees, and teachers at National and Provincial divisions
- Coordinate recruitment and selection for DoE staff and expatriate teaching staff
- Occupational health and safety in the workplace
- Staff discipline support
- Support staff in grievance resolution
- Coordinate and monitor DoE recruitment for DoE head office and non-citizen teaching positions
- Coordinate senior national contract officers and overseas contract teachers

Responsibilities from the Gender in Education Policy

- Acknowledge and respect positive cultural values and individual differences.
- Advise on appropriate policies, processes and gender inclusive practices.
- Provide appropriate professional development at all levels about the Gender Equity in Education Policy
- Ensure that the gender Equity in Education Policy is reflected in all NDoE documentation, structure and plans for the future.
- Provide sufficient funding and support personnel corresponding with requirements for implementation of the policy which will include a wide range of professional development, action research and in schools support activities.
- Implement affirmative action that will increase female participation in decision making and ensure female representation on all educational committees such as top management team, board of studies et cetera.
- Liaise between investment programs and the gender desk to ensure coordination and links between NDoE personnel and donor agencies.

Responsibilities from the National Education Plan

- Increase the % of executive positions at Grade 16 and above occupied by women.
- Develop an EEO policy
- Upgrade the technical capacity of Papua New Guinean staff through training programs
- Provide training for Papua New Guineans

- Develop an implementation plan at all levels for the Gender Equity in Education Policy
- Provide gender policy training for officers at all levels
- Monitor the implementation of the Gender Equity in Education policy
- Identify and support female officers and teachers suitably qualified for rapid promotion

Sex of male and female officers at each grade (Quarter 2, 2009)

HROD					
Grade	Male	%	Female	%	Total
G17	1	100	0	0	1
G16	0	0	0	0	0
G15	1	50	1	50	2
G14	1	100	0	0	1
G13	1	100	0	0	1
G12	7	100	0	0	7
G11	1	33	2	67	3
G10	3	43	4	57	7
G9	2	67	1	33	3
G8	9	31	20	69	29
G7	4	80	1	20	5
G6	1	33	2	67	3
G5	0	0	0	0	0
G4	0	0	0	0	0
Total	31	50%	31	50%	62

NEP Strategy	Prioritised Outcomes	Indicators/Targets	Who is responsible?
Strategic objective 1: To strengthen the response to gender equity			
Output 1: Increased level of understanding and awareness of gender issues and principles, including violence against women			
Minor Outcome F3	HROD to employ the Gender Equity Strategy Officer (Grade 12) and Gender Equity Coordination Officer (Grade 15) and develop the capacity of the National Department of Education gender desk.	<p>The Gender Equity Strategy Officer (G12) is recruited by 08/09 and is receiving induction and ongoing professional development.</p> <p>TMT approves Gender Equity Coordination Officer by 01/10</p> <p>Create and appoint a Gender Equity Coordination Officer (G15), develop terms of reference and reporting responsibilities by 11/10</p> <p>Develop a Gender Equity team, within the Staff Support Services Branch, reporting directly to the Deputy Secretary by 12/11</p>	HROD
Minor Outcome F3 Minor Outcome A2 Minor Outcome A1	Develop DoE National Gender Equity Implementation Team and a gender network, which will support divisional communication and activities and improve central coordination of gender activities.	<p>Initiate gender focal points (GFP's) in the DoE comprising one male and one female officer from each division by 10/09</p> <p>Develop duty statements, terms of reference and guidelines for GFP's in key divisions by 09/09</p> <p>The team includes senior officers from key divisions and reports directly to the secretary of education. The team will provide a yearly review of the gender strategic plan.</p>	HROD/TMT/ NDoE/PDoE

<p>Minor Outcome F3 Minor Outcome A2 Minor Outcome A1 Minor Outcome A5</p>	<p>Disseminate information and raise awareness of the Gender Equity in Education Policy and Strategic Plan to public servants, teachers, other educationalists, parents and community stakeholders at national, provincial and community levels through regular scheduled meetings and incorporate awareness into training</p>	<p>Develop an electronic copy (pdf) and A5 size of the Policy and 15,000 copies printed by 06/09.</p> <p>Policy is included in all training materials from 06/09</p> <p>100% of all educational levels and institutions will receive the Policy and strategic plan by 07/09</p> <p>100% of DoE public servants are aware of their roles and responsibilities in the Gender Equity in Education Policy and Strategic Plan and gender activities are included in officers TOR's and duty statements by 09/09</p> <p>Ongoing training package for new inductees.</p> <p>Secretary's Circular on Gender Equity Policy and Gender Equity Strategic plan by 07/10</p> <p>Facilitate ongoing monitoring and annual evaluations of the Gender Equity in Education policy and strategic plan from 12/09</p> <p>Review the Gender Equity in Education Policy by 12/10</p>	<p>HROD/PPR/ CCLS</p>
<p>Minor Outcome E1 Minor Outcome F3 Minor Outcome A2 Minor Outcome A1</p>	<p>Ancillary staff and DoE/PDoE officers will be given gender awareness and sensitisation training</p>	<p>Develop appropriate gender awareness training and IEC materials within the NDoE by 08/09 and conduct awareness on the value of schooling especially the importance of educating girls from 02/10</p> <p>Standard gender resource pack developed by 08/09</p> <p>All senior officers at FAS and above have completed 1 day on gender equity management by 04/10</p> <p>All middle managers AS, Director, Managers, Supt, Heads of Section and their deputies have completed 2 days on gender equity management by 06/10</p> <p>100% of new staff complete ½ day training on gender equity from 08/09</p> <p>Ongoing training package for new inductees.</p> <p>Facilitate school training of staff as part of SLIP, ongoing, 2009-2014</p>	<p>HROD/TED/Staff Development Unit</p>

Minor Outcome A1 Minor Outcome E1 Minor Outcome F3	Ancillary staff and DoE/PDoE and standards officers will be given basic training and sensitisation on dealing with sexual harassment and abuse in the workplace (including violence against women, domestic, family and sexual violence training)	Develop and trial a Gender Equity HR training facilitator's manual and resource materials for NDoE officers by 09/09 100% of Fincorp Haus staff trained by 09/10 100% of PDoE officers and staff trained by 06/12 Revise and make available to all NDoE staff the Gender Equality in the Public Service: A guide to the rights of public servants book by 11/09 Development of a sexual harassment brochure and posters to be distributed by 11/09 100% of officers sign an updated code of conduct & ethics commencing 12/10 Ongoing training package for new inductees.	HROD/Staff Development Unit
Output 2: Increased harmonization, coordination and strengthening of the gender equity response			
Minor Outcome A1 Minor Outcome A3	DoE to develop partnerships, build alliances and linkages to support gender initiatives and to advocate on a range of gender issues	NDoE to compile and regularly update lists of local alliances and civil society women's organisations and to develop linkages by 11/10 The NDoE to meet regularly and facilitate forums with relevant civil society organisations (i.e. NGO's and churches including women's organisations) and other relevant agencies working in the area of gender in order to ensure tasks are complementary and to increase coordination efforts and harmonisation for gender mainstreaming from 06/09, ongoing until 2014	DoE/PDoE/ HROD

