

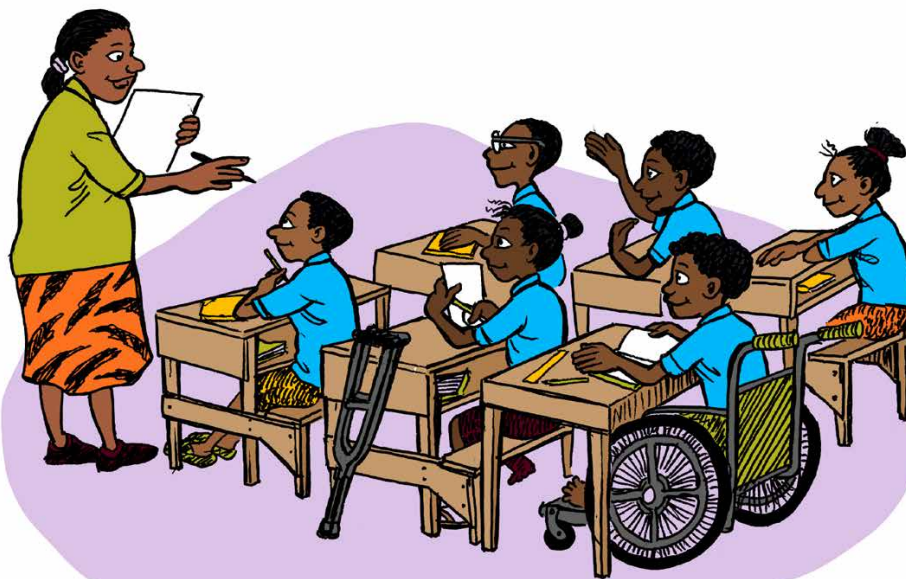


DEPARTMENT OF EDUCATION

POLICY IN-SERVICE TRAINING

PARTICIPANT'S WORKBOOK

VERSION 2





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Name	
School	
Date	

ACRONYMS AND ABBREVIATIONS

AAP	Annual Action Plan
ADHD	Attention Deficit Hyperactivity Disorder
BDoE	Bougainville Department of Education
BMP	Behaviour Management Policy
GESI	Gender Equity and Social Inclusion
IEP	Individual Education Plan
IERC	Inclusive Education Resource Centre
NDoE	National Department of Education
NGO	Non Governmental Organisation
PDoE	Provincial Division of Education
SLIP	School Learning Improvement Plan
UDL	Universal Design for Learning
VIP	Ventilation Improved Pit latrine
WaSH	Water, Sanitation and Hygiene

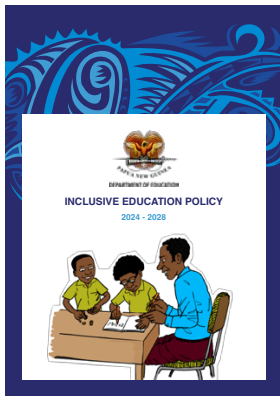
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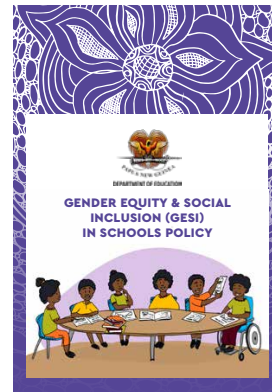
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Introduction

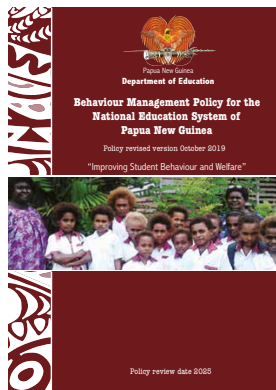
The Partnerships for Improving Education Policy Workshop introduces four important policies:



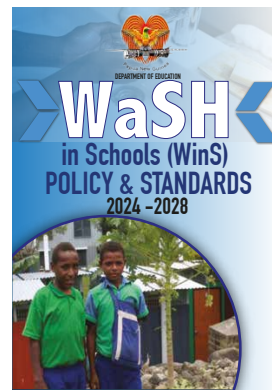
Inclusive Education Policy 2024-2028



Gender Equity and Social Inclusion (GESI)
in Schools Policy 2023



Behaviour Management Policy 2019



Water, Sanitation and Hygiene (WaSH)
in Schools Policy 2024-2028

Every school and teacher must follow these national policies because they are important for children's learning, safety and inclusion. Actions to meet the standards will be included in the School Learning Improvement Plan.

The policies and guidance can be downloaded from www.education.gov.pg and www.pngpie.org.

Hours

The workshop is **four days** and counts as **24 hours** as teacher professional development.

Participants

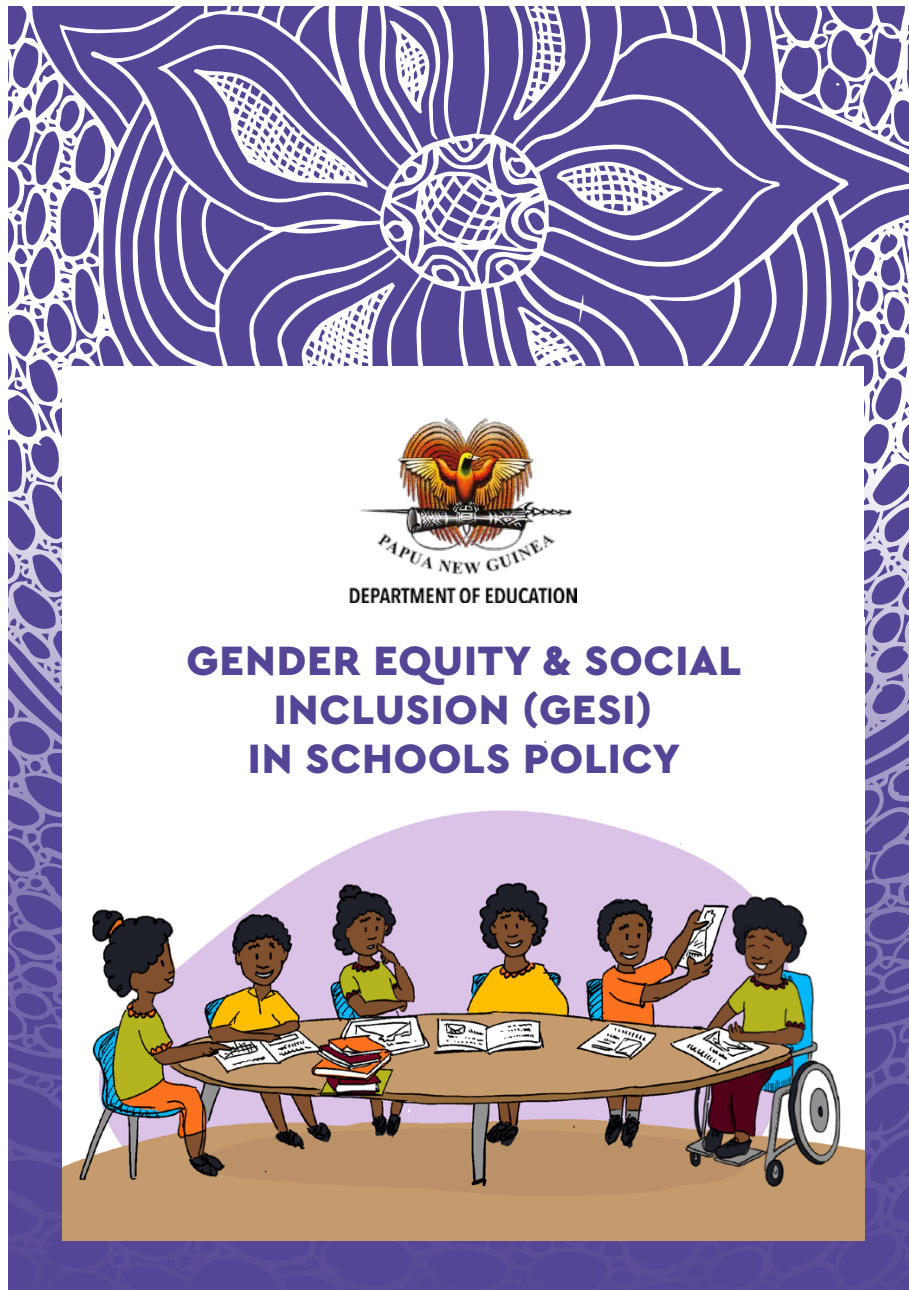
The workshop is for school heads, teachers and governing body members. After the training, you can train others in your school and cluster.

Workshop schedule

Time	Day 1 GESI	Day 2 Inclusive Education	Day 3 Behaviour Management	Day 4 WaSH in Schools
8:00-10:00	1. Understanding Gender Equity and Social Inclusion 1.1 Equality, equity and inclusion 1.2 Boys and girls 1.3 Barriers to inclusion 2. Understanding the GESI Policy 2.1 Understanding the policy 2.2 Policy links	1. Understanding inclusion 1.1 Understanding inclusion 1.2 What is inclusion? 1.3 Thinking about data 1.4 Policy connections 2. Understanding disabilities and additional learning needs 2.1 Inclusive Education Policy language	1. Understanding behaviour management 1.1 What is behaviour management? 1.2 Behaviour management in schools I 1.3 Behaviour management in schools II 1.4 Understanding types of bullying and violence in schools	1. WaSH for learning 1.1 WaSH and learning 1.2 School WaSH self assessment 1.3 Family WaSH self assessment 1.4 Six Fs
10:00-10:15	Morning tea			
10:30-1:00	2.3 Policy jigsaw 2.4 Gender equity case study 2.5 Return to the policy jigsaw 2.6 Policy Poster	2.2 Barriers to inclusion 2.3 Inclusive Education Policy	2. Guiding principles of the Behaviour Management Policy 2.1 Important documents 2.2 Analysing guiding principles 2.3 Guiding principles in practice 3. Roles and responsibilities 3.1 What are roles and responsibilities? 3.2 Identifying roles and responsibilities 3.3 Think-Pair-Share	2. New WaSH in Schools Policy 2.1 What do you already know? 2.2 New policy 2.3 Policy outcomes 2.4 WaSH standards
1:00-2:00	Lunch			
2:00 – 4:00	3. Implementing GESI 3.1 Roles and responsibilities 3.2 Promoting GESI in your community or school 3.3 Group presentations	3. Implementing the policy 3.1 Roles and responsibilities 3.2 Using the Guide 3.3 Developing an action plan	4. Managing student behaviour in schools 4.1 Rules 4.2 Developing rules 4.3 Understanding rewards and sanctions 4.4 The way forward	3. WaSH in SLIP 3.1 Quiz 3.2 WaSH in your current SLIP 3.3 Our WaSH priorities 4. Next steps 4.1 WaSH action plan 4.2 Post-training assessment 4.3 Certificate
4:00 – 4:15	Afternoon Tea Break			
4:15 – 5:00	Questions and Reflections			

DAY 1:

GESI IN SCHOOLS POLICY



Purpose

Train teachers and school leaders in the national **Gender Equity and Social Inclusion (GESI) Policy and Guide for Schools (2023)**.

Objectives

By the end of the day, the participants will:

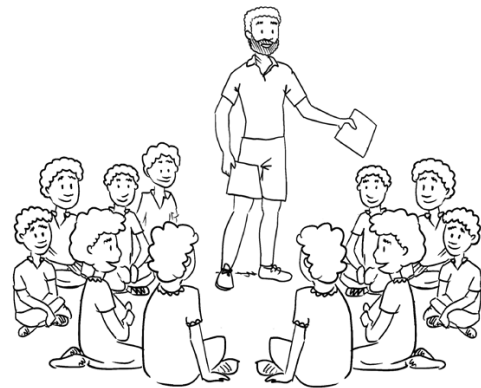
1. Understand what gender equity and social inclusion mean and why these are important for learning.
2. List barriers that prevent some students from being included in school and understand the challenges faced by different groups.
3. Create strategies that overcome these barriers.
4. Create an action plan for their school.

Behaviours

Because of the training, the participants will:



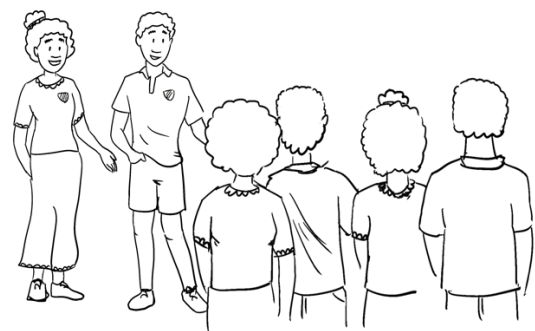
Add GESI priorities to the SLIP.



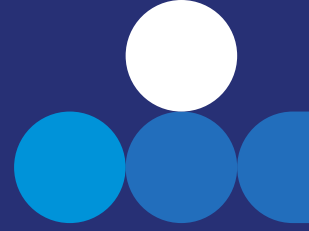
Treat boys and girls fairly.



Teach in an equitable and inclusive way.



Tell parents and community about inclusion and gender equity.



UNDERSTANDING GENDER EQUITY AND SOCIAL INCLUSION

Objective	<ol style="list-style-type: none"> 1. Understand what gender equity and social inclusion mean and why these are important for learning. 2. List barriers that prevent some students from being included in school and understand the challenges faced by different groups.
Time	2 hours

1.1 EQUALITY, EQUITY AND SOCIAL INCLUSION

Activity 1: Equality, Equity, and Social Inclusion

Think about these words: equality, equity and inclusion.

- Which picture represents 'equality'?
- Which picture represents 'equity'?
- What is different about each picture and each word?



Equity and Equality

The picture on the left represents equality as each person:

- Everybody has the same help, or one box, to reach the apple tree.
- However, everyone is different and, even with the same amount of help, not everyone can reach the tree.

The picture on the right represents equity:

- This time, each person is given different types of help depending upon their individual needs. The smallest person gets the most boxes so they can reach the tree, whereas the tallest does not require the same amount of boxes.

What is inclusion?

What about these people? The boxes will not help them to reach the tree and be included in the activity.



Perhaps not everyone can pick the apples from the tree. However, we can think of ways where everyone can feel like they belong and be a part of the activity.

Inclusion means everyone feels welcomed and valued.

Inclusion is more than participation it is about enjoying the same rights and benefits.

Gender equity and social inclusion:

The GESI Policy has the aim that all children, no matter their background or abilities, can learn together in the same school. Children who are absent from school do not learn.

- What do 'gender equity' and 'social inclusion' mean?

Let's start by talking about what we mean by 'gender'.

1.2 BOYS AND GIRLS

The GESI Policy has the aim that all children, no matter their background or abilities, can learn together in the same school.

- What do 'gender equity' and 'social inclusion' mean?

Activity 2: Boys and Girls

What do I think about when I hear the word 'boy'?	What do I think about when I hear the word 'girl'?

What happens if I change the column headings but keep the same words? Do the words or images still apply?

Girl	Boy

Activity 3: Discussion

Where do these ideas come from?

How might these norms, beliefs and expectations affect girls and boys in the classroom?

How might these norms and expectations lead to inequality?

How can we challenge these ideas in a kind and respectful way?

Sex and Gender

When we talk about boys and girls, we can refer to them in two different ways:

- 'Sex' refers to the biological differences that help us identify people as male and female.
- 'Gender' is about how society sees and expects people to act based on whether they are thought of as female or male.

Gender Equity in Schools

We need to think about what our society expects from boys and girls at school.

Gender equity in schools refers to the fairness between boys and girls when it comes to learning opportunities, responsibilities and participation in school activities.

Social Inclusion in Schools

Social inclusion is the process of ensuring everyone has the same opportunities to succeed, no matter their background, where they live, their financial status, or their religion or ethnicity.

Gender and cultural norms

Cultural norms are the shared beliefs, values, and practices of a community. These often include ideas about how men and women, boys and girls, should behave or act. Gender norms are shaped by culture—they vary between communities and can change over time. For example, in some cultures, boys may be expected to speak up more, while girls are expected to stay quiet. These norms can influence female and male students' roles, opportunities, and self-confidence. These ideas can shape what we believe is “normal” for each gender. We all grow up with certain beliefs and attitudes about gender, even if we don't realise it.

As teachers you will hold specific attitudes and beliefs about girls and boys and this can influence how you might treat or respond to girls and boys in the classroom. For example, some activities like cleaning the classroom might be assigned to girls, but leadership roles might be given to boys. Understanding gender norms helps us treat all female and male students more fairly and understand inequalities that exist in the classroom so these can be addressed.

What does the Education Data tell us?

The education data in PNG tells us that there is positive progress towards education for all, however:

- Many students drop out of school.
- Only 16 out of 100 boys, and 12 out of 100 girls, who start prep finish grade 12.
- In most provinces and regions in PNG, more boys go to secondary school than girls. For every 100 boys, only 70 girls attend secondary school. This suggests girls drop out of school more often than boys.
- Students in rural areas have more challenges in accessing education.
- Some children face further challenges due to their personal, family and community situations.

1.3 BARRIERS TO INCLUSION

What might make it hard for the example students to attend and learn at school?