Minor Outcome A1 Minor Outcome A5	Support the activities of the Women in Education Network	<p>The Women in Education Network to advocate for gender equity and facilitate regular awareness raising. 12 meetings and professional development sessions are facilitated annually from 01/09 – 12/14</p> <p>Women in Education Network to report at TMT meetings quarterly (March, June, September and December) from 06/09</p> <p>Support the inclusion of Women in Education network representation in NDoE committees (recruitment & discipline, NEB, PEB, TMT) from 2010</p> <p>Raise the profile of the network through increased communication and the development of a logo and website by 02/10</p> <p>Register the Women in Education network as a professional body by 11/12</p>	DoE/HROD/TMT
Minor Outcome A5	Examine the viability of convening quarterly divisional workshops to share lessons and experiences from implementation of the sector gender response	DoE to identify and document good gender inclusive practices	DoE divisions/HROD/PPR
Strategic Objective 2: To strengthen mechanisms that will enable men and women to participate more equally as employees			
Minor Outcome A1 Minor Outcome A2	Ensure a fair and equal representation on appointment selection panels.	In an attempt to ensure greater representation of appointments on selection panels identify female in other government departments on Grade 15 or above positions by 06/10	HROD
Minor Outcome A1 Minor Outcome A2	Review the recruitment and selection policy and procedures to strengthen female participation	Revise, distribute for comment and finalise, with TMT approval, the recruitment and selection policy by 12/09	HROD/PPR

Minor Outcome A1	Support DoE to undertake a gender audit of all existing policies, strategies and plans (including human resources policies, recruitment, training, promotions) so they are consistent with gender policies and principles	DoE annual reports include sex-disaggregated data on senior positions within education so that progress on increasing women's representation in senior positions both in teaching and in administration can be tracked and the strategies monitored for effectiveness The NDoE to liaise with the Department of National Planning and Rural Development on technical and training issues relating to gender mainstreaming quarterly from 01/10	PPR/Research Unit/HROD/NRI
Minor Outcome A2 Minor Outcome A5	Develop an equal opportunity policy which includes sexual harassment and anti discrimination information	EEO policy developed by 11/09 Development of an EEO complaints process brochure and posters to be distributed by 06/10 100% of DoE and PDoE staff are aware of EEO policy and new inductees are being provided with information during induction on the EEO policy by 04/10 EEO officer appointed from within the HROD department and responding to complaints as evidenced by records by 06/11	HROD/PPR
Minor Outcome A2	Increase the percentage of executive positions at Grade 16 and above occupied by women	Identify female officers for promotion and provide them with succession and career planning 02/10 Support the development and facilitation of a comprehensive workplace training and professional development program for female officers. 50% of female employees in workplace training program by 12/11 and 100% of female employees in workplace training program by 12/14 HROD to support the collection and reporting (in annual reports) of sex-disaggregated data on senior positions within education so that progress on increasing women's representation in senior positions both in teaching and in administration can be tracked and the strategies monitored for effectiveness from 12/09	HROD/PPR/ Staff Development Unit
Minor Outcome A5	Ministerial circular instructing all education personnel to be role models when participating in Gender Equity activities. Updated code of conduct for teachers.	100% of schools receive Secretary's circular by 10/09. Updated code of conduct for teachers by 11/10.	DoE/TMT/ PNGTA

Minor Outcome A2	Review and amend as appropriate all employee, employment and repatriation benefits in human resource policy	Benefits reviewed and adjusted by 06/10 and then included in redrafted 12/10	HROD/PPR
Minor Outcome A2	Support the Department of Education to become a family friendly workplace	Complete a DoE employee needs assessment by 06/10 Ensure the provision of childcare for DoE employees by 10/10	HROD/PPR/ ECBP
Minor Outcome A2	Support rural and remote teachers to access the Bank of South Pacific SMS banking	Support advocacy and awareness raising campaign by 11/09 100% of schools receive Secretary's circular by 10/09.	HROD/TSC/ PNGTA

Technical Vocational Education and Training (TVET)

The role of TVET is to develop specific courses and ensure standards in technical and vocational education by trade panels, which can be offered in the six technical colleges, two business colleges and the PNG Education Institute (PNGEI). TVET coordinates the administration of technical and vocational education including the inspection and evaluation of TVET teaching staff.

More specifically, the divisions functions include:

- Develop and implement vocational education policy
- Liaise with Provinces on professional issues, teacher placements and provide student support services
- Facilitate Provincial initiatives to promote programs consistent with vocational education reform and meeting the needs of the locality
- Liaise with industries, NGOs and other stakeholders for resources/support to deliver training programs based on the demands of respective communities
- Review and develop curriculum that meets the requirements of industries and communities
- Attend board of studies, governing council and academic advisory meetings and trade panels
- Conduct inspection, guidance and counseling for teachers and administrators in TVET colleges
- Provide staff development and training programs for teachers
- Monitor and ensure delivery of quality TVET training consistent with standards and curriculum
- Provide administrative support to technical and business colleges
- Recruit teachers for business and technical colleges
- Coordinate meetings for Board of Studies, Governing council and academic advisory meetings and trade panels
- Coordinate examinations for technical and business colleges

Responsibilities from the Gender in Education Policy

- Provide leadership in the system-wide implementation of the Gender Equity in Education Policy and gender equity in general.
- Provide appropriate professional development at all levels about the Gender Equity in Education Policy.
- Encourage and support balanced enrolments of female and male students at all levels of education
- Prepare annual action plans to monitor and evaluate progress.
- Acknowledge and respect positive cultural values and individual differences.
- Advise on appropriate policies, processes and gender inclusive practices.
- Ensure that the Gender Equity in Education Policy is reflected in all NDoE documentation, structure and plans for the future.

Responsibilities from the National Education Plan

- Upgrade the technical capacity of Papua New Guinean staff through training programs
- Provide training for Papua New Guineans
- Develop an implementation plan at all levels for the Gender Equity in Education Policy
- Provide gender policy training for officers at all levels
- Monitor the implementation of the Gender Equity in Education Policy

Sex of male and female officers at each grade (Quarter 2, 2009)

TVET					
Grade	Male	%	Female	%	Total
G17	1	100	0	0	1
G16	0	0	0	0	0
G15	2	100	0	0	2
G14	1	100	0	0	1
G13	11	85	2	15	13
G12	17	74	6	26	23
G11	1	33	2	67	3
G10	0	0	0	0	0
G9	0	0	0	0	0
G8	0	0	0	0	0
G7	0	0	1	100	1
G6	0	0	0	0	0
G5	0	0	0	0	0
G4	0	0	0	0	0
Total	33	75%	11	25%	44

NEP Strategy	Prioritised Outcome	Indicators/Targets	Who is responsible?
Strategic objective 1: To strengthen the response to gender equity			
Output 1: Increased level of understanding and awareness of gender issues and principles, including violence against women			
Minor Outcome A1 Minor Outcome A2 Minor Outcome A5 Minor Outcome F3	TVET staff and DoE TVET officers receive information and attend awareness workshops on the Gender Equity in Education Policy and Strategic Plan	100% of TVET staff and DoE TVET officers are aware of their roles and responsibilities in the Gender Equity in Education Policy and Strategic Plan by 09/09 Duty statements incorporate the principles, values, aims & objectives of the Gender Equity in Education Policy by 09/09	TVET/HROD
Minor Outcome T3	TVET staff and DoE officers will be given gender awareness and sensitisation training (including violence against women, domestic, family and sexual violence training)	TVET officers and trainers Gender Equity awareness pack developed by 08/09 TVET officers and trainers receive basic gender training annually from 07/09	DoE/TVET
Output 2: Increased harmonization, coordination and strengthening of the gender equity response			
Minor Outcome V2	Develop and raise awareness amongst parents and communities about the value of educating girls in non-traditional areas of work	Awareness raising campaign by 11/12, college term circulars from 06/09	TVET/DCD/CCLS
Minor Outcome T1 Minor Outcome V1	TVET colleges develop gender equity activity plans	TVET colleges develop annual activity plans from 01/10 onwards.	TVET/HROD
Minor Outcome T2 Minor Outcome V3	Initiate gender focal points in each of the technical colleges	100% of technical colleges have 1 male and 1 female gender focal point who is responsible for teaching the gender equity course by 11/10 100% of technical college GFP's have attended professional development in gender equity by 11/10 PTC GFPs to collaborate with Provincial GFP and DoE national GFPs from 01/11	TVET/HROD