Girls
Boys
Children from low income households
Children living in remote locations

Examples of barriers

Girls:

- Unsafe to walk to school.
- Girls are encouraged to stay at home to do chores.
- Girls miss school when menstruating.
- Girls experience domestic violence.
- Teaching resources encourage gender stereotypes.
- Girls lack motivation for education due to stereotypes.
- Lower girl student enrolment.
- Girls absent because of health issues.

Boys:

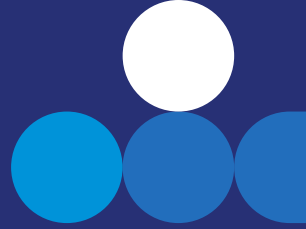
- Peer pressure.
- Early use of illicit substances and alcohol.
- Cultural obligations (only boy in the family).
- Having to follow gender norms and expectations (be a "strong" man).

Students from low income households:

- Cannot afford school uniforms.
- Experience hunger.
- Experience more sickness.
- Struggle with homework.
- Have to work.

Students living in remote locations:

- Cannot get to school regularly, resulting in poor attendance.
- Lack of professional development opportunities for teachers.
- Regular school closures.
- Lack of inspector support for school.



UNDERSTANDING THE GESI POLICY

Objective	<p>3. List barriers that prevent some students from being included in school and understand the challenges faced by different groups.</p> <p>4. Create strategies that overcome these barriers.</p>
Time	2 hours

2.1 UNDERSTANDING THE POLICY

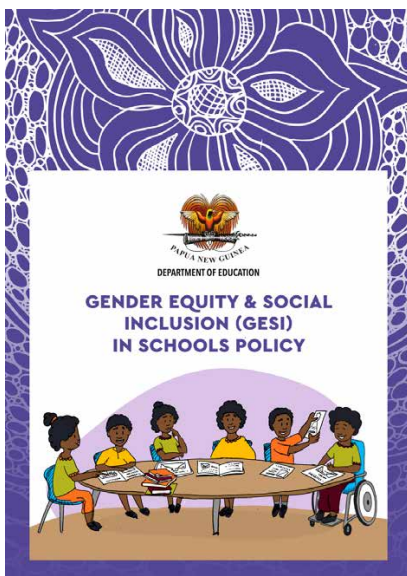
Inclusion Is About Removing Barriers

For inclusion to work in the classroom, we need to consider how we can remove the barriers that make it hard for certain students to come to school and learn.

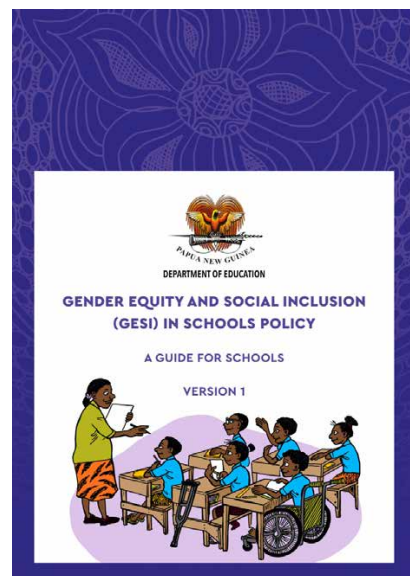
There are two important policies that can help us remove barriers to inclusion – the **GESI in Schools Policy** and the **Inclusive Education Policy**.

Both these policies have direct links to the National Education Plan.

GESI in Schools Policy 2023



Guide for Schools



Download the policy and guide from www.education.gov.pg or www.pngpie.org

The GESI in Schools Policy is designed to help all children and young people in PNG’s education system. It ensures that every student can go to school, take part in activities and learn, no matter their gender, where they live, how much money they have, their religion, race or other differences.

The goal is for all students to reach their potential and help develop the country.

2.2 POLICY LINKS

National Commitments

PNG also has other national commitments. The PNG Vision 2050, which aims ‘for the country to become a smart, fair and healthy and happy society by 2050’. The PNG National Policy on Disability (2015 – 2025), which addresses the rights and needs of people with disabilities to access appropriate education services.

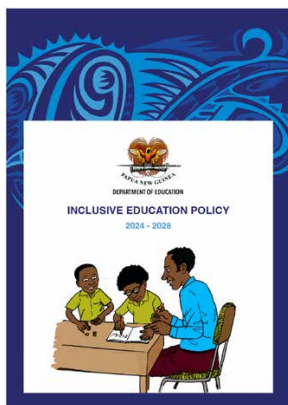
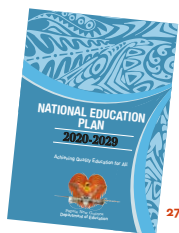
Links to the National Education Plan (NEP)

Focus Area 3: Equity:

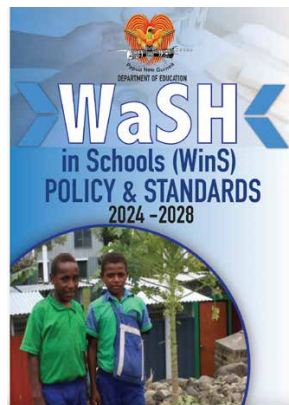
That all Papua New Guineans will have equal opportunity regardless of geographic location, economic circumstances, gender and disability.

Minor Outcome 3.5:

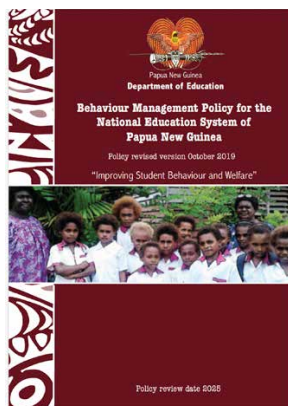
That a collaborative approach is used to institutionalise inclusive education within the school system.



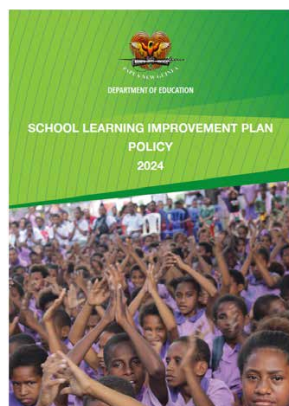
The Inclusive Education Policy ensures all students who may require additional support can learn in schools that help them to participate. This policy ensures that every student has equal access to good education and opportunities to succeed.



The Water, Sanitation and Hygiene (WaSH) in Schools Policy and Guidelines ensures schools have safe and clean water, good toilets and hygiene services. These services help keep students healthy.



The Behaviour Management Policy helps schools encourage good behaviour among students. It aims to create a fair, caring and safe place for both students and teachers.



The School Learning Improvement Plan (SLIP) Policy is a guide for schools to plan, carry out, check and report on their activities and achievements.

Activity 4: Policy Links

Inclusive Education Policy	
Why is this policy important for gender equity and social inclusion?	How does this policy help remove barriers to inclusion?
Water, Sanitation and Hygiene Policy	
Why is this policy important for gender equity and social inclusion?	How does this policy help remove barriers to inclusion?
Behaviour Management Policy	
Why is this policy important for gender equity and social inclusion?	How does this policy help remove barriers to inclusion?
SLIP Policy	
Why is this policy important for gender equity and social inclusion?	How does this policy help remove barriers to inclusion?

GESI Policy Objectives:

Policy objectives are clear goals that tell us what a government or organisation wants to achieve with the policy.

- They provide directions and help us know what to focus on when making decisions.
- They help us check if our actions are working.

The NDoE GESI Policy has three main objectives. These are:

- **Access:** Ensure all children can go to school, no matter who they are or where they live.
- **Participation:** Ensure every student can actively and equally participate in schools that are safe and supportive.
- **Learning:** Help every student learn well and grow to their full potential, no matter their background or abilities.

Activity 5: Policy Jigsaw

The GESI Policy Objectives and Outcomes include the language from the policy and an easy English version.

Policy Objectives and Outcomes		
Access	Participation	Learning

GESI Policy Outcomes and Objectives

Objective 1: Access	Easy English Version
<p>To improve access for all school-aged children and youth, allowing them a quality education in schools and learning institutions.</p> <p>Outcome 1.1: Improved enrolment of girls and boys in basic education, with special attention to those living with a disability, experiencing economic disadvantage and those that live in rural and remote areas.</p> <p>Outcome 1.2: Improved gender parity at all education levels, particularly at the secondary level.</p> <p>Outcome 1.3: Strengthened access to education pathways for out of school children and youth</p>	<p>Help all students go to school, no matter who they are or where they live.</p> <p>Outcome 1.1: Get more boys and girls in school, especially those with disabilities, from poor families, or living in rural areas.</p> <p>Outcome 1.2: Make sure the same number of boys and girls go to school, especially in high school.</p> <p>Outcome 1.3: Help students who do not go to school find ways to learn and reach their full potential.</p>
<p>Simple Goal: Make sure all students can go to school, no matter who they are or where they live.</p>	
Objective 2: Participation	Easy English Version
<p>To enable the full and equal participation of all school-aged children and youth in safe and protective learning environments.</p> <p>Outcome 2.1: Improved inclusive teaching practices in all schools and learning institutions.</p> <p>Outcome 2.2: Strengthened inclusive learning environments through improved school infrastructure and Water, Sanitation and Hygiene (WaSH) facilities.</p> <p>Outcome 2.3: Strengthened inclusive learning environments through effective behaviour management and improved school-based child protection mechanisms.</p> <p>Outcome 2.4: Established school-based activities that foster citizenship and values, challenges and transforms negative gender and disability stereotypes and norms.</p> <p>Outcome 2.5: Strengthened school governance capacity to support inclusive education and learning environments.</p> <p>Outcome 2.6: Strengthened parental and community engagement in promoting inclusive education and supporting an inclusive learning environment.</p>	<p>Make sure all students can participate and feel safe at school.</p> <p>Outcome 2.1: Teach in ways that include everyone.</p> <p>Outcome 2.2: Build better school facilities such as buildings and toilets.</p> <p>Outcome 2.3: Create rules to keep everyone safe and behaving well.</p> <p>Outcome 2.4: Do activities that teach kindness and consideration, and appreciation of differences about gender and disability.</p> <p>Outcome 2.5: Help school leaders support inclusive education.</p> <p>Outcome 2.6: Get parents and community members involved in making schools inclusive.</p>
<p>Simple Goal: Help every child feel safe and included so they can join in all school activities.</p>	

Objective 3: Learning	Easy English Version
<p>To improve learning and wellbeing outcomes and enable all school-aged children and youth to reach their full potential.</p> <p>Outcome 3.1: Improved teacher’s ability to identify and respond to the unique learning needs of all children with special attention to girls, children living with a disability, children with learning difficulties and those in overcrowded and multi-grade classrooms.</p> <p>Outcome 3.2: Improved provision of inclusive teaching and learning resources.</p> <p>Outcome 3.3: Strengthened capacity at all levels to fully-implement GESI-related policies in schools and learning institutions, with special attention to the Behaviour Management Policy (BMP), Inclusive Education Policy (IE) and the GESI in Schools policy.</p> <p>Outcome 3.4: Strengthened parental and community engagement to improve attendance and support for children’s learning.</p> <p>Outcome 3.5: Improved livelihood opportunities for out-of-school children and youth through basic literacy and numeracy, life skills and Vocational Education and Training (VET).</p>	<p>Help all students learn well and be happy at school.</p> <p>Outcome 3.1: Train teachers to help all students learn, especially girls, students with disabilities, and those in large or mixed-grade classes.</p> <p>Outcome 3.2: Provide good teaching and learning materials.</p> <p>Outcome 3.3: Make sure schools follow policies about inclusion, behaviour and gender equity.</p> <p>Outcome 3.4: Work with parents and the community to improve attendance and support learning.</p> <p>Outcome 3.5: Help students not in school to learn basic skills and job training.</p>
<p>Simple Goal: Support every student to learn well and reach their full potential, no matter their background or abilities.</p>	

2.3 GENDER EQUITY CASE STUDY

Case Study A: Mary

The head teacher has just reviewed the Grade 3 test results and noticed that the girls have not received good marks. She decides to visit the Grade 3 classroom and notices that all the girls are sitting at the back of the class quietly. The classroom teacher is at the front of the room and when she asks a question to the class, the boys are seated at the front and are eager to put up their hand and give the answers.

The head teacher notices a girl at the back of the room raise her hand to ask a question. One of the boys from the front sees this and shouts out "What would you know, Mary? You're so stupid". All the students laugh as the classroom teacher looks at Mary and ignores the comment.

After the class, the head teacher asks the classroom teacher about the test results. The classroom teacher explains that the boys in her class take a lot of attention and that they do not know how to make sure the girls feel comfortable and interested in the lessons. The teacher also mentions that some of the girls do not always attend school, and the classroom teacher wonders if they are missing school because they are expected to help out with chores at home.

Case Study B: Ezekiel

Ezekiel is a Grade 3 student who enjoys learning and works hard to finish his schoolwork. However, he gets teased by other boys for being focused on his studies, and this pressure is starting to affect him. Sometimes the other boys say he is like a girl. Ezekiel feels stuck between wanting to learn and fitting in with the other boys.

In his culture, there is a strong belief that boys should be "tough," which often means not caring about schoolwork and focusing more on strength than on learning. As the only boy in his family, Ezekiel also feels responsible for helping his family and taking part in community duties, which take time away from school. The pressure to support his family is making it harder for him to regularly attend school.

The teasing makes Ezekiel question his place in the classroom. He feels forced to skip school, act tough, and sometimes do things he knows aren't right. He does not feel much support from his teacher who is more focussed on trying to control the boys who are making the loudest noise. Without positive male role models who value education, and with little support for boys who enjoy school, Ezekiel feels alone and discouraged.

What barriers did we identify?	Solutions

What impact do these barriers have on girls?

These barriers create an unfair learning environment where girls feel left out and are not encouraged to participate. This can hurt their school performance and lower their confidence.

This links to the NDoE GESI Policy Outcomes.

What impact do these barriers have on boys?

Boys face different challenges than girls. Often boys face the challenge of negative peer pressure and gender norms which require them to be act or behave in a certain way.

NDoE GESI Policy Objective 1: Access

- Girls are missing school because they are helping out with chores at home, but boys are not expected to do that.
- This shows different expectations for girls and boys.
- Boys however may be required to be involved in cultural obligations, or to secure a livelihood for their family.
- The NDoE GESI Policy aims to make sure all children can go to school, no matter who they are or where they live.

NDoE GESI Policy Objective 2: Participation

- In the classroom, boys talk more and girls are sitting at the back and not joining in.
- This shows not everyone is included.
- The NDoE GESI Policy aims to ensure every student can actively and equally participate in schools that are safe and supportive.
- This means helping teachers treat all students fairly and making sure girls and boys feel safe and supported to speak up in class.

NDoE GESI Policy Objective 3: Learning

- Boys may feel pressure from their peers to not focus on their learning.
- The NDoE GESI Policy aims to help every student learn and grow to their full potential, no matter their background or abilities.
- We want teachers to use different ways of teaching that help all students.
- This means making sure girls get the help and attention they need to do better in school.
- The **GESI Policy Guide for Schools** has lots of practical strategies for improving gender equity and inclusion and creating a school GESI Policy.

SECTION 3:

SUPPORTING ALL CHILDREN TO ACCESS, PARTICIPATE AND LEARN IN SCHOOL



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

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

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

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

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

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

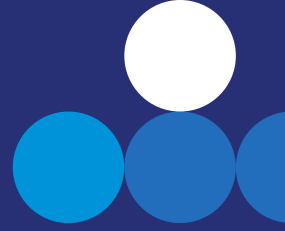
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Activity 7: Linking Solutions to Policy

How do your solutions support the policy outcomes?

For example, encouraging respectful behaviour between boys and girls connects to Policy Objective 2: Participation and Outcome 2.3: Safe and supportive schools – use good behaviour management and protect children at school.

How do our solutions support the NDoE GESI in Schools Policy outcomes?



IMPLEMENTING GESI

Objective	5. Create strategies that overcome these barriers.
Time	1.5 hours

3.1 ROLES AND RESPONSIBILITIES

All policies have a section called 'Roles and Responsibilities'.

'Roles' refers to 'who does what'. They tell us what our, as teachers, specific tasks are in relation to the policy.

'Responsibilities' refer to our role and knowing what we are responsible for. This is important to ensure the policy works well.

The GESI in Schools Policy has four different groups of stakeholders:

- School-level stakeholders.
- Provincial and District-level stakeholders.
- NDoE stakeholders.
- Other stakeholders.

Students' responsibilities:

Going to school:

- Come to school every day.
- Tell your friends to come to school too.

Being a good classmate:

- Be nice to other students.
- Help take care of the school.
- Be kind to everyone.
- Tell a teacher if you see someone being mean or hurting others.
- Help make school rules that are fair for everyone.

Learning:

- Be ready to learn in class.
- Participate in all activities.
- Take care of your books and other school things.
- Do your homework and tests on time.

Other important things:

- Participate in school activities when you can.
- Be respectful to teachers.
- Help teachers when they ask you to.