Strategic Objective 2: To strengthen mechanisms that will enable men and women to participate more equally as employees			
Refer to Human Resources and Organisation Development (HROD) Divisional section, p. 35.			
Strategic Objective 3: To strengthen mechanisms that will support teacher education and gender inclusive teaching practices			
Output 3: Increased level of understanding, awareness and application of gender issues and principles in the school/college environment			
Minor Outcome T2 Minor Outcome V3	TVET to produce and distribute comprehensive Gender Equity materials and a compulsory Gender Equity trainee book and trainer manual.	<p>Launch of TVET materials on International Women's Day 2010.</p> <p>100% of TVET institutions receive multiple copies of Gender Equity manuals and trainee books by 06/10</p> <p>100% of TVET institutions teach a compulsory gender equity module by 10/10</p> <p>Course mandatory for all TVET students from 2011</p>	TVET/CDAD
Minor Outcome T2 Minor Outcome V3	TVET trainers will be given gender awareness and sensitisation training (including violence against women, domestic, family and sexual violence training)	<p>TVET trainers Gender Equity awareness pack and IEC materials developed by 05/10</p> <p>TVET trainers receive basic gender training annually from 07/09</p>	DoE/TVET
Strategic Objective 4: Strengthen mechanisms that will support students			
Output 4: Increased level of understanding and awareness of gender equity, discrimination and violence against women			

Minor Outcome V2	Increase female and male participation in non-traditional areas of work	Commence awareness raising campaign by 11/12 All internal and external publications showcase the achievements of outstanding female staff and language and images are gender sensitive.	TVET/DCD/CCLS
Minor Outcome V2	Design short term courses for community members, particularly print illiterate community women	TVET institutions and community centers are providing courses for community members from 2012	Schools/Standards officers/BEDP/ECBP/ Agencies/NLAS
Strategic Objective 5: The NDoE to develop and implement systems for monitoring, evaluation, reporting and sharing of lessons learned from the sector response to Gender			
Output 5: The DoE and each division to monitor and report on the implementation of their gender activities			
Minor Outcome T2 Minor Outcome V3	TVET division to collect data on all indicators and reporting through gender action plans	The TVET division is collecting sex disaggregated data and reporting on gender outcomes from 12/09 TVET institutions and community centers are collecting sex disaggregated data and reporting on gender outcomes from 12/09	TVET

Teaching Service Commission (TSC)

The TSC is responsible for:

- Dealing with teachers queries, complaints, and appeals and determine them in accordance with the guidelines specified under the Teaching Services Act
- Investigate into matters relating to decisions made by various levels of authorities such as the National and provincial
- Investigate into allegations against TSC members
- Determine appeals that specifically relates to appointments, status, disciplinary charges as provided for under the TSC Act.
- Review terms and conditions of teachers including salaries, allowances and other entitlements as provided for under the TSC act
- Oversees implementation of the Act and where necessary carries out reviews on the related policy including regulations and policy circulars and instructions
- Attends to industrial claims and disputes arising out of claims lodged by PNGTA
- Prints the results of the appointments made to advertised vacancies and distribute to provinces for implementation
- Participate in meetings at National and Provincial levels to consult and advise on issues affecting our Education system

Responsibilities from the Gender Equity in Education Policy

- Ensure that the Gender Equity in Education Policy is reflected in all TSC documentation, structure and plans for the future.
- Provide sufficient funding and support personnel corresponding with requirements for implementation of the policy which will include a wide range of professional development, action research and in schools support activities.
- Facilitate the monitoring, reviewing and reporting of the implementation of the gender equity in education policy.
- Liaise between public investment programs and the gender desk to ensure coordination and links between TSC personnel and donor agencies.
- Collect and collate gender-disaggregated data to assist with planning for educational improvement.
- Provide research to enable accurate and timely identification of emerging educational issues with regard to gender equity.
- Support all institutions responsible for teacher education in Papua new Guinea to ensure that the principles of gender equity inform all pre-service and post graduate teacher preparation courses.
- Support all Education and training institutions to ensure Gender Equity in Education Policy informs all courses and is implemented through policy, programs, and practices.
- Support the capacity of schools to respond flexibly to the implementation of Gender Equity in Education Policy within their diverse communities.
- Respond to schools needs for system-level programs and initiatives that contribute to and support teachers in implementing gender equity strategies.

- Work collaboratively with schools to set targets at the provincial level for changes based on gender equity principles and values that improve outcomes for female as well as male students.

Responsibilities from the National Education Policy

- Review the Education and Teaching Services Acts
- Amend all education related legislations and Teaching Service Acts

Sex of male and female officers at each grade (Quarter 2, 2009)

TSC					
Grade	Male	%	Female	%	Total
Executive	1	100	0	0	1
G20	0	0	0	0	0
G19	1	50	1	50	2
G18	0	0	0	0	0
G17	3	100	0	0	3
G16	0	0	0	0	0
G15	2	100	0	0	2
G14	1	33	2	67	3
G13	1	50	1	50	2
G12	0	0	2	100	2
G11	0	0	0	0	0
G10	0	0	2	100	2
G9	0	0	1	100	1
G8	0	0	1	100	1
G7	0	0	0	0	0
G6	0	0	0	0	0
G5	0	0	0	0	0
G4	1	100	0	0	1
Total	10	50%	10	50%	20

NEP Strategy	Prioritised Outcome	Indicators/Targets	Who is responsible?
Minor Outcome A1 Minor Outcome A2 Minor Outcome A5 Minor Outcome F3	Zero tolerance on violence, harassment and sexual abuse policies to be fully enforced to ensure compliance by teachers, staff, students	Zero tolerance of abuse, sexual harassment and gender discrimination included in updated Code of Ethics in 2010 All schools to have zero tolerance and gender equity included in school policies and discipline rules by 11/10	TSC/PNGTA
Minor Outcome A1 Minor Outcome F3	TSC officers are given extensive training in gender equity, child rights, HIV & AIDS, discrimination and issues relating to violence against women.	100% of TSC officer have participated in a 2 day gender workshop by 11/09	TSC/HROD
Minor Outcome A1 Minor Outcome A2 Minor Outcome A5 Minor Outcome F3	The TSC develops/adapts the DoE Gender Equity in Education Policy and Implementation Plan	The TSC Gender Equity in Education Policy and implementation Plan are developed by 06/10	TSC/PPR/HROD
Minor Outcome A1 Minor Outcome A2 Minor Outcome A5 Minor Outcome F3	TSC officers receive information and attend awareness workshops on the TSC Gender Equity in Education Policy and Implementation Plan	100% of TSC officers are aware of their roles and responsibilities in the TSC Gender Equity in Education Policy and Strategic Plan by 11/10 Duty statements incorporate the principles, values, aims & objectives of the TSC Gender Equity in Education Policy and Strategic Plan by 09/10	TSC/HROD
Minor Outcome A2	Ensure that gender issues are included in the Human Resource Management Policies and that these policies are widely distributed to schools, colleges and all PDoE offices	HROD Management Policies include gender issues and are distributed to schools, colleges and all PDoE offices by 12/0	TSC/TED/HROD/ PDoE
Minor Outcome A5	Ministerial circular instructing all education personnel to be role models when participating in gender equity activities. Updated code of conduct for teachers.	100% of schools receive Secretary's circular by 09/09. Updated code of conduct for teachers by 11/10.	DoE/TSC/ PNGTA
Minor Outcome A1	Critique, revise and update the Teaching Services Commission Act 1988 to ensure that the reviewed document is gender sensitive	Include women on the TSC and ensure that the teaching service act be amended to ensure this by 06/09 Ensure the TSC Act is in line with international human rights instruments and conventions.	TSC

Minor Outcome A1	Develop the TSC corporate plan and ensure inclusion of gender equity targets and gender mainstreaming	TSC corporate plan completed by 11/09 and launched by 12/09	TSC
	Engage TSC regional advisers to sit on the PEB as part of selection of teacher appointments to ensure fairness	TSC regional advisers are sitting on PEB by 12/10 Ensure equitable representation on selection panels by 12/11	TSC/DoE/PDoE
Minor Outcome A1 Minor Outcome F3	Provide training and Induction for TSC regional advisers in gender equity and related issues	Training package developed by 07/09 100% of TSC regional advisers have been trained by 12/10	TSC/HROD/ PDoE
Minor Outcome A1	Support PNGTA to review and revise the teachers code of ethics	Revised Teachers Code of Ethics is available by 11/10	TSC/PNGTA
Minor Outcome A1	Revise and update TSC disciplinary manual for gender equity and HIV & AIDS	TSC disciplinary manual is revised including both HIV & AIDS and Gender issues by 12/09	TSC/HROD
Minor Outcome A5	TSC circulars (instructions) on teacher management target information (i.e. Gender, Sexual harassment, VAW, HIV, rights i.e. advising female teachers to apply for head of the family status)	TSC circulars to be sent quarterly, directly to schools quarterly from 06/09 each February, May, August and November	TSC

Papua New Guinea Teachers Association (PNGTA)

Papua New Guinea Teachers Association (PNGTA) is the National Union representing the country's teachers.

Responsibilities from the Gender Equity in Education Policy

- Ensure that the Gender Equity in Education Policy is reflected in all NDoE documentation, structure and plans for the future
- Provide research to enable accurate and timely identification of emerging educational issues with regard to gender equity
- Collect and collate gender disaggregated data to assist with planning for educational improvement
- Ensure that all inspection instruments used reflect the Gender Equity in Education Policy and are gender inclusive and fair and promote equity and fairness
- Use this knowledge and understanding to constructively support teachers in the field to develop their skills to ensure that gender equity principles and practices are included in all work environments and practices
- Collect and maintain, sex disaggregated data on a range of gender issues

Responsibilities from the National Education Policy

- Review the Education and Teaching Service Acts
- Amend all education related legislations and Teaching Service Acts
- Provide Professional development opportunities for male and female Primary Teachers College staff
- Increase teacher educators' knowledge of gender equity and children with special needs, bilingual teaching and assessment processes

NEP Strategy	Prioritised Outcomes	Indicators/Targets	Who is responsible?
	Update teachers code of conduct to reflect the gender in education policy and gender issues more generally	Teachers code of conduct updated by 11/10	Schools/BOM/BOG/ Provincial officers/ DoE/Inspectorate/ agency
Minor Outcome A1 Minor Outcome A2 Minor Outcome A5 Minor Outcome F3	Zero tolerance on violence, harassment and sexual abuse policies to be fully enforced to ensure compliance by teachers, staff, students	Zero tolerance of abuse, sexual harassment and gender discrimination included in updated Code of Ethics in 2010 All schools to have zero tolerance and gender equity included in school policies and discipline rules by 11/10	TSC/PNGTA
Minor Outcome A1 Minor Outcome A2 Minor Outcome A5 Minor Outcome F3	Review PNGTA Women's Policy and provide adequate resources to ensure it's implementation	PNGTA Women's Policy reviewed by 12/10 Women's desk position is upgraded to Grade 15 and filled by 12/10	PNGTA/ National Women's Representatives/ Regional and Provincial Reps. PPR/HROD
Minor Outcome A1 Minor Outcome A2 Minor Outcome A5 Minor Outcome F3	Raise awareness of gender equity in provinces through PNGTA representatives (districts and schools). Facilitate Gender Equity TOT Workshops for Regional, Provincial and district PNGTA Representatives	100% of Regional, provincial and district PNGTA representatives and women's representatives have attended Gender Equity TOT training by 12/10 ⁹ PNGTA women's representatives in 4 regions are conducting awareness raising activities by 06/12	PNGTA/National Women's Representatives/ Regional and Provincial Reps.

⁹ The PNGTA has representatives in six regions of PNG these being; Highlands, Momase (Lae), New Guinea Islands (Rabaul), Southern (POM), Bogarville (Buka), Sepik (Wewak).

Minor Outcome A1 Minor Outcome A2 Minor Outcome A5 Minor Outcome F3	Facilitate annual gender sensitisation workshops for Regional and Provincial PNGTA Representatives and staff <ul style="list-style-type: none"> - Promote female teachers as role models - Raise awareness of gender equity issues in the school community and classroom - Raise awareness of the importance of educating girls - Inclusion of Human and Child Rights and HIV & AIDS 	100% of PNGTA representatives and staff attend annual gender sensitisation workshops Facilitate one regional workshop per year from 2009-2014	PNGTA/Council of Pacific Education/ International Education
Minor Outcome A5	PNGTA circulars (instructions) on teacher management target information (i.e. Gender, Sexual harassment, discrimination, VAW, HIV & AIDS, child rights, educational administration, the importance of educating girls, gender issues i.e. advising female teachers to apply for head of the family status)	PNGTA circulars to be sent quarterly, directly to schools quarterly from 06/09	PNGTA
	PNGTA to influence the provincial education board (PEB) on the importance of equitable student admissions	Newsletters distributed via PNGTA network 4 per year from 2010-2014	PEB/PNGTA/PDoE
	Support PNGTA to undertake research and collect sex disaggregated data	PNGTA has produced sex-disaggregated data on membership database by 06/09 The PNGTA National Management Committee is reporting on sex- disaggregated data from 2009 PNGTA reports on sex disaggregated data annually from 12/09	PNGTA/PPR/PDoE

Provinces

Responsibilities from the Gender Equity in Education Policy

- Ensure that the Gender Equity in Education Policy is reflected in all NDoE documentation, structure and plans for the future
- Provide research to enable accurate and timely identification of emerging educational issues with regard to gender equity
- Collect and collate sex disaggregated data to assist with planning for educational improvement
- Ensure that all inspection instruments used reflect the Gender Equity in Education Policy and are gender inclusive and fair and promote equity and fairness
- Use this knowledge and understanding to constructively support teachers in the field to develop their skills to ensure that gender equity principles and practices are included in all work environments and practices
- Collect and maintain, sex disaggregated data on a range of gender issues

Responsibilities from the National Education Policy

- The capacity to respond to changing priorities and government priorities (NEP A1)
- Provide leadership in the system wide implementation of the gender equity policy and gender equity in general