School boards' responsibilities:

Making school fair for everyone:

- Set school fees in a way that is fair and that everyone can understand.
- Admit students in a way that is fair and includes all students, making sure there are equal numbers of boys and girls.
- Ensure the school can be accessed by all students and that they can move around – including accessing classrooms, play areas and toilets.
- Follow rules about clean water and toilets in schools.

Helping with plans for including everyone:

- Agree to plans that help to include all students.
- Check these plans are working and fix problems.
- Help make school rules that are fair for everyone.
- Ensure plans align with the school's wider plan.
- Ensure the head teacher follows these plans.

Making sure the school works well for all:

- Set rules for school buildings and what is taught.
- Ensure inclusive plans are developed in order to receive the appropriate funding.
- Say yes to ideas that help students learn better.
- Make sure school money is spent fairly and is shared across all students.

Teachers' responsibilities:

Helping all students learn:

- Tell everyone about the importance of school, particularly for girls, students with disabilities, poor students, and students in remote places.
- Use words and actions that show respect for everyone, both in and out of class.
- Teach in ways that include all students.
- Help make and use school rules that are fair for everyone.

Checking on students:

- Keep track of which students come to school.
- Talk to students and parents if students miss school often.
- Talk to parents if you think a student might have a disability and need additional help.

Teaching good values:

- Plan and join in activities that teach about being a good citizen.
- Plan lessons with important values.

Supporting students:

- Try to meet each student's unique learning needs.
- Help students feel they can ask for help if they need.
- Run your classroom in a positive way.

Keeping students safe:

- Stop violence and show how to be respectful and peaceful.

Parents' responsibilities:

Getting students ready for school:

- Ensure students have what they need for school (such as uniforms, pencils, lunch and a way to get to and from school).

Being a good example:

- Show students how to be kind and respectful.
- Do not use violence at home.

Helping with school:

- Ensure students go to school every day.
- Help students continue their learning at home.
- Encourage all of your children, especially girls, to finish their schooling.

Being involved in school:

- Teach your children positive behaviour at home.
- Help make school rules that are fair for everyone.
- Participate in school activities.
- Help make the school a good place for all students to learn.

Working with teachers:

- Talk to teachers about your child's needs and what might help them to learn better.
- Share your skills to help improve the school.

Head Teachers/Principals' responsibilities:

Keeping records and protecting students:

- Keep up-to-date records of the students enrolled at the school.
- Keep student information private.
- Admit students in a way that is fair, making sure to include girls, students with disabilities or additional support needs and students from all backgrounds.

Making sure everyone understands the school rules:

- Ensure students, teachers, school boards and parents are aware of the rules that help everyone feel included.
- Remind everyone about these rules and fix problems when they occur.
- Stop people from thinking boys and girls should be treated differently.
- Show everyone how to include and respect everyone.
- Train teachers on how to include everyone.
- Help create and use school rules that are fair for everyone.
- Ensure everyone is aware of the rules and make sure teachers follow them.
- Find help for students who need additional support.

Helping teachers and students learn:

- Ensure there are enough books and learning materials for all students, especially those who find learning difficult.
- Check that teachers come to school and talk to them if they miss work often.

Helping the community:

- Tell everyone about how important school is, especially for girls, students with disabilities, poor students, and students from remote areas.
- Ensure pregnant students can keep coming to school and can get help if needed.

Provincial and District-level stakeholders

Guidance and Counselling Officers:

- Monitor student enrolment and attendance.
- Perform your roles and responsibilities, as described in the Behaviour Management Policy.
- Strengthen school-based counselling and referral services.
- Provide teacher in-service training to support teachers to be fair to all students.
- Develop strong career pathways for secondary school students.

Inspectors:

- Collect detailed information about students.
- Check how many students come to school.
- Report on schools that may not be treating all students fairly.
- Help schools have the appropriate number of teachers for the amount students enrolled.
- Ensure schools are following the GESI in Schools Policy.
- Ensure schools follow rules about being fair to all students.
- Help schools be clean and safe for everyone through inclusive environments and WaSH facilities.
- Help solve problems that come from implementing the GESI in Schools Policy.
- Teach school leaders about how to implement the GESI in Schools Policy.
- Monitor teachers in the classroom and ensure they teach all students fairly.
- Identify what teachers require professional development on GESI issues.
- Provide teacher in-service training to improve GESI.
- Perform your roles and responsibilities as described in the Behaviour Management Policy.
- Develop strong career pathways for secondary school students.
- Support the PDoE to check that GESI is understood and is being implemented in schools.

Provincial Education Advisers:

- Ensure all schools in the area follow the GESI Policy.
- Allocate budget and resources so the GESI Policy can be implemented.
- Work with NGOs and UN agencies to deliver GESI priorities.
- Report on GESI Policy implementation to the NDoE.

District Education Advisers:

- Work with guidance and counselling officers, inspectors and school leaders to help schools implement policies.
- Monitor and support inspectors and school leaders to ensure they can carry out their responsibilities.
- Ask for funding to make schools better for all students.
- Ensure funding is used to help schools be fair.
- Tell Provincial Education Advisers how schools are implementing GESI.

Church agencies and other education providers

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

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

Non-Government agencies

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

Activity 8: Identifying Roles and Responsibilities

- Who is in each stakeholder group?
- What roles and responsibilities does each group have in supporting GESI in schools?
- How do they support the GESI in Schools Policy guiding principles of:
 - Access: Making sure everyone can go to school.
 - Participation: Encouraging students to come to school every day.
 - Learning: Helping students learn and participate.

	How do they support the GESI objectives of:		
	Access	Participation	Learning
Students			
Teachers			
Head teacher			
School board			
Parents			
Guidance & Counselling Officers and Inspectors			
Provincial and District Education Advisers			
Church education agencies			

3.2 PROMOTING GESI IN YOUR COMMUNITY OR SCHOOL

Form groups with the participants you usually work with, or who are from your school or community. Identify some of the GESI challenges you experience in your school or community and create an action plan that addresses some of those challenges. Use the GESI Guide for Schools to give you some ideas. Just like the Behaviour Management Policy, GESI actions could be no-cost (e.g. awareness sessions) or low-cost (e.g. buying attendance registers) and can be in different SLIP Focus Areas.

Every school has different GESI challenges. Every SLIP is different. You can use your Government Free Education Policy (GFEP) to fund GESI activities to improve girls' education and inclusion.

Focus Area 1	Curriculum and learning
Focus Area 2	Staff development and training
Focus Area 3	Leadership and management
Focus Area 4	Students' needs and welfare
Focus Area 5	Infrastructure, equipment and transport
Focus Area 6	Governance and community relations
Focus Area 7	Operations and administration

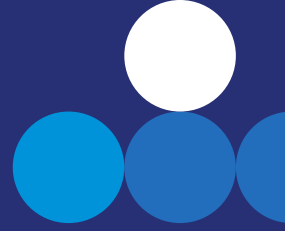
On the following page there are ideas of how to link the BMP to these focus areas.

Example from the **GESI in Schools Policy Guide for Schools**

SLIP Focus Area	Specific Outcome	Strategy	Timeframe
	What is the activity or outcome to be achieved?	How - or way in which it will be done.	When will it be done - start and finish date.
Curriculum and student learning	Male and female student learning is celebrated.	One male and one female student of the week is recognised during school assembly.	Every Monday at school assembly.
Student needs and welfare	Students are safe during lunch time and breaks.	Teacher roster to monitor the playground during lunch time and breaks.	Daily.

Province		School		Policy	GESI
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Challenge	Action	SLIP Focus Area	When	Resources	Cost



PLANNING AND REFLECTION

Objective	6. Create an action plan for their school.
Time	1.5 hours

4.1 GROUP PRESENTATIONS

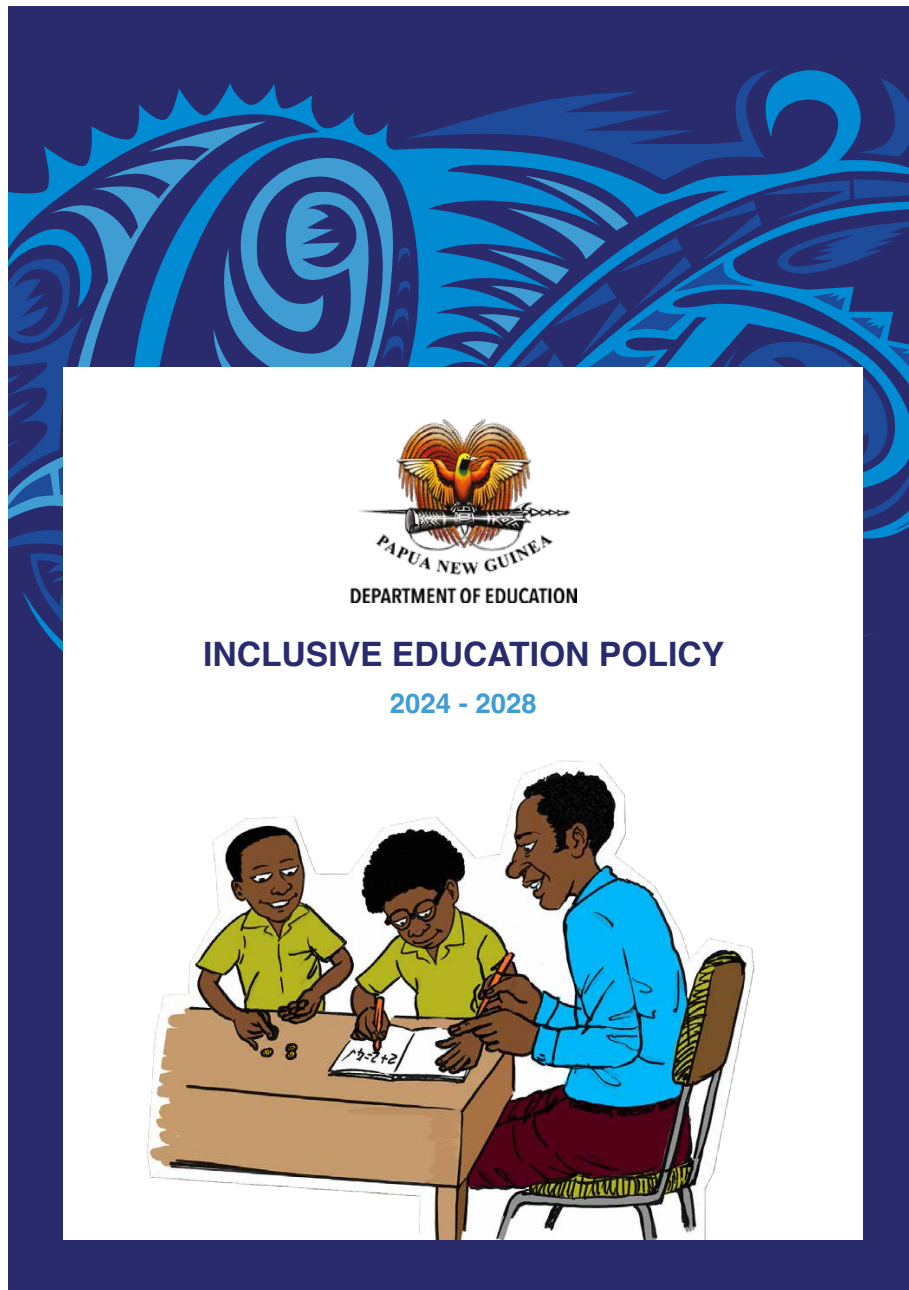
Make a note of good ideas:

4.2 REFLECTION SNOWBALL

The three most important things I learnt today are:
1.
2.
3.

DAY 2:

INCLUSIVE EDUCATION POLICY



Purpose

Train teachers and school leaders in the national Inclusive Education Policy and Guide for Schools (2024).

Objectives

By the end of the day, you will:

1. Understand what inclusive education means and why it is important for students with disabilities and additional learning needs.
2. Recognise barriers that prevent some students from being included in school.
3. Be introduced to the Inclusive Education Policy and Guide for Schools.
4. Plan strategies and an action plan to overcome these barriers.

Behaviours

Because of the training, the participants will:



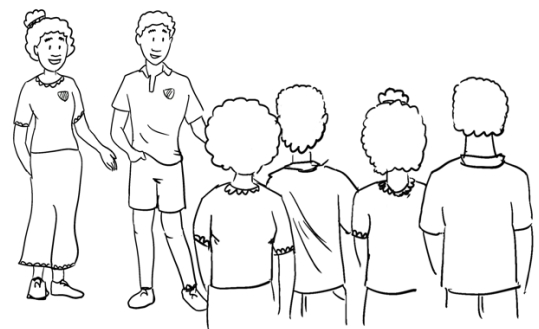
Plan SLIP actions to make the school more accessible.



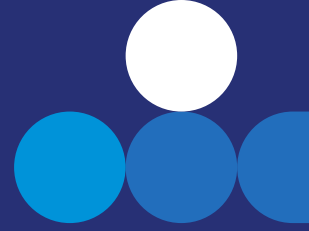
Teach in a more inclusive way.



Talk in a respectful way about disabilities and additional needs.



Promote inclusive education in the community.



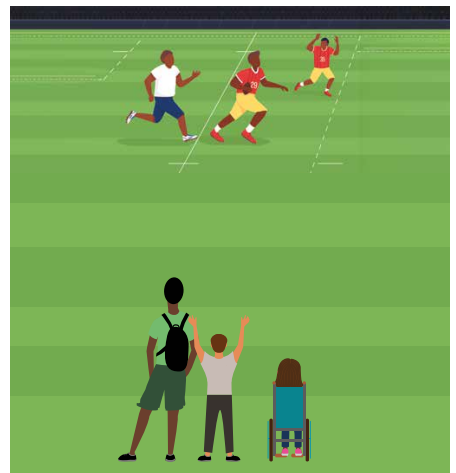
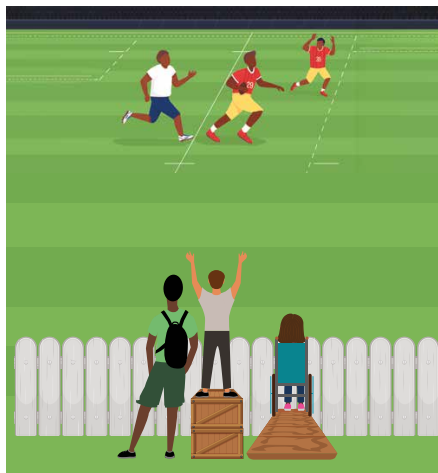
UNDERSTANDING INCLUSION

Objective	1. Understand what inclusive education means and why it is important for students with disabilities and additional learning needs.
Time	2 hours

1.1 UNDERSTANDING INCLUSION

Activity 1: Understanding Inclusion

- Think about these words:
 - Equality.
 - Equity.
 - Inclusion.
- Which picture do you think represents each word?
- What is different about each picture and each word?



Picture 1:

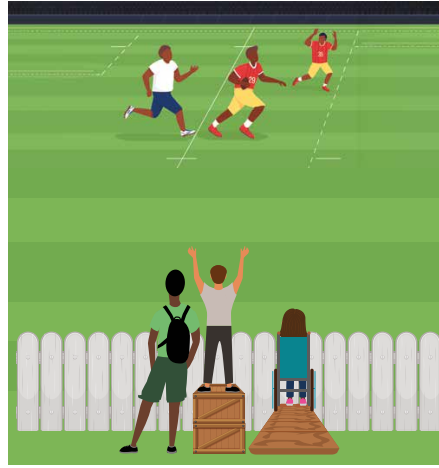
Picture 2:

Picture 3:



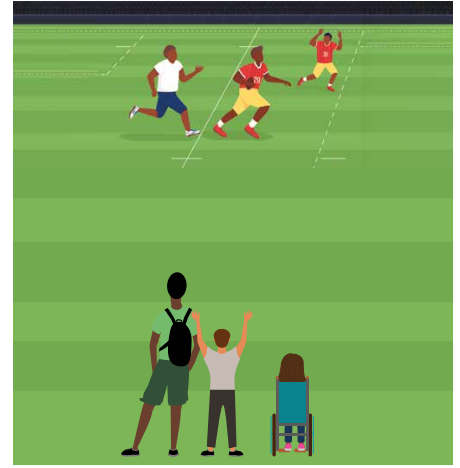
Picture 1 = Equality

Everybody has the same help (a box) to help them look over the fence. But that box is not something that the person in the wheelchair can use so they are not able to see over the fence.



Picture 2 = Equity

This time everyone can see over the fence with different types of help (two boxes instead of one for the smaller person, and a ramp for the person in the wheelchair).



Picture 3 = Inclusion

Instead of giving everyone something to help see over the fence, the fence is removed. By removing the **barrier**, we can make it easy for everyone to see, and we don't need the boxes or the ramp anymore.

Disability Equity and Rights

People with disabilities should have the same opportunities and rights as everyone else. This includes access to play, education, sports, jobs and public spaces, ensuring they can participate fully in society.

Below: Francis Kompaon, Papua New Guinea's first ever Paralympic medallist, with a T46 100 metre silver medal at Beijing 2008.



1.2 WHAT IS INCLUSION?

Activity 2: What is inclusion?

Reflect and discuss:

What does inclusion mean to me?

What does an inclusive school look like?

In your community, which students might not currently be included in school and why?

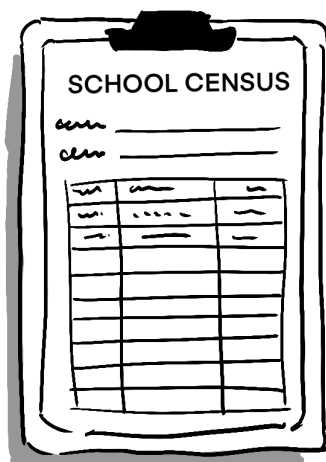
1.3 THINKING ABOUT DATA

Now we understand why many students may find it hard to attend or participate in school. But how do we know who is and who is not attending school?

Activity 3: Thinking about data

Why do we need data?

What data do you currently use and how do you collect it?



Census Data 2024 (sample)

Students by birth year										
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	TOTAL
614	853	1426	2298	4285	6829	9915	13040	12956	9318	61534
1171	1550	2652	4025	6082	7679	8875	6714	3338	924	43010
2229	2912	4147	5322	6489	6197	4831	2588	710	541	35966

Difference in figures	
Teacher vs Teachers biodata	27%
Students by class vs by birth year	-1%

Repeats			
	Male	Female	Total
Prep	4670	4110	8780
G1	3237	2814	6051
G2	2564	2030	4594
TOTAL	10471	8954	19425

Completion progress			
	2023	2024	%
ARoB	430	378	88%
Central	372	189	51%
Enga	476	337	71%
Sandaun	569	338	59%
TOTAL	1847	1242	67%

% Repeating			
	Male	Female	Total
Prep	15%	14%	14%
G1	14%	14%	14%
G2	13%	12%	13%

Students with disability					
	Registered w IERC		Not registered w IERC		TOTAL
	Male	Female	Male	Female	
Prep	207	178	571	463	1419
G1	139	113	328	296	876
G2	112	92	385	307	896
TOTAL	458	383	1284	1066	3191

% Students with disability					
	Registered w IERC		Not registered w IERC		TOTAL
	Male	Female	Male	Female	
Prep	0.6%	0.6%	1.8%	1.6%	2.3%
G1	0.6%	0.6%	1.5%	1.5%	2.0%
G2	0.6%	0.5%	2.0%	1.8%	2.4%
TOTAL	0.6%	0.6%	1.7%	1.6%	2.3%

What information does the current census data give us? What information does it not show?

What data do you need to make sure your school is inclusive?

On a national level, data about who is attending school is collected through the school census and collated in the Education Management Information System (EMIS).

This data tells us:

- There are high dropout rates for both girls and boys.
- Only 16% of boys and 12% of girls that begin school at prep continue through to grade 12.
- Girls drop out at a faster rate than boys.
- We do not know how many students at school have disabilities or additional learning needs.
- Many students may not be attending school at all due to barriers that make it hard for them to do so.
- In most regions and provinces and PNG, girls drop out at a faster rate than boys.

Inclusion Is About Removing Barriers

For inclusion to work, we need to think about how we can remove the barriers that make it hard for students to come and learn in school.

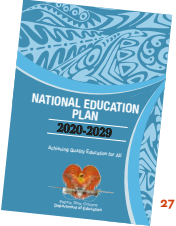
There are two important policies that can help us do this: the NDoE Gender Equity and Social Inclusion in Schools policy and the NDoE Inclusive Education Policy.

Both of these policies can help us collect data that is more helpful and have direct links to the National Education Plan (NEP).

Links to the National Education Plan (NEP)

Focus Area 3: Equity:
That all Papua New Guineans will have equal opportunity regardless of geographic location, economic circumstances, gender and disability.

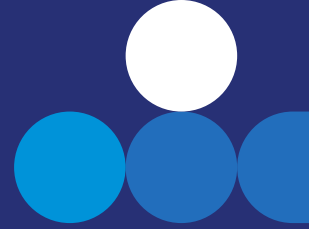
Minor Outcome 3.5:
That a collaborative approach is used to institutionalise inclusive education within the school system.



National commitments

PNG also has other national commitments:

- The PNG Vision 2050, which aims 'for the country to become a smart, fair and healthy and happy society by 2050'.
- The PNG National Policy on Disability (2015 – 2025), which addresses the rights and needs of people with disabilities to access appropriate education services.



UNDERSTANDING DISABILITIES AND ADDITIONAL LEARNING NEEDS

Objective	<ol style="list-style-type: none"> 2. Recognise barriers that prevent some students from being included in school. 3. Be introduced to the Inclusive Education Policy and Guide for Schools.
Time	1.5 hours

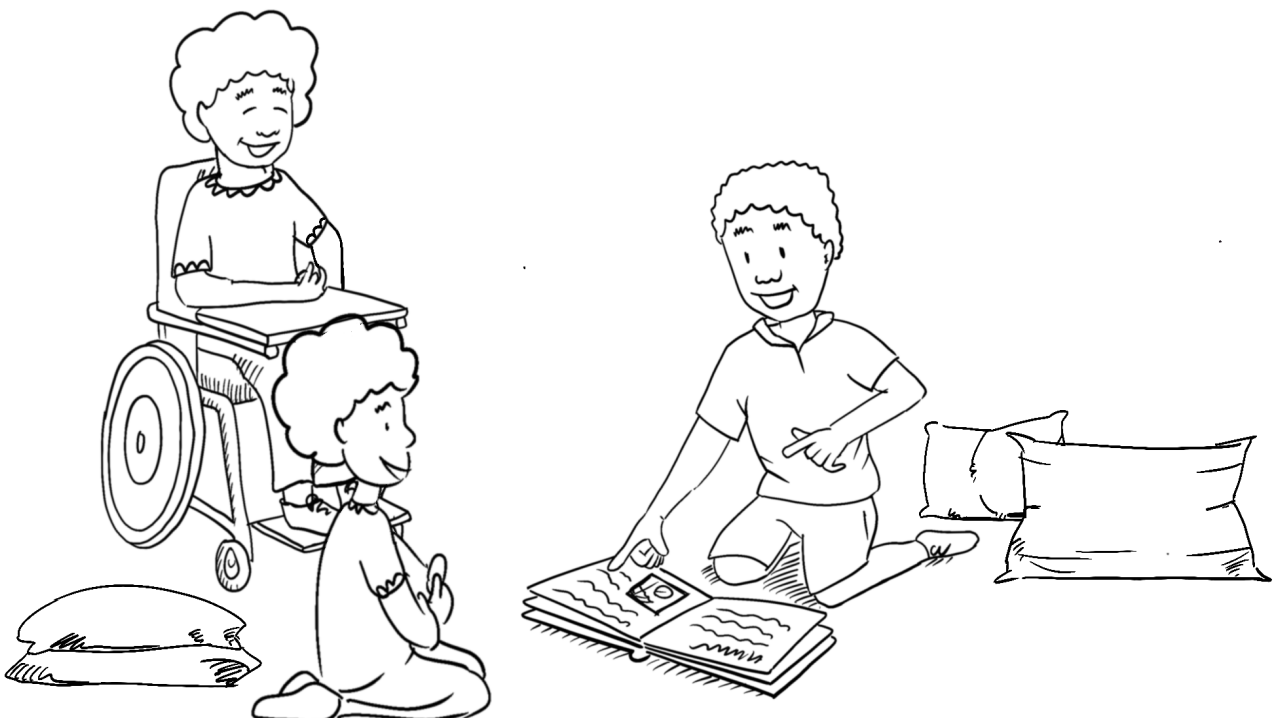
2.1 INCLUSIVE EDUCATION POLICY LANGUAGE

A disability is a long-lasting condition that affects how a person's body or mind works. It can make everyday activities challenging.

Some students need extra support to learn and succeed in school. This might be because they:

- Have difficulty with schoolwork or find schoolwork too easy.
- Find it difficult to express themselves or understand what others are saying.
- Find it challenging to make friends or interact with adults.

We call these 'additional learning needs'. Some of these students may also have a disability, but some may not.



Activity 3: Understanding disability and additional learning needs

At the end of this activity, use the boxes below to take notes.

Station 1: Disability

What examples of disability can you think of? What might make learning hard for these students?

Station 2: Additional learning needs

What examples of additional learning needs can you think of? What might make learning hard for these students?

Station 3: Supporting students to succeed at school

What types of help do different students need to succeed at school? What changes to classrooms, teaching methods or materials need to be made?

Station 4: A welcoming classroom

How can you create a positive and welcoming atmosphere? How can you make sure every student feels respected and included?

Examples of disability include:

- Intellectual disability (cognitive).
- Blindness or low vision (sensory).
- Deaf and hard-of-hearing (sensory).
- Mobility impairments such as not being able to use arms and/or legs or having a limb missing (physical).

Examples of learning difficulties include:

- Attention deficit/hyperactivity disorder (ADHD).
- Autism spectrum.
- Dyslexia (difficulty with reading and writing).
- Dyscalculia (difficulty with mathematics).
- Speech impairment.
- Giftedness (students who show high performance ability and need more challenging work).
- Behavioural or emotional difficulties.

You may have experience of previous policies or heard and used language such as ‘students with special needs’. The NDoE Inclusive Education Policy uses the language ‘students with disabilities and additional learning needs’ instead.

Why do we use the term ‘students with disabilities and additional learning needs’?

It is clearer:

- It tells us exactly who we are talking about.
- We know we mean disabilities and other learning needs.

It puts the person first:

- We say “‘students with...’ to show that they are students first.
- Their disability or learning need is just one part of who they are.

It includes more people:

- The language ‘special needs’ can be unclear and might leave some individuals out.

It is more respectful:

- Many people feel that the language ‘special needs’ can sound negative or outdated.
- The new term is more accepted by the disability community.

Notes

2.2 BARRIERS TO INCLUSION

Understanding barriers to inclusion

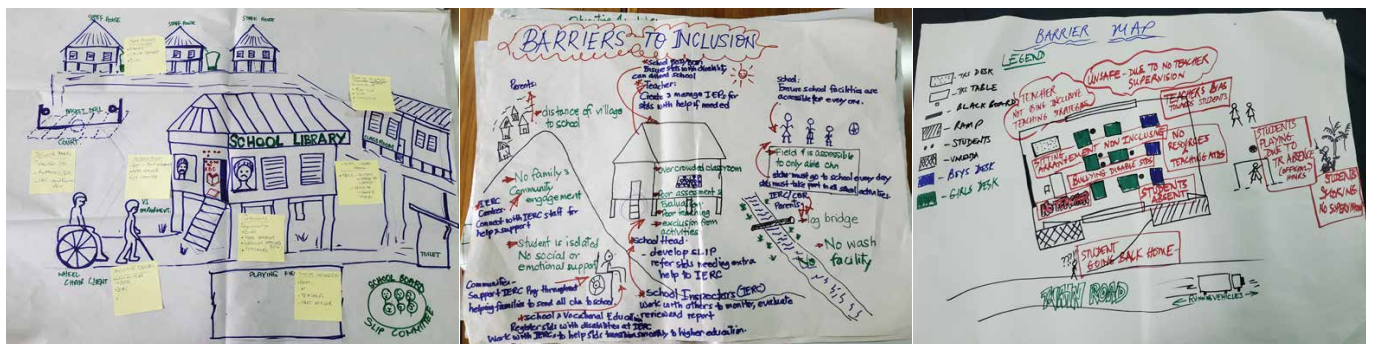
Students with disabilities and additional learning needs often face challenges in regular schools. These challenges can include negative attitudes from others, teachers not understanding their needs and schools not having the right resources or support for those individuals.

Girls with disabilities and additional learning needs face even more challenges in schools due to the intersection of gender and disability based discrimination - highlighting the need for intersectional approaches to address both barriers at the same time.

Think about your classroom. What might make it hard for a student with a disability or additional learning needs to fully participate in all activities?

Notes

Examples of a 'Barrier Map':



Activity 5: Drawing a 'Barrier Map'

Draw a picture that represents your community, school or classroom.

Think about students with disabilities and additional learning needs. What barriers might stop them from coming to and participating in your school?

For example, are there stairs that a students with movement difficulties would not be able to use?

Think about barriers under these headings:

- **How we teach** (curriculum and instruction).
- **The school space** (physical environment).
- **Helping feelings and friendships** (social-emotional support).
- **Working with families and the community** (family and community engagement).
- **How we check learning** (assessment and evaluation).

Once you have drawn/identified barriers, discuss in your group possible solutions to address these barriers.

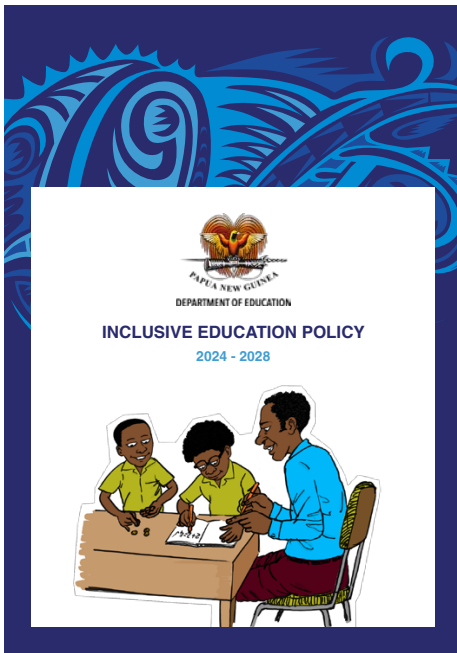
Examples of barriers

- 1. Physical difficulties:** Schools are hard to get to or use for some students, especially those with disabilities. Some areas do not have schools nearby. It is hard to travel to school because of bad roads or tough land.
- 2. Money difficulties:** Families cannot afford things like school uniforms and books.
- 3. Not enough resources:** Schools do not have good buildings or enough teachers. There are not enough books and learning tools. Schools need more money to help all students learn together.
- 4. Culture and society issues:** Many people are unaware of the rights of people with disabilities. There is no effective way to count how many students have disabilities. Disabilities are not found early enough to help students. Some people do not like the idea of all students learning together. There may be negative attitudes or beliefs about people with disabilities.
- 5. Language problems:** Classes are often in English, not local languages. There are many different languages, making it hard to teach everyone. Students who cannot hear or speak well do not receive enough help.
- 6. Teacher training:** Teachers do not know enough about helping students of all abilities to learn. There are not enough places to train teachers to help all students.
- 7. Extra support:** There is not enough support in communities for student who need extra help. There is not enough help for students who learn differently.
- 8. Distance:** Many students live far from schools and cannot get help easily.

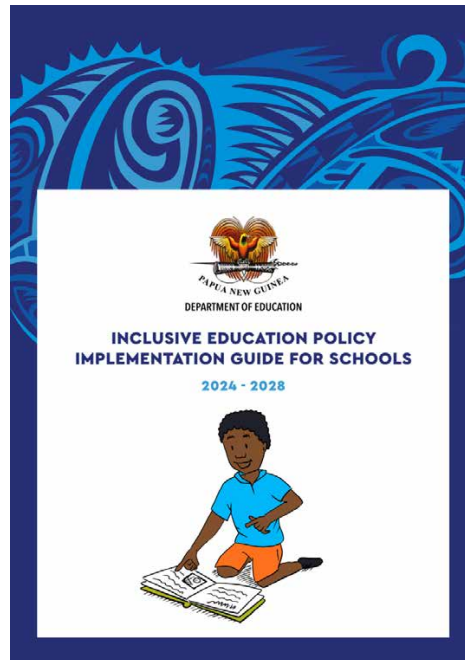
What did I learn by drawing the 'barrier map'? What solutions to barriers did you come up with?

2.3 INCLUSIVE EDUCATION POLICY

Inclusive Education Policy 2023



Guide for Schools



Download the policy and guide from www.education.gov.pg or www.pngpie.org

The NDoE Inclusive Education Policy has five main sections:

- Section A: Policy.
- Section B: Implementation Procedures.
- Section C: Standards.
- Section D: Monitoring and Evaluation.
- Section E: Policy Review.

NDoE Inclusive Education Policy Objectives

We are now going to look at parts of the policy in more detail, starting with Part A, Policy Section 4: the Policy Intended Outcomes. Your copy includes an easy English version of the outcomes.