Sex of Provincial Education Advisers (2009)

	Number
Male	20
Female	1
Total	21 (including KLM)

NEP Strategy	Prioritised Activities	Indicators/Targets	Who is responsible?
	Board of Management/Board of Governors/P&C groups, community representatives to be trained in DoE Gender Equity Policy, strategic plan and basic gender concepts	<p>100% of all elementary BOM and P&C to be trained by 12/10.</p> <p>100% of primary and TVET BOM and P&C to be trained by 12/11.</p> <p>100% of secondary and tertiary BOM/BOG and P&C to be trained by 12/10.</p>	Schools/BEDP/PopED/agencies/PACS/Standards/Provincial officers
	Identify Provincial, district, LLG gender focal points and train them. PDoE to appoint GFPs. PEA and/or senior standards officer to be active within the PCW.	<p>100% of provinces have, one male and one female gender focal point (GFP) by 11/10</p> <p>100% of GFP's have received gender training by 09/11 and are promoting the attendance and retention of girls at school from 09/11</p> <p>100% of Provincial GFPs trained and active by 12/11</p> <p>Provincial GFP's, the PTC GFP's and UNICEF's Girls Education Officers maintain communication and share information.</p> <p>100% of PDoE Education plans show evidence of gender activities, GFPs and other groups liaising with schools and links between schools and PCW by 12/10. Provinces establish GFPs for 2011.</p>	Schools/BOM/BOG/Provincial officers/DoE/Inspectorate/agency

	Zero tolerance on violence, harassment and sexual abuse policies to be fully enforced to ensure compliance by teachers, staff and students	100% of schools and senior officers and standards officers receive Secretary's Circular on Discipline and zero tolerance policy by 04/11 Zero tolerance of abuse and sexual harassment included in updated Code of Ethics by 2011 All schools to have zero tolerance and gender equity included in school policies and discipline rules by 12/11	DoE/TSC/PNGTA
	Schools to provide female and male students with regular access to a same sex counselor and health worker	Standard referral form developed and included in training packs for schools. 100% of schools have addressed access to same sex health workers by 12/10. Access to same sex health workers and school health work provision included in standards checklist for HPS. (Refer to SGD)	Schools/BOM/BOG/DoH/Standards
Minor outcome P2	Endeavour to achieve a more equal representation on Boards of Management	100% of schools comply by 2012 BEDP to continue to support the inclusion/increase representation of women on schools Boards of Management, 2009-2014, ongoing.	PDoE/Schools/BOM/agencies/BOG/BEDP/Standards
	Support and facilitate an increase in female representatives on provincial appointment committees (PEB)	Facilitate provincial awareness training to influence the male dominated culture of the PEB's by 12/11	PEB
	Support and facilitate an increase in female representatives on disciplinary committees (PEB)	Facilitate provincial awareness training to influence the male dominated culture of the PEB's by 12/11 Ensure that the provinces are reporting recommended disciplinary action to the TSC.	PEB

	Facilitation of gender sensitization and awareness raising workshops focusing on the importance of educating girls for parents, community leaders, community members, teachers, boys and girls. PDoE will liaise with PWCs to ensure consistency of approaches and information for all activities.	PCW and DoE demonstrate a working relationship on awareness training and regular high level coordination by 11/10 Support activities to involve the community and other stakeholders in the school operations, 2009-2014	Schools/BOM/BOG/Standards/BEDP
	Procurement and distribution of education materials. Develop gender equity and violence against women manuals, resources and other relevant IEC for the provinces	PDoE officers training developed by 8/09 Annual awareness raising IEC developed each year from 2009-2014	CDAD
	In preparation for UBE, influence the PEP and provincial position allocation committee to determine an increase in the number of teaching positions available	Provincial awareness facilitated by 12/12	Provinces/PEB
	All schools will have safe, clean, private toilets/wash blocks for both male and female staff and students	100% of schools comply by 2014	Schools/BOM/BOG/Standards
	All schools with boarders will have secure, safe and clean dormitories, ablution blocks, and toilets with clean water	100% of boarding institutions comply by 11/10	Schools/BOM/BOG/Standards
	Boarding schools/colleges enforce gender sensitive and equitable, zero tolerance discipline policies that are clearly stated for teachers and students	100% of schools develop gender policies by 11/11	Schools/colleges/Student Representative Councils/BOM/BOG/BEDP/Standards
	Achieve more equitable teacher appointments	Support provinces to facilitate teacher-training selections in regions where there is equal access for both men and women. PEB increases numbers of female teachers by 2012	PDoE/DoE/TSC

	Achieve more equitable student admissions	PEB increases numbers of female students by 2011 Phased reduction in school fees commencing in 2010.	PDoE/DoE/UBE
	Ensure that all PDoE annual Education Plans include relevant and appropriate activities in line with the National Gender Equity Strategic Plan 2009-2014 and Gender Equity in Education Policy.	All PDoE annual Education Plans will include Gender activities and will be distributed to schools and institutions by 11/09 onwards. NDoE to provide guidelines and support for gender activities in PEP's by 12/10 Ensure that Provincial Education Plan's (PEP's) are well resourced for Gender.	DoE/PDoE
	Schools and institutions (including TVET) develop gender equity activity plans	All schools/colleges (including TVET) develop annual gender activity plans (SLIP/TIP) from 06/09 onwards. All schools/colleges (including TVET) report on annual gender activity plans (SLIP/TIP) from 06/09 onwards.	Schools/Standards officers/BEDP/ECBP/agencies
	Strengthen the capacity of the provinces to collect, analyse, store and use sex disaggregated data to inform planning, design, implementation of initiatives	Provinces collecting sex disaggregated data by 12/09 Provinces reporting sex disaggregated data to NDoE by 12/10	PDoE/PPR
	Strengthen the existing structure with provinces and institutions for implementation and monitoring of the gender equity implementation plan.	Establish communication network with Provinces and institutions for implementation by 12/10	DoE/PDoE/ECBP

The following Department of Education divisions also have a responsibility to implement the Gender Equity in Education Policy and Gender Equity in Education Strategic Plan 2009-2014 however their activities have been integrated into the key divisions frameworks; the gender desk will provide support during divisional planning to support the development of gender action plans in each of these divisions.

Finance and Administration

Sex of male and female officers at each grade (Quarter 2, 2009)

F&A					
Grade	Male	%	Female	%	Total
Executive	1	100	0	0	1
G20	2	100	0	0	2
G19	0	0	0	0	0
G18	4	100	0	0	4
G17	0	0	1	100	1
G16	0	0	0	0	0
G15	1	50	1	50	2
G14	1	50	1	50	2
G13	2	67	1	33	3
G12	3	75	1	25	4
G11	4	80	1	20	5
G10	0	0	2	100	2
G9	3	33	6	67	9
G8	5	56	4	44	9
G7	2	29	5	71	7
G6	6	86	1	14	7
G5	2	100	0	0	2
G4	0	0	0	0	0
Total	36	60%	24	40%	60

Office of Libraries and Archives & National Literacy Awareness Secretariat (NLAS)

Sex of male and female officers at each grade (Quarter 2, 2009)