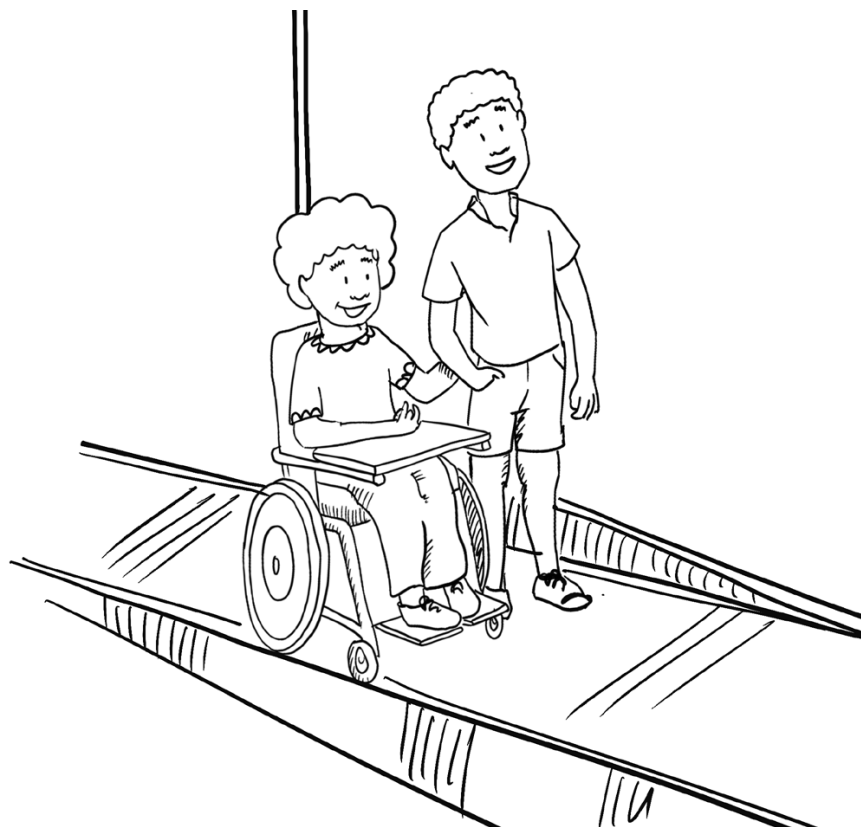
Policy objectives are clear goals that tell us what a government or organisation wants to achieve with the policy. They give us direction by helping us to know what to focus on when making decisions and to check if our actions are working.

Every school and teacher must follow the policy and standards.

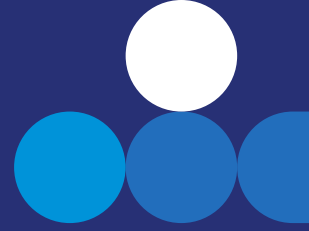
Objective 1: Inclusive Learning Environment	Easy English Version
<p>To create inclusive and child-friendly school environments that enrich the overall educational experience for every student by enhancing the culture, structures and programs within and outside the classroom.</p> <p>Outcome 1.1: Improved physical, social and enabling practices that support students with disabilities and additional learning needs in schools, local communities and at home.</p> <p>Outcome 1.2: Improved inclusive school environment, structures and school programs both in and outside of the classroom to ensure an inclusive educational experience for all learners.</p> <p>Outcome 1.3: Established strong structural leadership practises of Inclusive Education as part of the mainstream education system.</p> <p>Outcome 1.4: Strengthened educational environments free from discrimination, stigma and stereotypes associated with disabilities while fostering a culture of acceptance and inclusion.</p> <p>Outcome 1.5: Strengthened parental and community engagement to achieve the best educational outcomes.</p> <p>Outcome 1.6: Increased number of students registered with the IERCS.</p>	<p>The goal is to make schools friendly and supportive for all students, especially those with disabilities or additional learning needs.</p> <p>Outcome 1.1: Make schools better by creating welcoming school spaces that help every student learn and feel happy.</p> <p>Outcome 1.2: Help students with disabilities and additional learning needs feel supported not just in school, but also at home and in their community.</p> <p>Outcome 1.3: Create leaders who support inclusive education.</p> <p>Outcome 1.4: Build school environments where everyone is treated fairly, everyone feels respected and no one is judged because of their disabilities.</p> <p>Outcome 1.5: Encourage parents and communities to get involved in helping students learn.</p> <p>Outcome 1.6: Make sure more students can get extra help from the IERCS.</p>
<p>Simple Goal: Make schools a place where every student can learn, belong, and do well.</p>	

Objective 2: Inclusive Learning Support	Easy English Version
<p>To ensure a holistic learning approach with inclusive teaching pedagogy, assessment and learning support.</p> <p>Outcome 2.1: Improved screening, registration and referral processes for students with disabilities and additional learning needs.</p> <p>Outcome 2.2: Strengthened partnerships with specialised support services including IERC support, specialised teacher support, therapy and counselling supports.</p> <p>Outcome 2.3: Improved capacity to implement tailored and flexible approaches to teaching pedagogy, allowing for differentiation and adaptations to the needs of students with different learning needs, including the implementation of principles of Universal Design for Learning (UDL).</p> <p>Outcome 2.4: Improved methods of assessment and monitoring progress of all students, including students with disabilities and additional learning needs.</p> <p>Outcome 2.5: Improved needed for teaching, learning and assessment, and monitoring of students' performance.</p> <p>Outcome 2.6: Improved and strengthened inclusive education inspection system, capacity and training.</p>	<p>The goal is to make sure all students get the right kind of help to learn, including those with disabilities and additional learning needs.</p> <p>Outcome 2.1: Find students who need help and provide them with extra support.</p> <p>Outcome 2.2: Work with experts, specialised teachers and support services to help students learn better.</p> <p>Outcome 2.3: Teach in different ways. Help teachers learn how to teach in ways that work for all students, including those who learn differently.</p> <p>Outcome 2.4: Find better ways to see how all students are doing in their learning.</p> <p>Outcome 2.5: Improve tools for teaching to help with education and checking student progress.</p> <p>Outcome.2.6: Train school inspectors and make sure they know how to look for good inclusive education.</p>
<p>Simple Goal: Make sure every student gets the right kind of teaching and support to learn well.</p>	

Objective 3: Inclusive Educators	Easy English Version
<p>To cultivate knowledgeable and skilled educators capable of delivering high-quality inclusive education services across Papua New Guinea.</p> <p>Outcome 3.1: Improved pre-service training programs in inclusive education practices for educators.</p> <p>Outcome 3.2: Improved in-service training and professional development opportunities to support the growth of teachers' competencies in inclusive education practices.</p> <p>Outcome 3.3: Increased number of IERC specialist teachers through pre-service and in-service training within the school system.</p>	<p>The goal is to help teachers become really good at teaching all students, including those with disabilities and additional learning needs.</p> <p>Outcome 3.1: Train new teachers on inclusive education before they start teaching.</p> <p>Outcome 3.2: Provide current teachers with opportunities to learn about inclusive education.</p> <p>Outcome 3.3: Train more teachers to become experts in helping students with disabilities and additional learning needs.</p>
<p>Simple Goal: Make sure all teachers know how to teach every student well, no matter what kind of help they need.</p>	



Objective 4: Inclusive Planning and Management	Easy English Version
<p>To ensure disability information is incorporated into education data systems to assess education performance, plan and monitor program implementation, and evaluate outcomes. To ensure effective delivery of inclusive education at national, sub-national and school levels.</p> <p>Outcome 4.1: Improved sustainable and effective leadership, management and coordination of inclusive programs in the school system.</p> <p>Outcome 4.2: Improved sustainability through effective management and coordination of the school system at the national and sub-national levels.</p> <p>Outcome 4.3: Improved collection, analysis, use and dissemination of disability-disaggregated data to improve planning, monitoring and service delivery.</p> <p>Outcome 4.4: Improved coordination and communication with partners, church agencies, disabled persons organisations and service providers.</p> <p>Outcome 4.5: Increased volume of domestic and development partner funding for inclusive education.</p> <p>Outcome 4.6: Achieved greater equity in the funding formula for the Government Tuition Fee Subsidy, benefiting students with disabilities and additional learning needs enrolled in the school.</p>	<p>The goal is to make sure schools and education offices have good information and plans to help all students, including those with disabilities and additional learning needs.</p> <p>Outcome 4.1: Better leadership. Help school leaders run inclusive programs well.</p> <p>Outcome 4.2: Manage schools better. Improve how schools are run at all levels (from local to national).</p> <p>Outcome 4.3: Collect better information. Gather and use good information about students with disabilities and additional learning needs to make better plans.</p> <p>Outcome 4.4: Work with others. Team up with different groups that help students with disabilities and additional learning needs.</p> <p>Outcome 4.5: Get more money. Find more funding to support inclusive education.</p> <p>Outcome 4.6: Share money fairly. Make sure school funding helps students with disabilities and additional learning needs.</p>
<p>Simple Goal: Make sure schools and education officers have good plans and enough money to help all students learn well.</p>	



IMPLEMENTING THE POLICY

Objective	<p>4. Identify the roles and responsibilities of different groups of stakeholders in implementing inclusive education.</p> <p>5. Be introduced to the Inclusive Education Policy and Guide for Schools.</p>
Time	1.5 hours

3.1 ROLES AND RESPONSIBILITIES

All policies have a section on roles and responsibilities.

'Roles' refer to 'who does what'. They tell us what our specific tasks are in relation to the policy.

'Responsibilities' refer to our role and knowing what we are responsible for. This is important to ensure the policy works well.

For any policy to be successful, we all need to understand our roles and responsibilities.

In the NDoE Inclusive Education Policy, there are four groups of stakeholders who all have different roles and responsibilities.

These groups are:

- Department of Education stakeholders (such as NDoE and IERCs).
- Provincial and district-level stakeholders (such as guidance and counselling officers and school inspectors).
- School-level stakeholders (such as students, teachers, school heads, school boards and parents).
- Additional stakeholders (such as the community and NGOs, CSOs, for example the PNG Assembly of Disabled Persons (PNG ADP)).

Activity 7: Roles and Responsibilities

After this activity, please note any important information on your roles and responsibilities.

Notes

Department of Education stakeholders

National Department of Education (NDoE):

- Administer and report on Inclusive Education Policy and programs.
- Strengthen pre-service, in-service and professional development teacher training with help from training institutions.
- Oversee and check if the policy is working well.
- Submit applications for funding for inclusive education.
- Create ways to check/assess how all students are doing in school.

Flexible Open Distance Education (FODE) and Inclusive Education Division:

- Report on inclusive education to relevant stakeholders.
- Help train teacher assistants with specialist skills.
- Conduct school inspections to check schools and IERCs.
- Make plans for inclusive education with other stakeholders and development partners.
- Work with the Department of Health to help schools get disability assessments for students.

Inclusive Education Resource Centres (IERCs):

- Work with others to assess, enrol and register students with disabilities and additional learning needs.
- Make sure students are screened and have Individual Education Plans (IEPs) to help them learn.
- Provide accurate data to the NDoE Inclusive Education Unit and Education Management Information System (EMIS).
- Work with community-based rehabilitation officers and community health workers to assess students' needs.
- Connect schools with IERC staff for help.
- Talk to communities about disability to change attitudes.
- Keep students safe and report problems.
- Train others on their jobs and give program information.

Teacher training institutions (pre-service):

- Teach new teachers about inclusive education.
- Help schools learn more about inclusive education.
- Create specialist training units about inclusive education.
- Offer more training for teachers in inclusive education.

Teaching Service Commission:

- Create and pay for IERC teaching jobs.
- Add inclusive education to teacher job duties.
- Work on pay and rules for inclusive education teacher aides.
- Ensure teachers get good training and professional development.

Callan Inclusive Education Institute:

- Deliver the Applied Diploma in Inclusive Education to teachers.
- Create and teach specialised units on inclusive education.
- Help staff learn more about inclusive education.

Higher education institutes and teacher training institutions (with oversight from DHERST):

- Make inclusive education a mandatory part of teacher training.
- Ensure good training for teachers in inclusive education.
- Create higher-level courses in inclusive education.
- Offer bachelor's and master's degrees in inclusive education.

Provincial and District-level stakeholders

Provincial and District Education Advisors:

- Work with provincial and district administrations to support policy implementation.
- Increase awareness and promote students' access and participation in education.
- Ensure public school environments are accessible and inclusive.
- Monitor, evaluate and review delivery of education services.

Guidance and Counselling Officers:

- Perform their roles and responsibilities as explained in the Behaviour Management Policy.
- Strengthen school-based counselling and referral services for students with disabilities and additional learning needs.
- Provide teacher in-service training to improve inclusive education.
- Help secondary school students develop career pathways.
- Provide guidance and counselling to all staff and students.

School Inspections: Inclusive Education Inspectors:

- Work with others to monitor, evaluate, review and report on inclusive education.
- Ensure IERCs have annual plans including SLIPs and budget plans.
- Provide inspections for teachers in IERCs.
- Keep student registration and enrolment information up-to-date.
- Work with mainstream school inspectors on reports.

School Inspections: Mainstream School Inspectors:

- Ensure teachers have Individual Education Plans for students who need extra help.
- Work with others to monitor, evaluate, review and report on inclusive education.
- Work with IERC principals and coordinators on student registration and data collection.
- Ensure schools register students with disabilities and additional learning needs with the IERCs.
- Make sure inspection reports are inclusive.
- Work with IERC school inspectors on reports.

School-level stakeholders

Students:

- Go to school every day.
- Be kind and respectful to other students.
- Participate in meetings about Individual Education Plans.
- Take part in all school activities.
- Help with the school's NDoE Inclusive Education Policy.
- Learn about the NDoE Inclusive Education Policy.

Teachers:

- Create and manage Individual Education Plans for students, with help if needed.
- Adapt teaching methods and materials for all students.
- Attend training on inclusive education.
- Make the classroom safe and calm for learning.
- Report any safety concerns to the right people.
- Communicate well with everyone involved in a student's Individual Education Plan and keep accurate records.
- Update school leaders and parents about student progress and attendance.
- Assess students based on their abilities.
- Show respect for all students, including those with disabilities.

School heads:

- Develop SLIPs.
- Make sure school policies are followed correctly.
- Lead efforts to improve teaching and learning quality.
- Talk to parents about inclusive education practices.
- Support teachers in their professional development.
- Ensure safety practices are followed and report concerns properly.
- Refer students needing extra help to IERCs.
- Report on students with disabilities in the National School Census.

School boards:

- Approve SLIPs and report progress regularly.
- Ensure school facilities are accessible for everyone.
- Allocate budget for inclusive education programs.
- Communicate with parents effectively.
- Advocate for students with disabilities in the community.
- Ensure all students with disabilities can attend school.
- Seek government funding for inclusive infrastructure.

Schools and vocational education:

- Screen and assess all students for learning difficulties.
- Write Individual Education Plans for students who need them, with support if necessary.
- Register students with disabilities at IERCs.
- Ensure the school is accessible to all students.
- Work with local communities to raise awareness about disabilities.
- Identify students not attending school regularly and refer them to the IERC for support.
- Work with IERCs to help students transition smoothly to higher education.

Parents:

- Provide accurate information about their child's disabilities for assessment and referral.
- Enrol their child in appropriate schools or IERCs.
- Support their child's needs at home and school by being involved in their Individual Education Plan.
- Participate in setting realistic goals for their child through the SLIP.
- Support home learning activities as guided by teachers.

Additional stakeholders

Development partners, NGOs, Disabled Persons Organisations and the private sector:

- Support inclusive education through funding, advice and services.
- Align their inclusive education programs with the NDoE Inclusive Education Policy.
- Help make adapted lessons and textbooks, and support student learning and assessment programs.
- Help with providing equipment such as basic screening tools and assistive devices.
- Help train people who work in schools.
- Help with monitoring, evaluation and conducting research in partnership with the NDoE and others.
- Share what they learn about the progress and development of inclusive education.

Church education agencies:

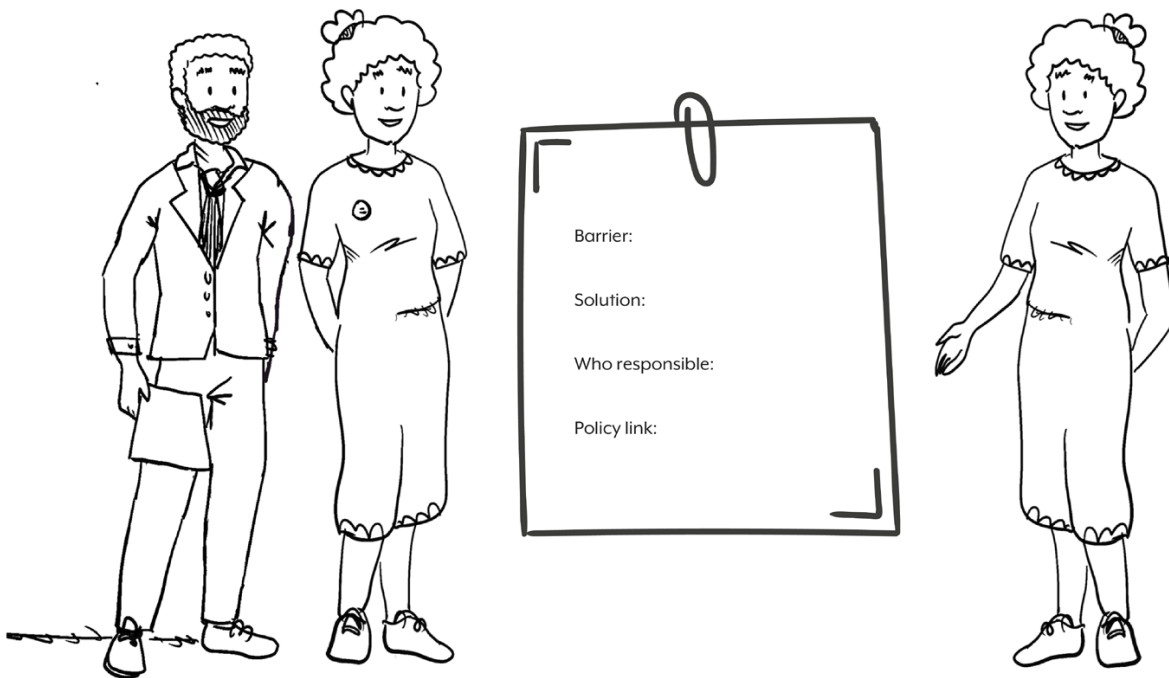
- Ensure their schools are implementing the policy.
- Promote improved collaboration and accountability with the government.
- Talk openly about challenges with the policy.
- Help with programs for body, mind and spirit.
- Keep students safe in the IERCs.
- Report safeguarding concerns to authorised agencies or child protection officers.