OLA					
Grade	Male	%	Female	%	Total
G19	1	100	0	0	1
G18	0	0	0	0	0
G17	0	0	1	100	1
G16	0	0	0	0	0
G15	0	0	0	0	0
G14	1	50	1	50	2
G13	2	100	0	0	2
G12	3	60	2	40	5
G11	1	25	3	75	4
G10	1	17	5	83	6
G9	1	50	1	50	2
G8	5	71	2	29	7
G7	0	0	3	100	3
G6	2	33	4	67	6
G5	0	0	0	0	0
G4	1	100	0	0	1
Total	18	45%	22	55%	40

Coordination, Communication and Legal Services (CCLS)

Sex of male and female officers at each grade (Quarter 2, 2009)

CCLS					
Grade	Male	%	Female	%	Total
G17	1	100	0	0	1
G16	1	100	0	0	1
G15	1	50	1	50	2
G14	1	100	0	0	1
G13	1	33	2	67	3
G12	0	0	0	0	0
G11	0	0	4	100	4
G10	0	0	0	0	0
G9	0	0	0	0	0
G8	0	0	1	100	1
G7	0	0	1	100	1
G6	0	0	0	0	0
G5	1	100	0	0	1
G4	0	0	0	0	0
Total	6	40%	9	60%	15

Internal Audit

Sex of male and female officers at each grade (Quarter 2, 2009)

IA					
Grade	Male	%	Female	%	Total
G16	0	0	1	100	1
G15	0	0	0	0	0
G14	1	100	0	0	1
G13	2	100	0	0	2
G12	0	0	0	0	0
G11	1	25	3	75	4
G10	0	0	0	0	0
G9	0	0	0	0	0
G8	0	0	0	0	0
G7	0	0	0	0	0
G6	1	50	1	50	2
G5	0	0	0	0	0
G4	0	0	0	0	0
Total	5	50%	5	50%	10

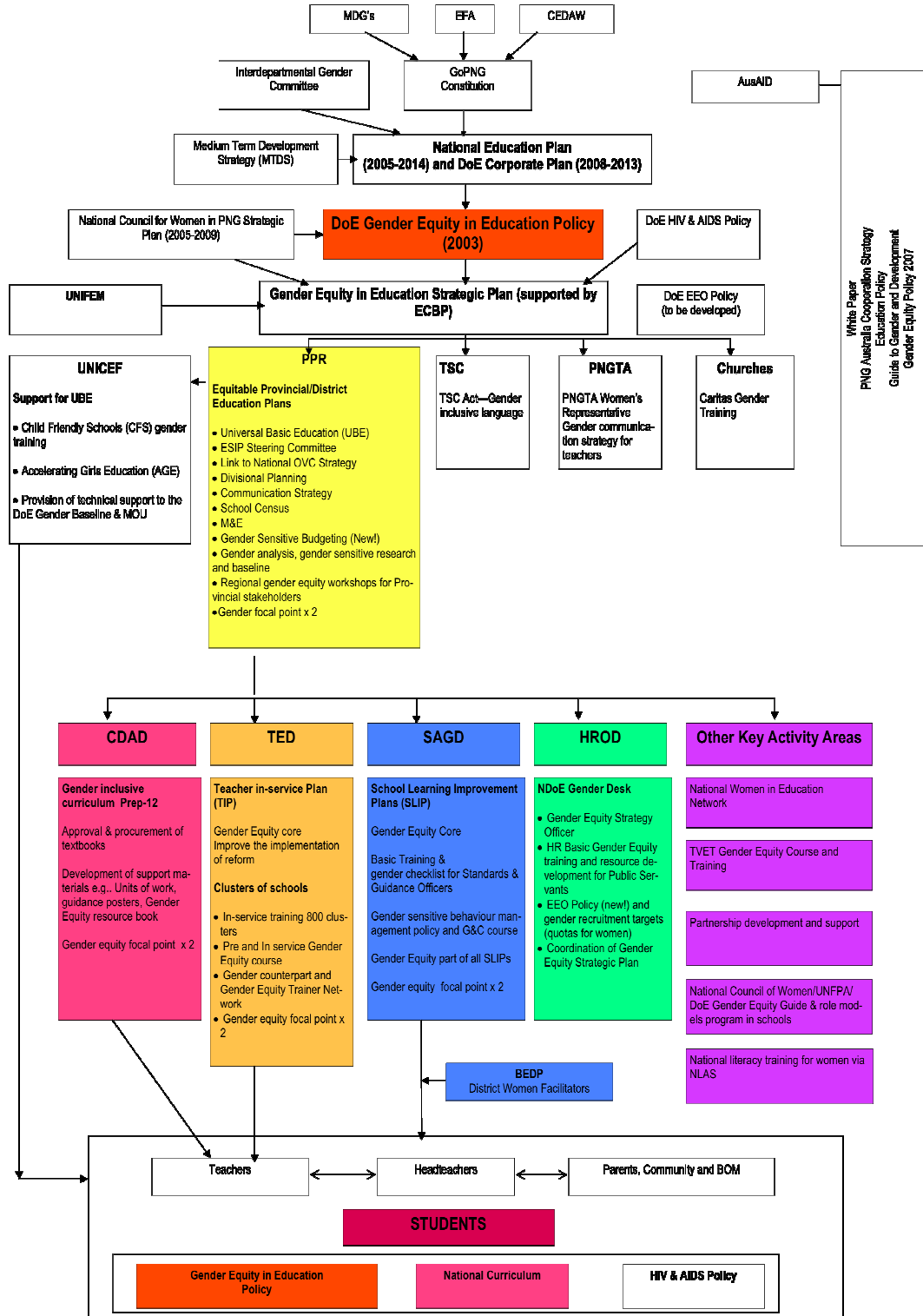
National Capital District and General Education Services (NCD GES)

Sex of male and female officers at each grade (Quarter 2, 2009)

NCD					
Grade	Male	%	Female	%	Total
G17	1	100	0	0	1
G16	1	100	0	0	1
G15	0	0	0	0	0
G14	3	75	1	25	4
G13	0	0	0	0	0
G12	5	100	0	0	5
G11	0	0	0	0	0
G10	1	100	0	0	1
G9	2	67	1	33	3
G8	0	0	0	0	0
G7	1	50	1	50	2
G6	0	0	1	100	1
G5	1	100	0	0	1
G4	0	0	0	0	0
Total	15	0	4	0	19

Appendix 1 Gender and Education Partner Map

Gender & Education Partner Mapping



For further information please contact:
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Appendix 2 Terms and Definitions

Gender

The social constructed attributes and opportunities associated with being male and female. These attributes should be context and time specific and changeable. Gender determines what is expected, allowed and valued in a woman, man, boy or girl in a given context. In most societies there are differences and inequalities between women and men, and between boys and girls, in responsibilities, roles, access to and control over resources, and decision-making.

Gender Analysis

The process of considering the impact that a development program or activity may have on women/girls and men/boys, and on the economic and social relationships between them. Key issues analysed may include the gender division of labour access to and control over resources and the distribution of benefits; social, economic and environmental factors that influence all of the above; changes in gender relations and decision-making capacity. Gender analysis is a specific form of social analysis that requires sex-disaggregated data to be collected. Incorporating a gender perspective into aid activities involves applying gender analysis throughout the activity cycle.

Gender and Development (GAD)

An approach to development that focuses on women and men and their roles and needs rather than women as a separate group. GAD focuses on social economic, political and cultural forces that determine how men and women can participate in, benefit from and control resources and activities.

Gender equity

Refers to fairness in access to resources and in the distribution of benefits from development, according to the different needs of women, men, boys and girls.