Communities:

- Support IERC programs through helping families to send all children to school.

Health support team

- Conduct medical and health assessments.
- Support Community Based Inclusive Development programs.



3.2 USING THE GUIDE

There are two guides available to help you implement policies that support inclusion:

- The NDoE Gender Equity and Social Inclusion in Schools Policy Guide
- NDoE Inclusive Education Policy Implementation Guide

You can find practical ideas in Section 3 of the GESI Guide, and Section 1 of the Inclusive Education Guide.

Activity 8: Supporting Inclusion

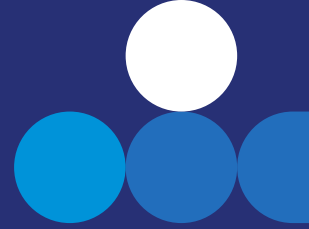
Section 1 of the Inclusive Education Implementation Guide (pages 10 to 15) provide practical ways to support students. It is divided into the four policy areas.

For each of the policy areas, there is a table that provides ideas of ‘what to do’, ‘how - good practices’ and ‘who should do it’.

Underneath that table, there are examples of actions you can take.

There are also some ideas about how to work with IERCs.

What practical strategies can I use to help support students in these areas?	
Policy outcomes and objectives	Strategy ideas
<p>Inclusive learning environments:</p> <p>Make schools a place where every student can learn, belong and do well.</p>	
<p>Inclusive learning support:</p> <p>Ensure every student gets the right kind of teaching and support to learn well.</p>	
<p>Inclusive educators:</p> <p>Ensure all teachers know how to teach every student well, no matter what kind of help they need.</p>	
<p>Inclusive planning and management:</p> <p>Ensure schools and education offices have good plans and enough money to help all students learn well.</p>	



PLANNING AND REFLECTIONS

Objective	6. Plan strategies and an action plan to overcome these barriers.
Time	1.5 hours

4.1 DEVELOPING AN ACTION PLAN

Think about what you have learnt about barriers to inclusion, and the strategies to support inclusion.

Use the ideas in the Inclusive Education Implementation Guide for Schools to help give you some ideas to update your SLIP.

Province		School		Policy	Inclusive Education
Challenge	Action	SLIP Focus Area	When	Resources	Cost

4.2 QUESTIONS AND REFLECTION

The three most important things I learnt today are:

1.

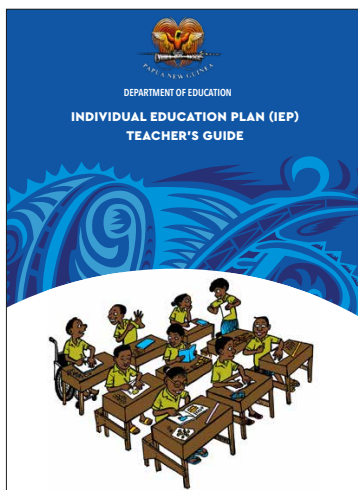
2.

3.

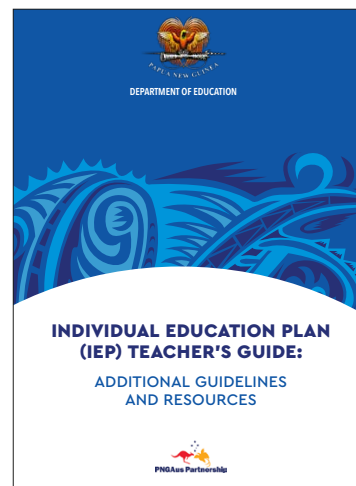
ADDITIONAL RESOURCES

Individual Education Plan Teacher's Guide and Additional Guidelines and Resources

Individual Education Plan Teacher's Guide



Additional Guidelines and Resources



There are additional resources available to support the implementation of the Inclusive Education Policy. These include the *Individual Education Plan (IEP) Teacher's Guide* and the *Individual Education Plan (IEP) Additional Guidelines and Resources*.

The IEP Teacher's Guide is available to download at: Download the policy and guide from www.education.gov.pg or www.pngpie.org

Whole Child Checklist for Screening

Name of child	School
Teacher	Grade
Age and sex	Date of assessment
Has the child repeated a grade?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is the student often absent?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Parents consulted?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Medical history (if relevant)	
Social or family history (if relevant)	
Hearing difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO	Vision difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO
Movement difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO	Learning difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO
Speech & language difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO	Behaviour difficulties: <input type="checkbox"/> YES <input type="checkbox"/> NO

Area	Difficulty	✓
Hearing	Complains of sore ears or runny ears (immediately refer for a health assessment)	
	Says words incorrectly in the language they use most often	
	Does not respond when spoken to, even in quiet environments	
	Has difficulty hearing & often asks people to repeat themselves	
	Speaks very loudly or very softly	
	Unable to follow more than one instruction	
	Other:	
Vision	Red or runny eyes, or any other unusual physical appearance of the eyes (immediately refer for a health assessment)	
	Squints or strains to see (immediately refer for a health assessment)	
	Has difficulty seeing things on the chalkboard	
	Has difficulty seeing things close up (like words in a book)	
	Cannot see different colors	
	Other:	
Movement		
Gross motor	Difficulty walking & running	
	Difficulty balancing & walking in straight line	
	Difficulty jumping & climbing	
	Clumsy & lack of coordination	
	Missing limb	
	Other:	
Fine motor	Difficulty using hands to dress, eat, drink	
	Difficulty holding a pen to write or scissors to cut	
	Difficulty stringing beads or putting small stones in a jar	
	Difficulty coloring between lines or drawing straight lines	
	Other:	
Learning	These are some examples, difficulties may depend upon the child's age	
Reading	Doesn't know letters in own name	
	Has trouble learning the alphabet	

	Reading level is lower than age group	
	Unable to identify or sound letters	
	Difficulty reading from left to right	
	Unable to explain a story	
	Difficulty answering questions about a story they have read	
	Other:	
Writing	Doesn't know how to write own name	
	Mixes up letter order when copying	
	Difficulty tracing letters, shapes and lines	
	Difficulty copying letters, shapes and lines	
	Writes letters backwards	
	Poor handwriting for age group	
	Poor spelling for age group	
	Other:	
Maths	Difficulty counting to 10	
	Reverses numerals (6 / 9)	
	Difficulty naming & matching common shapes	
	Difficulty understanding time & measurement	
	Struggles with problem solving	
	Other:	
Speech & language	May know the name of the object but is unable to say it	
	Limited vocabulary and uses simple sentence structure	
	Has difficulty following spoken instructions	
	Says common words incorrectly	
	Hard to understand what they are saying	
	Stutter	
	Lacks confidence to speak	
	Other:	

Behavior	Difficulty making friends	
	Gets frustrated easily	
	Low self-confidence & gives up easily	
	Verbally or physically aggressive (yells)	
	Disruptive (calls out, distracts others)	
	Cannot sit still	
	Messy and untidy	
	Tired and listless	
	Other:	

Additional comments:

Does the child need some extra learning support? Develop a quick Individual Education Plan (IEP) to identify classroom strategies you can use straight away.

Does the child need a quick IEP?	<input type="checkbox"/> YES <input type="checkbox"/> NO
---	---

If a child has three or more areas ticked in any section, they may need further assessment or support from an IERC.

Referral to IERC:	<input type="checkbox"/> YES <input type="checkbox"/> NO
Parental consent:	<input type="checkbox"/> YES <input type="checkbox"/> NO

Quick Individual Education Plan

Use this quick IEP for children who need extra support after you have screened them with the Whole Child Checklist.

Quick IEP			
Student Name:		Parents/Caregiver Names:	
Age: Sex: Grade:		Parent/Guardian Phone Number:	
Teacher:		Date of screening:	
Referral to IERC?		Date IEP starts:	
What challenges are causing the child to struggle in school?			
External Factors <ul style="list-style-type: none"> <input type="checkbox"/> Does not attend school regularly <input type="checkbox"/> Parents not supportive of education <input type="checkbox"/> Facing difficult situation at home <input type="checkbox"/> Child is often sick or unhealthy <input type="checkbox"/> Other: _____ 		Individual Challenges <ul style="list-style-type: none"> <input type="checkbox"/> Vision <input type="checkbox"/> Hearing <input type="checkbox"/> Movement <input type="checkbox"/> Speech and language <input type="checkbox"/> Learning <input type="checkbox"/> Behaviour <input type="checkbox"/> Other: _____ 	
What are the child's strengths?			
<ul style="list-style-type: none"> <input type="checkbox"/> Interested in learning <input type="checkbox"/> Completes homework <input type="checkbox"/> Good at listening <input type="checkbox"/> Helps others <input type="checkbox"/> Active in extra-curricular activities 		<ul style="list-style-type: none"> <input type="checkbox"/> Interested in art/music <input type="checkbox"/> Takes responsibility <input type="checkbox"/> Reads for fun <input type="checkbox"/> Makes friends easily <input type="checkbox"/> Other: _____ 	

What strategies are you using to help the child?

Strategies for vision difficulties:

- Refer child for vision screening and glasses at the health clinic or IERC
- Encourage child to wear his/her glasses (if applicable)
- Ensure that the classroom has good lighting
- Seat the child where they can see best
- Try to provide materials in large, bold, and/or raised print
- Orient the child to the classroom environment, and give clear directions when movement is necessary
- Assign the child a learning buddy
- Write in large print on the chalkboard
- Other: _____

Strategies for hearing difficulties:

- Refer child for hearing screening at the health clinic or IERC
- Contact the IERC if hearing aids or sign language are needed
- Encourage child to use hearing aid (if applicable)
- Speak loudly and clearly
- Eliminate unnecessary background noise
- Ensure student can see teacher's face while speaking (for easy lip reading)
- Seat the child where they can see clearly and hear
- Use hand gestures when speaking
- Write or draw key points on the board and use visual aids
- Check that the student understands what is said
- Assign the child a learning buddy to assist
- Other: _____

Strategies for movement difficulties:

- Make adaptations (e.g. move furniture) to ensure the child is able to access the classroom and latrines
- Adapt PE activities so the child can participate
- Encourage child to ask for help if needed
- Encourage collective efforts from other students to help the child
- If child has weak hands/fingers, encourage fine motor skill practice or use of pencil holders
- Refer to IERC CBID team for assistive equipment
- Speak to the parents to make sure the student can travel to school
- Other: _____

Strategies for speech and language difficulties:

- Use the child's home language
- Give extra time to practice diction
- Give extra time for oral activities
- Use visual aids and pictures
- Use and teach simple sign language
- Allow the child to write or point to pictures as well as oral responses
- Give time for the student to answer
- Assign a buddy who speaks the language of instruction to support the learner
- Add extra vocabulary and phonics instruction into your lessons
- Other: _____

Strategies for learning difficulties:

- Present information visually and verbally
- Use simple language and vocabulary
- Explain key words
- Allow extra time
- Break down directions and show what you want the learners to do
- Ask the child to repeat back instructions
- Ask children to re-explain instructions to each other
- Use other children as peer support/learning buddies
- Teach maths concepts using manipulatives such as sticks, stones and beads
- Other: _____

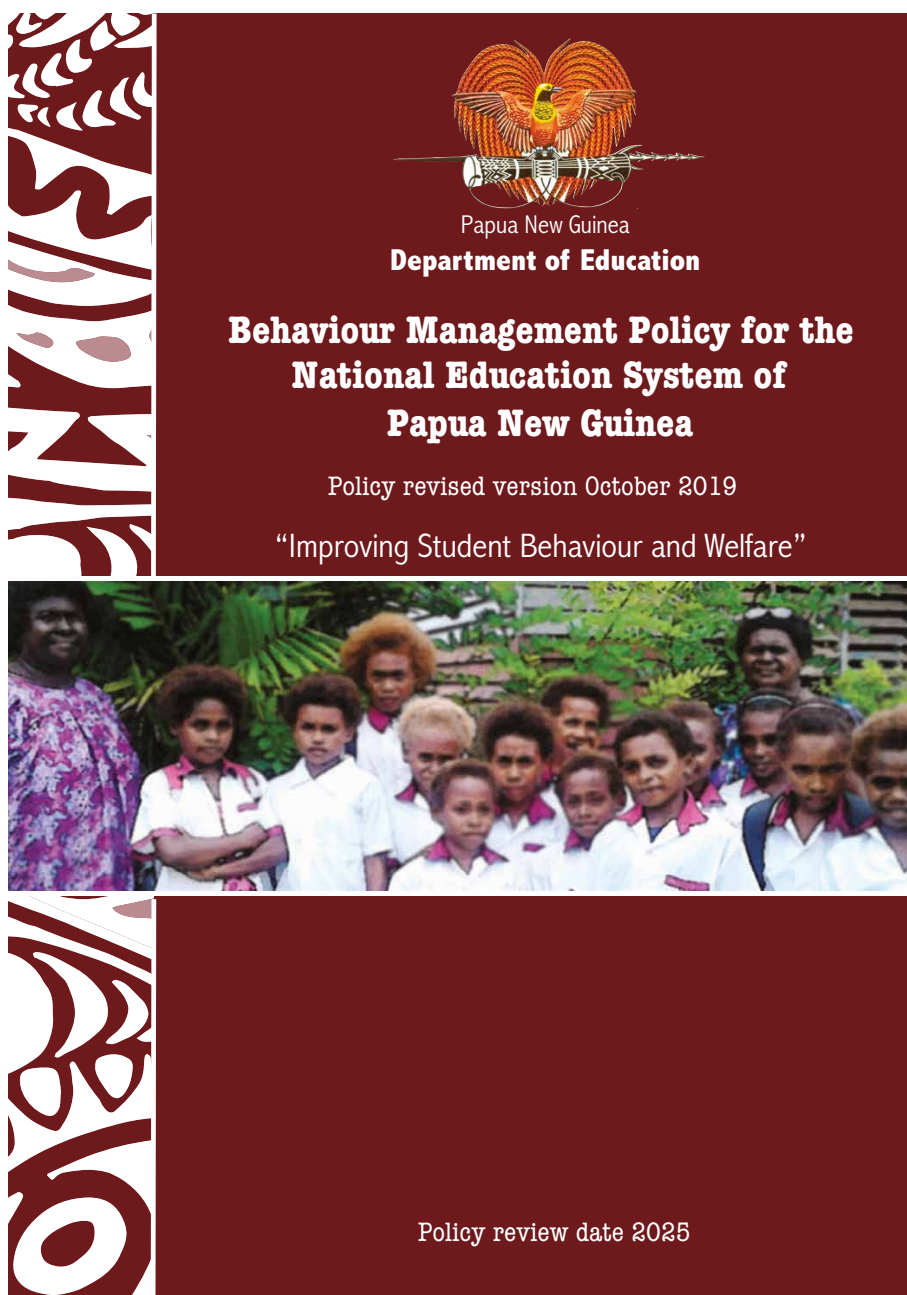
Strategies for behaviour difficulties:

- Always use the child's name when speaking to him/her
- Allow the child to fidget with a small tool to squeeze during class
- Stand closer to the child during lessons
- Seat the child near the teacher
- Work with class to establish and enforce class behaviour rules
- Reinforce and reward positive behavior
- Ask the child to assist with classroom tasks (e.g. pass out papers)
- Identify triggers of bad behaviour and try to avoid them
- Speak to the child's parents and agree on same responses to bad behavior
- Other: _____

<p>How will the parents/carers support?</p>	
<p>How will the IERC support?</p>	
<p>What is the long term goal for the student?</p>	<p>By _____(end of the year/term), this student will</p>
<p>What are the short term goals for the student?</p>	<ol style="list-style-type: none"> 1. 2. 3.
<p>Update 1 Date_____</p>	
<p>Update 2 Date_____</p>	
<p>Update 3 Date_____</p>	

DAY 3:

BEHAVIOUR MANAGEMENT POLICY



Purpose

The purpose of this training is to learn about the national **Behaviour Management Policy** and the **Behaviour Management Policy Guide for Schools**. The aim of the policy is to make schools safer, more child-friendly and a better environment for children to learn.