Gender Integration

A process of assessing the implications for women and men of any planned action, to achieve the goal of gender equality. This requires addressing gender issues in development planning, policies and programming and ensuring equal participation of women and men in decision making.

Gender Issues

Specific consequences arising from the lack of gender equality or from the cultural, social, political and organisational situations.

Gender mainstreaming

Mainstreaming women's and men's needs and perspectives into all activities – one of the primary objectives of GAD. Mainstreaming acknowledges that all development activities have a gender dimension that may not treat or benefit men and women equally. An activity that mainstreams gender considers women's and men's needs first at the country program level and then at each stage of the activity cycle.

Sex-disaggregated data

Data and information reported separately for each sex. Namely, the counting of men and women, boys and girls separately when gathering information on DoE activities and benefits. This is a minimum standard for planning, implementing, monitoring and evaluating development activities.

Women in Development (WID)

An approach to development that focuses on women as a separate group and their specific situations and needs. WID activities frequently involve only women as participants and beneficiaries of development initiatives.

Appendix 3. International conventions and goals

PNG is a signatory to the United Nations (UN) Convention on the Elimination of All Forms of Discrimination Against Women (commonly known as CEDAW), which was ratified by the UN Assembly in 1979. This convention establishes an international bill of rights for women and promotes an agenda for action by countries to which they can be held accountable.

Subsequently, the Beijing Platform for Action (1995) was endorsed by UN Member states at the Fourth World Conference on Women: Equality, Development and Peace. This platform recognised gender equality as both a human rights and a core development issue. The GoPNG also subscribes to and has endorsed a range of international Conventions such as the United Nations Declaration of Human Rights (1962), the United Nations Convention on the Rights of the Child (1989) Education for All (United Nations Declaration 1990) and the Beijing Declaration (1995) which called for the mainstreaming of gender issues.

Education and the Millennium Development Goals (MDGs)

The United Nations' eight Millennium Development Goals (MDGs), aimed at eradicating global poverty and promoting development, are among the most widely supported set of global aspirations in effect today. All 191-member states of the UN have pledged their commitment to meet them by 2015. These include halving the proportion of people living in poverty and ensuring universal primary education for all children. Progress on the eight MDGs was reviewed in New York in September 2005 and the Global Call to Action against Poverty was launched, as an international movement seeking to hold governments accountable for their promises on ending poverty.

Two of the MDGs directly address issues of education and gender:

- Goal 2 aims to 'achieve universal primary education', with a specific target to 'ensure that all boys and girls complete a full course of primary schooling'.
- Goal 3 is broadly framed to 'promote gender equality and empower women', with a narrow target to 'eliminate gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015'.

The MDGs focus on the number of girls and boys enrolling in, or finishing, school as a measurement of success, but this is a very crude measure of gender equality and empowerment. Gender parity simply refers to equal numbers of boys and girls being present in schooling. More ambitious and meaningful aims would be that, once in school, girls and boys experience quality learning and teaching, and that equality in schooling is linked with positive changes towards equality in broader society. Yet measures and actions for ensuring the quality of education and achieving gender equity in education are not addressed explicitly in any of the MDGs. The MDGs need to be widened to address this aim and should include, as well as the numbers of children not in school, the high drop-out rates, and the numbers of girls and boys who complete primary schooling but who are still unable to read, write, calculate, or use their learning. If many of the MDGs are to be achieved, the current focus on access of girls to education must also be linked with a broader focus on adult education and literacy for women.

Treaty's and Conventions	Date of accession, ratification and entry into force
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW 1979) http://www.un.org/womenwatch/daw/cedaw/cedaw.htm	12 January 1995
International Conference on Population and Development (ICPD) in Cairo http://www.iisd.ca/Cairo.html	1994
Pacific Platform for Action http://www.spc.int/women/ppa.html	1994
International Platform for Action (from Beijing Conference on Women) http://www.un.org/womenwatch/daw/beijing/platform/	1995
Commonwealth Platform for Action http://www.un.org/womenwatch/daw	1995

Appendix 4. PNG gender equity policies and plans

PNG Constitution

The National Constitution of Papua New Guinea calls for equal participation of men and women in all political, economic, social and religious activities.

Protection of the vulnerable and disadvantaged, and the promotion of gender equity, is both a moral and constitutional obligation for the GoPNG. The PNG National Goals and Directive Principles enshrined in its constitution outline a commitment to equality for all. Under the Constitution, PNG's first and second National Goals and Directive Principles call for Integral Human Development and Equality and Participation.

National Strategic Plan 2010-2050

The Gender Equity in Education Strategic Plan 2009-2014 is in line with the GoPNG's National Strategic Plan's objective, strategies and outcomes. One of the means of verification to check the progress towards achieving the desired outcomes detailed in the National Strategic Plan is to review National reports on gender and social indicators. The DoE Gender Equity in Education Strategic Plan 2009-2014 contributes towards attaining an improvement in gender and social indicators in the education sector in PNG.

The Medium Term Development Strategy (MTDS)

The MTDS articulates an overarching development strategy providing a framework for prioritising GoPNG expenditure program. Under the MTDS the focus on gender equity and the needs of the vulnerable will be strengthened and will enable the identification and integration of gender considerations in policy development and implementation. The MTDS states that it will "provide the guiding framework for the design of a supporting policy environment that will help promote recovery and development with supporting policies contributing to gender equality" (MTDS, p.15). Gender inequality has been highlighted as a key threat to growth and development in PNG and will "continue to be a key focus of the MTDS 2005-2010" (MTDS, p.25).

The success of the MTDS will be constrained if issues of gender equality and the empowerment of women are not addressed. It recognises that "while there has been progress in reducing the disparity between male and female enrolments in formal education, much work is still required to improve both the health status of women and their participation in decision-making at all levels (MTDS, p. 25).

A very important point is made in the MTDS and that is "to address female gender issues, the government recognises that male gender issues must also be addressed, particularly in the area of gender awareness" (MTDS, p.43). As part of the public sector reform program, departments and agencies will be required to review and refine the relevant sectoral plans to ensure that they remain focused on the Government's Program for Recovery and Development and are consistent with the MTDS. Gender equality is stated as a key area that all sectoral policies will need to support (MTDS, p.60). Unfortunately gender is not addressed in any depth within the MTDS. Gender issues and approaches are not explicitly and systematically integrated into the MTDS components, in particular the major economic strategies. It is for these reasons that the Performance Management Framework that assesses PNG's progress on MTDS implementation in regards to gender "needs improvement" (MTDS Performance Management Framework, p.33).

National Women's Policy

PNG has a strong National Women's Policy (1991) that was developed to contribute to achieving 'increased participation by women as both beneficiaries and agents in the development process and improvement in the quality of life for all' (GoPNG NWP, p.2). At the national level a number of key milestones have been achieved. These include National gender policies and initiatives that provide a framework for action around gender. A list of National

gender policies and initiatives of which the GoPNG is signatory to, can be referred to in Appendix 3. The GoPNG has established a Office for the Development of Women.

The National Education Plan (2005-2014)

The National Education Plan (NEP) states that in 2002 the Department of Education introduced the Gender Equity in Education Policy. This policy recognises that, for historical reasons, females in Papua New Guinea have been disadvantaged in education. The NEP endorses the policy and acknowledges the need for strategies for implementation. Within the NEP appropriate strategies and activities for achieving education for all are identified. The NEP further states that a gender mainstreaming policy for the DoE needs to be formulated and adopted to ensure that equal opportunities are provided for women and men at all levels of education including the executive level. "However, the implementation of the DoE Gender Equity in Education policy has been slow-moving with little or no resources being allocated to support it" (NEP, p. 8).