Objectives

By the end of the day, you will:

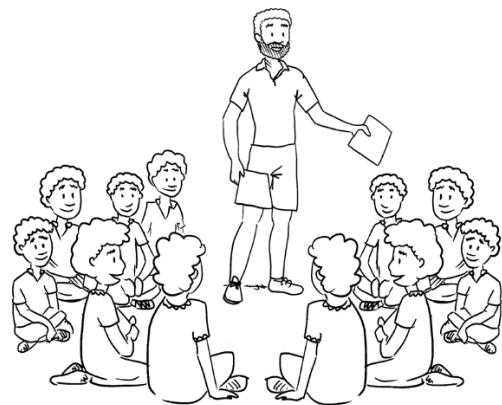
1. Explain what behaviour management means and why it is important for learning.
2. List common challenges in students' behaviour and discuss possible reasons for these behaviours.
3. Create rules and strategies that promote positive behaviour among students.
4. Understand their role in improving behaviour management.
5. Plan to improve behaviour management in their classroom and school.

Behaviours

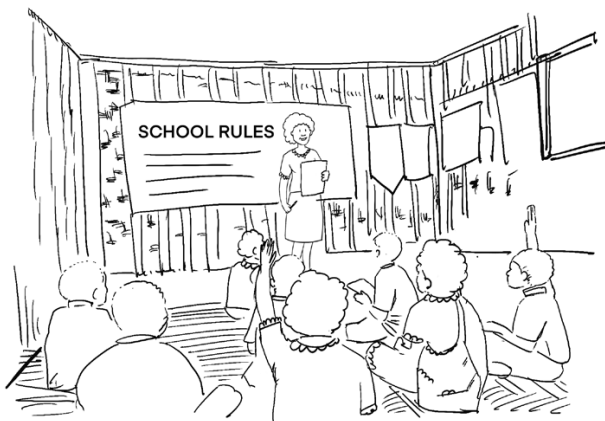
Because of the training, you will:



Add student welfare priorities to the SLIP.



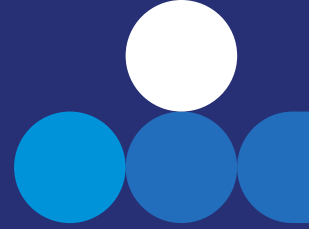
Use positive behaviour management and sanctions in their classroom.



Write positive school rules.



Stop bullying and violence.



UNDERSTANDING BEHAVIOUR MANAGEMENT

Objective	<ol style="list-style-type: none"> 1. Explain what behaviour management means and why it is important for learning. 2. List common challenges in students' behaviour and discuss possible reasons for these behaviours.
Time	2 hours

1.1 WHAT IS BEHAVIOUR MANAGEMENT?

Discuss the following questions with your partner:

- Why is managing behaviour important?
- Discuss and reflect on how you manage behaviour in your school.
- How successful is this approach?

Why is managing behaviour important?

What approaches to manage behaviour are used in your school?

How successful are these approaches?

Behaviour management

- Behaviour management is about creating a child-friendly environment that minimises the risk of poor behaviour and encourages positive behaviour.
- Classrooms need to be a place where students and teachers feel both safe and respected so they can learn.
- If children are bullied or do not feel safe, they will not attend school and their learning will suffer.

Developing a School Behaviour Management Plan

- This training does not include how to write a school behaviour management plan.
- The school's behaviour management plan must be developed in consultation with students, teachers, parents, guardians and other relevant stakeholders before approval by the school board and should follow the principles and responsibilities of the BMP. The school behaviour management plan should be incorporated within the SLIP.

1.2 BEHAVIOUR MANAGEMENT IN SCHOOLS I

At the end of this activity, use the box below to write down any notes or ideas you may have.

What are the main behaviour challenges in your school at the moment?	Why do these challenges occur?	Where and when do they occur?

1.3 BEHAVIOUR MANAGEMENT IN SCHOOLS II

Student-related challenges	Teacher-related challenges	School-related challenges	Community-related challenges



1.4 UNDERSTANDING TYPES OF BULLYING AND VIOLENCE IN SCHOOLS

What is clear is that there is a need to address bullying and violence in schools.

What is your understanding of what bullying is? What are the different types of bullying?

Bullying is:

- Repeated aggressive behaviour intended to hurt, intimidate, or dominate another individual.
- It can be physical, verbal, social, or digital.
- It often involves a power imbalance (e.g., older vs. younger, stronger vs. weaker, popular vs. isolated, male vs. female).

Types of bullying might include:

- Physical bullying
- Hitting, kicking, pushing
- Damaging or stealing belongings
- Verbal bullying
- Name-calling, teasing, threats
- Using harmful or gendered language
- Social/relational bullying
- Spreading rumours, exclusion from groups
- Damaging someone's reputation or relationships
- Cyberbullying
- Bullying through digital platforms (texts, social media, gaming)
- Includes threats, harassment, image-based abuse

There are many different factors that can influence bullying. These might include gender norms (e.g., "boys shouldn't cry", "girls must be obedient"), socio-economic background, disability, sexual orientation or gender identity, cultural or ethnic identity.

Bullying is a form of violence that can take many shapes. As head teachers and teachers play a critical role in recognising and responding to all forms of violence, it is important to understand how bullying and violence might be experienced differently.

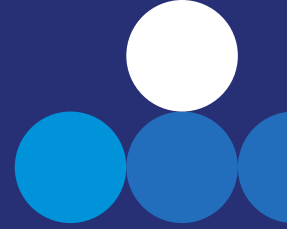
How might the experience of violence be different for girls, boys, or other groups of students?

One example of violence in schools is School Related Gender Based Violence (SRGBV). This can be understood as violence in or around schools that is linked to gender norms and power imbalances. It includes sexual, physical, or psychological violence. SRGBV is influenced by gender stereotypes, unequal power dynamics and discriminatory school cultures or policies. When thinking about behaviour management in schools, bullying and violence require a gender-sensitive, whole-school approach.

Reflect on your experiences in addressing different forms of bullying and violence in their schools. What strategies have worked to create safer classrooms and schools?

Strategies might include:

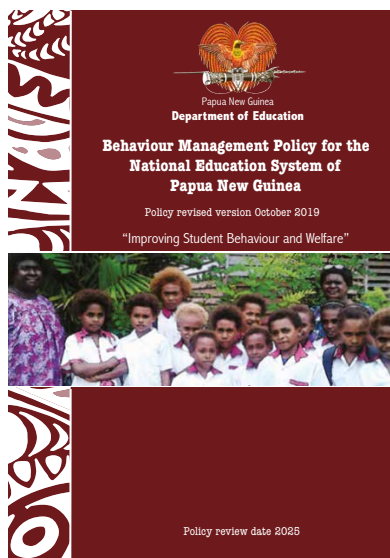
- Make the school environment safer through supervision in areas like the playground and bathrooms
- Training for teachers on how to identify and respond to SRGBV
- Training in counselling for teachers
- Creating a safe, confidential system for female and male students to report bullying and violence
- Ensure there are clear consequences for bullying and violence, through establishment of a school behaviour management plan, and for anti-bullying policies which explicitly address gender-based violence
- Set up peer support groups and student-led initiatives and involve female and male students in development of behaviour management policies



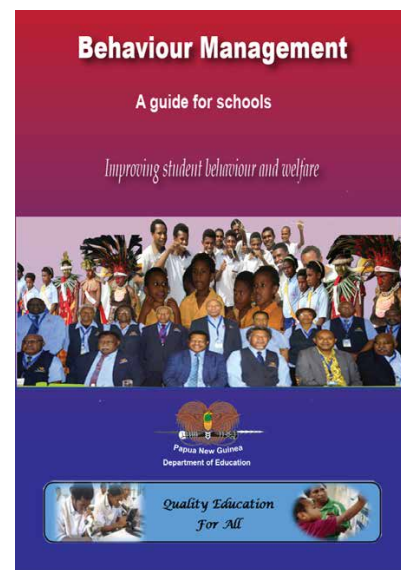
GUIDING PRINCIPLES OF THE BEHAVIOUR MANAGEMENT POLICY

Objective	3. Create rules and strategies that promote positive behaviour among students.
Time	1.5 hours

Policy



Guide for Schools



Download the policy and guide from www.education.gov.pg or www.pngpie.org

Other important documents

Other important documents and policies that link to the Behaviour Management Policy include:

- Lukautim Pikinini Act (2015).
- GESI in Schools Policy.
- Inclusive Education Policy.

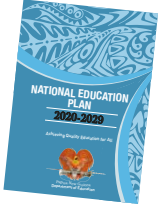
The importance of positive behaviour management in schools

- Schools need to be safe places for good teaching and learning to take place.
- All students and teachers want to be treated with respect and fairness.
- It is important that there are clear and consistent expectations around behaviour as well as consequences that are fair.
- Positive behaviour management is everyone's responsibility.
- Look at how the Behaviour Management Policy can help to make schools safe and respectful places to learn.
- Corporal punishment is banned in all schools.

2.1 IMPORTANT DOCUMENTS

Why Do Schools Need a Behaviour Management Policy?


NEP Minor Outcome 7.5
That by 2029 all schools will have a workable Behaviour Management Policy in place.



16


International Obligations

Behaviour management is included in the **United Nations Convention of the Rights of the Child** (1989, signed by PNG in 1993).



17

UN Convention on the Rights of the Child, Article 28: Access to Education



28

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

18

UN Convention on the Rights of the Child, Article 29: Aims of Education



29

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

19

UN Convention on the Rights of the Child, Article 19: Protection from Violence



19

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

20

2.2 ANALYSING GUIDING PRINCIPLES

The Guiding Principles of this policy

This policy is centred on the following core principles of human rights and responsibilities:

Principle 1: Right to education

Every child has the right to an education and the right to learn. For effective learning to take place, good behaviour in all aspects of school life is essential. Parents, communities and Government of Papua New Guinea have the responsibility to ensure children have the opportunity to go to school.

Principle 2: Right to respect, equality and fairness

Every student and teacher has the right to be treated with respect in a fair and transparent manner regardless of gender, sexuality, race, age, HIV status, academic level, disability, religion, family, economic and/or cultural background. All members of the school community are responsible for upholding and respecting the rights of others.

- Principles are the basic ideas or beliefs that guide how policies are made and followed.
- They help shape decisions and actions within an organisation like a school.

Activity 3: Guiding principles of the Behaviour Management Policy

On pages 16-18, you will find a copy of the guiding principles of the Behaviour Management Policy. There is also an easy English version.

In your groups, discuss the guiding principle that you have been given and think about these questions:

- Why is this principle important?
- How is this principle best practiced in schools?

Each group will then have two minutes to present their guiding principle and ideas to the other groups.

Use the tables below and on the next page to take notes as each group presents.

Why is each principle important?
Principle 1: Right to education This principle is important because..
Principle 2: Right to respect, equality and fairness This principle is important because..
Principle 3: Right to a safe learning environment This principle is important because..
Principle 4: Right to good quality education This principle is important because..
Principle 5: Right to fair and consistent rules This principle is important because..
Principle 6: Right to a school behaviour management policy This principle is important because..
Principle 7: Right to access counselling and referral services This principle is important because..
Principle 8: Best practice and cooperation This principle is important because..
Principle 9: Personal responsibility This principle is important because..

How is each principle best practiced in schools?

Principle 1: Right to education

This principle is best practiced in schools by..

Principle 2: Right to respect, equality and fairness

This principle is best practiced in schools by..

Principle 3: Right to a safe learning environment

This principle is best practiced in schools by..

Principle 4: Right to good quality education

This principle is best practiced in schools by..

Principle 5: Right to fair and consistent rules

This principle is best practiced in schools by..

Principle 6: Right to a school behaviour management policy

This principle is best practiced in schools by..

Principle 7: Right to access counselling and referral services

This principle is best practiced in schools by..

Principle 8: Best practice and cooperation

This principle is best practiced in schools by..

Principle 9: Personal responsibility

This principle is best practiced in schools by..

Guiding Principles of the Behaviour Management Policy

Behaviour Management Principle	Easy English version
<p>Principle 1: Right to education</p> <p>Every child has the right to an education and the right to learn. For effective learning to take place, good behaviour in all aspects of school life is essential.</p> <p>Parents, communities and Government of Papua New Guinea have the responsibility to ensure children have the opportunity to go to school.</p>	<p>Principle 1: Right to education</p> <p>Every child should be able to go to school and learn.</p> <p>Good behaviour helps everyone learn better.</p> <p>Parents, communities, and the government should make sure kids can go to school.</p>
<p>Principle 2: Right to respect, equality and fairness</p> <p>Every student and teacher has the right to be treated with respect in a fair and transparent manner regardless of gender, sexuality, race, age, HIV status, academic level, disability, religion, family, economic and/or cultural background.</p> <p>All members of the school community are responsible for upholding and respecting the rights of others.</p>	<p>Principle 2: Right to respect, equality and fairness</p> <p>Everyone at school should be treated with respect and fairness.</p> <p>This includes students and teachers, no matter who they are or where they come from.</p> <p>Everyone is responsible for respecting each others' rights.</p>
<p>Principle 3: Right to a safe learning environment</p> <p>Every student and teacher has the right to work in a peaceful, caring and safe school which promotes healthy lifestyles and behaviour. Students and teachers have the right to work in an environment free from violence, sexual harassment and all forms of abuse and exploitation including cyber bullying and ICT abuse.</p>	<p>Principle 3: Right to a safe learning environment</p> <p>Students and teachers should feel safe and cared for at school.</p> <p>There should be no violence, bullying, or abuse of any kind.</p>

Behaviour Management Principle	Easy English version
<p>Principle 4: Right to good quality education</p> <p>Every student has the right to a relevant, student-centred and engaging curriculum and a competent teacher who is fair and caring and who is a good role model in structured teaching on values, morals and life skills.</p> <p>Students and teachers have the right to work in a well-managed and well led school. Well-managed and well-led schools have fewer behaviour problems. Students have the responsibility to learn and engage in school lessons and activities to the best of their abilities. Teachers have the responsibility to be professional, competent and to manage their classrooms and schools well.</p>	<p>Principle 4: Right to good quality education</p> <p>Students should have good teachers and interesting lessons.</p> <p>Teachers should be fair, caring, and teach good values.</p> <p>Students should try their best to learn.</p> <p>Teachers should do their job well.</p>
<p>Principle 5: Right to fair and consistent rules</p> <p>Students and teachers have the right to fair, appropriate and consistent application of school rules listed in the school behaviour management policy.</p> <p>Parents, guardians and students have the right to be heard at disciplinary committee meetings and the right to appeal against expulsion to an impartial and qualified authority. Parents have the responsibility to assist their children to follow school rules. They have to work with the schools to ensure fair, appropriate and consistent application of school rules.</p>	<p>Principle 5: Right to fair and consistent rules</p> <p>School rules should be fair and used the same way for everyone.</p> <p>Parents and students can speak up if they think a punishment is unfair.</p> <p>Parents should help their children follow school rules.</p>
<p>Principle 6: Right to a school behaviour management policy</p> <p>Schools have the responsibility to implement effective and appropriate behaviour management strategies.</p> <p>Parents, guardians, students, teachers and the school board members have the right and responsibility to be actively involved in the writing and review of the school's behaviour management policy. The policy must be communicated clearly to all the members of the school community</p>	<p>Principle 6: Right to a school behaviour management policy</p> <p>Schools should have a plan to manage behaviour.</p> <p>Everyone (parents, students, teachers and the school board members) should help make this plan.</p> <p>The plan should be explained clearly to everyone.</p>

Behaviour Management Principle	Easy English version
<p>Principle 7: Right to access counselling and referral services.</p> <p>All students and teachers have the right to access counselling and referral services. Schools have the responsibility to provide counselling and referral services.</p>	<p>Principle 7: Right to access counselling and referral services.</p> <p>Students and teachers should be able to get help or advice if they need it.</p> <p>Schools should provide this help.</p>
<p>Principle 8: Best practice and cooperation</p> <p>Teachers, principals, headteachers and schools have the responsibility to learn from each other to improve student behaviour management strategies.</p> <p>All teachers, headteachers, school boards and relevant education officers have the right to high quality training and support to implement best practice in behaviour management.</p> <p>All stakeholders have the responsibility to work together to maintain and improve student behaviour.</p>	<p>Principle 8: Best practice and cooperation</p> <p>Teachers and schools should learn from each other to handle behaviour better.</p> <p>Everyone should get training on how to manage behaviour well.</p> <p>Everyone should work together to help students behave well.</p>
<p>Principle 9: Personal responsibility</p> <p>All members of the school community are responsible for their own actions and the consequences of their behaviour. The school community has the responsibility to help all children with particular needs learn to be responsible for their decisions and behaviour, within the limits of their maturity and developmental ability.</p>	<p>Principle 9: Personal responsibility</p> <p>Everyone is responsible for their own actions.</p> <p>The school should help all children, including those with special needs, learn to be responsible for their behaviour.</p>

2.3 GUIDING PRINCIPLES IN PRACTICE

Activity 4: Case studies: Guiding principles in practice

Case Study: Thomas

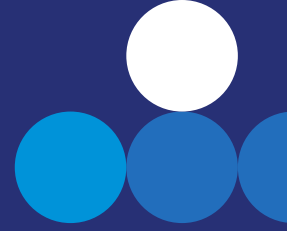
In a primary school in Papua New Guinea, a teacher named Mr. Kila is facing challenges with a student named Thomas. Thomas frequently disrupts the class by talking loudly and moving around during lessons, which affects the learning environment for other students. Mr. Kila notices that Thomas struggles to concentrate and often seems restless.