The Gender Equity in Education Policy (2003, reprinted 2009)

The Department of Education's Gender Equity in Education Policy was launched in May 2003 and provides a framework of principles and practices that will improve the life chances of all school children regardless of whether they are males or females. This policy makes way for the Gender Equity in Education Strategic Plan 2009-2014 through the development of explicit divisional strategic, targets and implementation plans, hence allowing the facilitation and implementation of the Gender Equity in Education Policy, please refer to Appendix 4 for an outline of the policy¹⁰.

The DoE Gender Equity in Education Strategic Plan (2009-2014)

The Gender Equity in Education Strategic Plan 2009-2014 was developed through the facilitation of participatory consultations held over a period of eight months, from November 2008 – June 2009. More than 200 educationalists, contributed to the development of strategies and write up of the plan. The operating environment in PNG is complex with constraints restricting the achievement of gender equality objectives. This plan aims to highlight some of the ways forward.

The key approach used to address gender inequality is gender mainstreaming which aims to strengthen institutional structures, build capacity and promote equality of women in decision-making and leadership positions. While there has been some success in the use of this approach, it has not gone far enough in addressing the key social and economic structures that affect the empowerment of women and the equal distribution of and access to resources for both men and women.

The strategic outcomes and indicators that follow identify measures for challenging gender biases, making sure that more women are represented in decision making, are able to be employed, trained and promoted in managerial and technical positions. Beyond National and Provincial educational administration the plan identifies entry points to ensure that learning environments are socially and culturally appropriate, supportive and physically comfortable for both girls and boys. The curriculum advocates attitudes and behaviours in the school community that promote social responsibility, empathy, sensitive and equal and non-violent relationships. Strategies for increasing the number of girls in school, improve retention and build capacity for teachers, pre and in service, to ensure more equitable classrooms are suggested.

The plan is achievable, simple and incremental in nature. It seeks to be guided by evidence backed decision-making, transparency and accountability. A phased approach to integrating gender inclusive policy and practice is proposed. The process of achieving greater gender equity in education will be a slow one and it will take time for the plan to be implemented. Hence, the Gender Equity in Education Strategic Plan 2009-2014 provides the building blocks in which to develop over time, more sophisticated strategies for addressing gender equality.

¹⁰ DoE (2003), Gender Equity in Education Policy, p. 5.

Treaties and conventions	Date of accession, ratification and entry into force
PNG Constitution and Goals and Directive Principle	1975
Establishment of the National Council of Women	1979
PNG National Development Program for Women	1984
PNG Women's Policy	1991
Gender and Development Unit established in the Department of Finance and Planning	1992
National Strategy Meeting on the Health of Women	1993
PNG Platform for Action: A Decade of Action for Women towards National Unity and Sustainability	1995
Granville Declaration on Emergency Action for Women's Development and the Future of PNG	1995
Family Violence Action Committee	Established in 2001

Appendix 5 The Gender Equity in Education Policy (2003) values, principles and aims.

EDUCATIONAL VALUES AND PRINCIPLES

The National Education System encourages, supports and promotes the following values and principles as being essential to the development and implementation of quality curriculum and educational experiences for male and female students.

Principles

- All students have the ability to achieve their full potential; being either male or female does not determine the capacity to learn
- Equality of opportunity and outcomes in education for female and male students may require that girls or boys get some preferential treatment at least for a period of time
- Strategies to improve the quality of education of female students should be based on recognition that action is required at the elementary, primary, secondary and the tertiary levels.
- Strategies to improve the quality of education for female students should be based on an understanding that neither boys nor girls are the same individually or as a group, having different needs and coming from different socio-economic and cultural backgrounds

Values

- Both female students and male students should value each other and be valued equally in all aspects of schooling
- High quality education for female students as well as for male students is a professional responsibility for all educators in all elementary, primary and secondary schools, school systems and all tertiary institutions
- Schooling for girls and boys should reflect the entitlements of all women, in their own right, to personal respect and personal safety, economic security, and participation in and influence over decisions which affect their lives

Aims

- Educate female and male students for a satisfying, responsible and productive life, including work inside and outside the home
- Provide a curriculum which, in content, language and methodology meets the educational needs and rights of female students as well as male students
- Acknowledge and respect positive cultural values and individual differences
- Provide a curriculum which challenges unfair cultural practices and which recognises the contribution to society of the full range of women as well as the contributions of diverse groups of men
- Encourage the development of positive attitudes and behaviours in male and female students which promote social responsibility, empathy, and sensitive, equal and non-violent relationships
- Provide a challenging learning environment which is socially and culturally supportive and physically comfortable for female as well as male students
- Prepare female students and male students for their rights to personal respect and safety and provide an environment that is safe and free from all forms of harassment and violence
- Provide finances and personnel resources to ensure that the capabilities of male and female students are fully and equally realized
- Acknowledge that effective change and lasting improvements needed in schools will require awareness, understanding and acceptance of the educational needs of female students on the part of students, parents, teachers and administrators
- Ensure institutional support for addressing the educational needs of female students
- Encourage support of parents and community members
- Ensure women are supported in areas where curriculum is the responsibility of the community both financially and materially through NDoE professional development and other strategies

Objectives

In preparing male and female students for satisfying, responsible and productive lives the National Education System will:

- Develop curricula, resources and courses, which are gender inclusive in content, language, teaching and assessment methodology.
- Promote awareness of gender equity issues in all school communities through its curriculum documents, courses and assessment procedures
- Advise on appropriate policies, processes and gender inclusive practices
- Provide curricula enabling male and female students to develop skills attitudes and knowledge to participate fully in work in all its different situations, both unpaid and paid
- Provide curricula, which facilitate challenging learning environments, which are socially and culturally, appropriate, supportive and physically comfortable for both girls and boys.
- Develop curricula designed to advocate attitudes and behaviours in the school community, which promote social responsibility, empathy, sensitive and equal and non-violent relationships.
- Develop curricula designed to contribute to a safe and supportive learning environment free from all forms of sexual harassment
- Develop pre service and in service training in Gender Equity for teachers, administrators, NDoE personnel as well as ancillary staff
- Ensure that all the above objectives are included in all curricula, policies and practices in the tertiary education sector.

Appendix 6 Acknowledgements

List of Resource People who contributed to the development and writing of the DoE Gender Equity in Education Strategic Plan 2009-2014. Special acknowledgements must go to the planning team who met at Loloatta Resort in November 2008 to plan the participatory process.

PNGTA

Tessie Haroharo	Head Teacher Barakau P/S
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Rigolo Tae	PNGTA Membership Officer
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Jenni Richard Kome	PNGTA National Women' Rep, PNGEI Caretaker Primary Unit
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Martina Kambrup	Lecturer
Nina Mathias	Lecturer
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Maureen Dyer	Gender Adviser
Silina Tagagau	RCBA Islands

National Council for Women in PNG

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Lily Tua	General Secretary
Magdeline Haro	Role Models Project Coordinator
Dickson Kiragi	Men's desk Coordinator

Churches/NGO's

Mary Toliman	National President Caritas
Sister Helen	

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Principals (PTC's)

John Onguglo	Holy Trinity Teachers College
Michael Homingu	Nazarene Teachers College

Teachers

Peter Reme	Balob Teacher College
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Grace Warna Sui	Holy Trinity Teachers College
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