Case Study: Esther

Esther is a Grade 4 student at a rural primary school. She is a quiet, capable learner, but sometimes gets in trouble. In Esther's class, boys are regularly chosen to lead sports and classroom activities. Girls like Esther are asked to sweep the floor, tidy up, and fetch water.

When boys misbehave, the teacher often laughs it off. But when Esther giggles or speaks out of turn, she is quickly scolded for being disrespectful. When boys tease the girls, they are rarely disciplined; instead, the girls are told to "just ignore it." Esther is becoming more withdrawn in class. Her teacher does not seem to notice what is really going on. She's afraid to speak up, even though she knows the answers. Over time her confidence slowly fades.

What challenges do you identify?	What strategies could you use to resolve or improve the situation?	Which guiding principles apply?



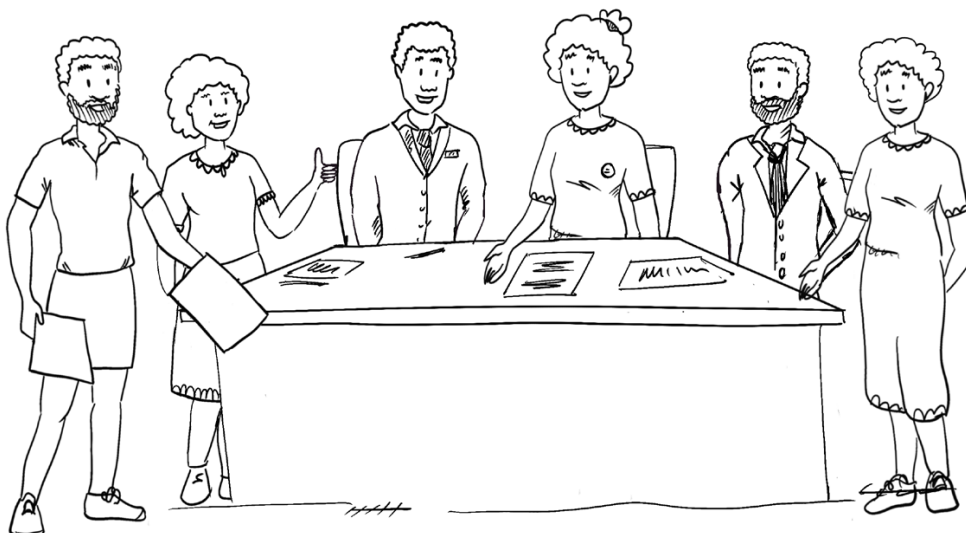
ROLES AND RESPONSIBILITIES

Objective	4. Understand their role in improving behaviour management.
Time	1.5 hours

3.1 WHAT ARE ROLES AND RESPONSIBILITIES?

Activity 5: Roles and responsibilities

Why are roles and responsibilities important when thinking about positive behaviour management?



3.2 IDENTIFYING ROLES AND RESPONSIBILITIES

Activity 6: Identifying roles and responsibilities

BEHAVIOUR MANAGEMENT POLICY ROLES AND RESPONSIBILITIES
(P 8-10 BEHAVIOUR MANAGEMENT: A GUIDE FOR SCHOOLS)

Students

Effective behaviour management requires the cooperation of the whole school. It is important to remember that students have responsibilities and that there are clear expectations about how students should behave in school. Some students may need to be encouraged and taught how to meet these responsibilities and expectations. These responsibilities encourage students to:

1. Do their best in school, follow every rule, uphold self-respect and appreciate their families.
2. Treat peers in a caring and friendly way regardless of their gender, sexuality, health, disability, religion, race or cultural background.
3. Solve problems and conflicts in a peaceful way and respect the opinions of others.
4. Value school property and respect the properties of others.
5. Cooperate with fellow students, teachers and school authorities.
6. Actively contribute to decision making in the school and Student Representative Council (SRC).
7. Try to be a good role model for others and encourage peers to behave well.
8. Be honest and accountable.
9. Report incidents of disruption, bullying, violence and any form of harassment.
10. Ask for help if they need it.
11. Dress neatly and in line with the school rules.
12. Attend school and lessons on time.
13. Use mobile phones and other ICT devices to enhance teaching and learning.

Head Teachers and Principal

A well-managed and well-led school is a school with fewer behavioural problems. The head teacher manages and leads the school to create an effective, safe and caring environment for learning. These responsibilities encourage staff to:

1. Work with school boards, parents, students and teachers to develop the school behaviour management policy.
2. Implement the school Behaviour Management Policy.
3. Include student behaviour and welfare in the School Learning Improvement Plan (SLIP).
4. Build capacity for teachers and school boards.
5. Ensure School Based Counsellors (SBC) have adequate time and suitable locations to conduct student counselling.
6. Ensure effective teaching of life skills.
7. Fully support and participant in Parents and Citizens (P&C) meetings.
8. Connect with external support and referral services.

Board of Management/Governors/Governing Council

The school board is the body that governs the management of the school or institution and has a vital role in improving the school. This may be a board of management, board of governors or governing council.

Under the current *Education Act 1983* (consolidated to No.13 of 1995) and provincial education acts that are in force, the school board is responsible for making school rules and decisions about expulsion and suspension. This policy states that all stakeholders must be involved in making school rules. These responsibilities encourage the board to:

1. Support a safe, healthy and well-behaved school.
2. Ensure students, parents, guardians and teachers are involved in the writing of
3. The school's Behaviour Management Policy and that every stakeholder understands the purpose of the policy. Approve the school's Behaviour Management Policy and ensure it is facilitated in the SLIP.
4. Support and supervise the implementation of the school's Behaviour Management Policy.
5. Carefully consider student expulsion.

Parents / Guardians

The responsibilities encourage parents and/or guardians to:

1. Provide food, water, shelter, clothing, love, security and care at home.
2. Pay school fees.
3. Support school activities.
4. Attend P&C meetings.
5. Attend consultations with teachers.
6. Teach their child to behave in an acceptable way.
7. Ensure their child attends school daily.
8. Support their child to complete homework and prepare for exams.
9. Ensure the safety and good behaviour of their child as they travel to and from school.
10. Talk to their child about what he/she does in school.
11. Talk to teachers if they have any concerns about their child's learning or wellbeing.
12. Learn about the school policies and curriculum.
13. Listen to others and share concerns constructively.
14. Support the school in decisions about student behaviour and use proper procedures for appeal when there is disagreement about the decision.
15. Participate in school activities including P&C meetings and the SLIP.

Teachers

Teachers have a duty of care to all students. They must establish an effective, safe, calm and productive learning environment. A well-prepared, knowledgeable, skilful and caring teacher will have a well-behaved and well-managed class. Every teacher is responsible for managing student behaviour in their school without the use of corporal punishment. These responsibilities encourage teachers to:

1. Support the head teacher to develop and implement the school Behaviour Management Plan.
2. Attend any relevant capacity building training.
3. Refer student behavioural issues to the appropriate person/s.

Notes

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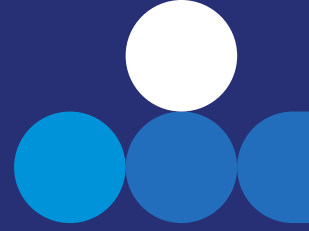
3.3 THINK-PAIR-SHARE

Which responsibility will be easiest for me to achieve?

Which responsibility will be most challenging for me to achieve?

Which responsibility have I not yet considered?





MANAGING STUDENT BEHAVIOUR IN SCHOOLS

Objective	5. Plan to improve behaviour management in their classroom and school.
Time	1.5 hours

4.1 RULES



Why do we need rules?

- Rules help explain what behaviour is expected in different situations.
- In a school, rules tell students the specific skills or actions they need to show.
- These behaviours should be clear, easy to see and something we can measure.

Developing school and classroom rules

- School rules can be developed by the school Board of Management.
- Parents, teachers and students should also be involved in developing these rules.
- Why do you think that is important?

Rules should be:

- **Observable:** I can see the behaviour I want.
- **Measurable:** I can count how many times it happens.
- **Positively stated:** Tells students what they need to do.
- **Understandable:** The students I teach can understand the words.
- **Always applicable:** Applies to all students at all times..

Example of a school rule

- A school might have a rule that everyone must 'Learn, work and play cooperatively'.
- A different way to write this may be: 'We share ideas and help each other during learning and playtime'.
- You can also draw your rule

"We share ideas and help each other during learning and playtime".

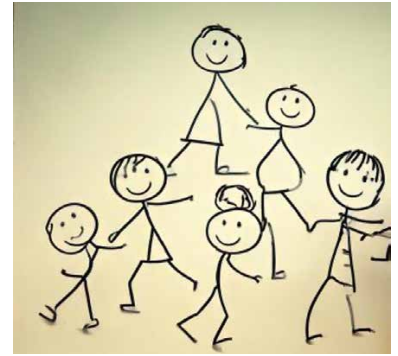
Observable: You can see people sharing ideas and helping each other.

Measurable: You can see how many students are doing this, or how many times they are doing it.

Positively stated: Everyone knows what they need to do (it does not tell students what NOT to do).

Understandable: Students can understand the words.

Always applicable: This rule applies to all students at all times.



- Another rule might be 'Work hard in class'.
- A different way to write this may be: 'Complete all tasks and actively participate in class activities'.
- Can you see how this is observable, measurable, positively stated, understandable and always applicable?
- It is also good to think about the word 'work'. Changing it to a similar word such as 'learning' may make this rule more positive.

4.2 DEVELOPING RULES

Activity 8: Developing school and classroom rules

Use this table to note some examples of rules:

Rules that help students:	Examples:
Work together and respect other students.	
Be safe and responsible in the school grounds.	
Follow the rules and be on time.	
Do your best.	
Keep the school clean.	

Examples of School and Classroom Rules

Observable: I can see it.

Measurable: I can count it.

Positively stated: Focus on what students need to do.

Understandable: The students I teach can understand these words.

Always applicable: This rule applies to all students at all times.

Common Rule:	Rewritten Rule:
Learn, work and play cooperatively.	We share ideas and help each other during learning and playtime.
Treat each other with respect.	We use kind words and actions towards classmates and teachers.
Move and work safely inside and outside the school grounds.	Walk carefully in all areas of the school, both inside and outside.
Comply with school rules.	Know and follow the school's rules at all times.
Be self-disciplined when travelling between school and home (for example, not engaging in anti-social behaviour).	Be polite and considerate while travelling between home and school, avoiding any disruptive behaviour.
Be on time to classes.	Be in your seat and ready to learn when the bell rings.
Work hard in class.	Complete all tasks and participate actively in class activities.
Look after the classroom and keep it clean and tidy.	Put away your materials and throw away any rubbish after use.
Treat others with kindness.	Use polite words and listen when others are speaking.
Resolve problems and disagreements calmly, sensibly and fairly.	Talk about disagreements using kind words and find a solution together.

4.3 UNDERSTANDING REWARDS AND SANCTIONS

When students behave well or improve their behaviour, it is important to acknowledge and reward this behaviour through positive reinforcement or rewards.

When students behave poorly and/or break classroom and school rules, there must be consequences.

The NDoE's Behaviour Management Policy uses the word 'sanction' to talk about the ways teachers and schools can enforce a consequence.

This is a better alternative to the word 'punishment'.

Activity 9: Understanding rewards and sanctions

As you work through the activity, write down important points.

Acceptable rewards for good behaviour:

Acceptable consequences for poor behaviour:

Using restraints and reasonable force or suspension:

Expelling students

What behaviours should lead to suspension?

Who can expel students?

Good behaviour

Acceptable rewards for good behaviour

Good behaviour should be recognized and rewarded. Students who set a good example and who are good role models should be acknowledged and praised. This is known as positive reinforcement.

Positive reinforcement is an effective behaviour management strategy because it increases the chance of the student repeating the good behaviour. Acknowledgement and praise build the student's self-esteem which encourages them to be more committed and motivated in school. Positive reinforcement also helps other students who learn by watching and copying the correct behaviour and improving the atmosphere in the classroom.

Teachers should try to reward both individuals and groups. Teachers should use rewards wisely and fairly to encourage all students.

Recommended rewards for good behaviour

- Verbal praise for good behaviour
- Whole class rewards for improving behaviour.
- Recognition of good behaviour prize-giving during assembly, end-of-year, graduation etc.
- Recognition in school newsletter.
- Certificates of thanks or recognition.
- Good behaviour charts.
- Merit points for good behaviour and being a good role model.
- Special meals or refreshment.
- Extra reasonable privileges.
- Letters or notes home.
- Student/group/class of the day/week/month.
- Giving little prizes often is better than one or two large prizes at the end of the year.

Inappropriate rewards for good behaviour

- Cash rewards.
- Time off from lessons/learning.
- Giving students power over other students.
- A reward which breaks school rules.
- Unfair allocation of rewards.
- Unfair praise.
- Favouritism.
- Giving one or two large prizes once a year.
- Permanent privileges.
- Rewards outside of school hours and school grounds.
- Praise by inappropriate touching.

Poor behaviour

Consequences for poor behaviour

When a student behaves poorly, teachers should see the situation as an opportunity to help the student accept consequences for their behaviour, to teach them the correct or alternate behaviour, and allow the student to learn to change.

Examples of poor behaviour

- Bullying
- Abuse of mobile phones and other electronic devices.
- Smoking cigarettes and chewing/spitting betelnut.
- Obscene language.
- Graffiti and minor damage to school property.
- Truancy and poor punctuality.
- Rudeness to others.
- Petty theft.
- Other disruptive behaviours and breaking school rules.
- Stigmatizing students and staff affected by HIV/AIDS.

There must be consequences for poor behaviour. However, the consequences will vary depending on the behaviour, causes of the behaviour, and the student's willingness to change.

A sanction can have different purposes. It can be to:

- correct and improve a behaviour;
- correct a wrong (restorative justice);
- preserve good order and safety in the school;
- educate other students.

Any sanction for misbehaviour should follow these principles and should:

- be proportional and appropriate to the offense;
- be appropriate to the age and maturity of the student;
- hold the student accountable for their behaviour;
- be non-violent and safe;
- not deliberately harm the student physically, emotionally, or mentally;
- be clearly explained to the student;
- be delivered as soon as possible after the offense;
- help the student learn how to behave better;
- allow the student to undo any harm they have caused;
- be supervised;
- not be pleasurable or enjoyable for the student;
- not interfere with the student's learning;
- be recorded in writing if necessary;
- not violate the student's human rights.

Teachers, headteachers, and school boards should use sound judgement to select the correct sanction for an offense.

Examples of appropriate sanctions

- Sanctions that put right the harm caused.
- Removal from class for short periods (student must catch up work).
- Removal from an enjoyable but non-essential class activity.
- Loss of privileges such as playtime.
- Carrying out a useful task in school.
- One-to-one correction.
- School community service such as litter picking.
- Good behaviour bond or contract.
- Gating for boarding students.
- Detention after school or during lunch when parents are informed.
- Replacement or paying for damaged/stolen property.
- Letter to parents.
- Conference with parents.
- Student has to report regularly to the headteacher or other senior staff member.
- Writing a letter of apology.
- Suspension of no more than two weeks (for serious or repeated offenses).
- Expulsion (for criminal offenses or extremely serious offenses or repeated offenses).

Examples of inappropriate sanctions

- Corporal punishments such as caning, pinching, hitting, slapping etc.
- Whole group sanctions that punish the innocent and the guilty.
- Extreme physical work out of school hours.
- Extreme physical work during lesson time.
- Not letting students sit scheduled tests or exams.
- Severe sanctions for minor offenses.
- Sending student home for not wearing uniform, shoes, being late, etc.
- Withholding school certificates.
- Humiliating or cruel punishments.
- Fines and paying compensation.
- Banning students from participating in activities the student will enjoy.
- After school detention without informing parents (day schools only).
- Denying a student food during a lunch break.
- Suspension for longer than two weeks.

Restraint and Reasonable Force

A common concern of teachers is what to do if a student is violent. This may include physically holding a person, holding their hands or arms, separating fighting students, or forcibly removing a weapon.

Physical restraint should only be used as a last resort when a student has the potential to harm themselves or others. Teachers have a duty to protect their students and themselves from harm.

If students or teachers are faced with the threat of violence, they should:

- Assess the situation.
- Stay calm and speak calmly.
- Get other students out of danger.
- Send a sensible person for help.
- Back away from the danger.
- Restrain a student by using minimum force, if you have to and it is safe for you.
- Not use pain or violence to control behaviour.
- Call the police and/or parents/guardians if necessary.

Suspending Students

Suspension involves excluding a student from participating in school for a set period of time up to a maximum of two weeks. Suspension may be used by a headteacher when they decide other options are not possible. In some cases, a headteacher may use suspension to ensure the safety of other students.

Suspension as a sanction may be used to act as a deterrent i.e. to stop the suspended student from repeating the behaviour and to stop other students from the same behaviour by demonstrating the consequences.

Suspension may also be used to ensure safety and security. In some cases where a student has hurt or threatened to hurt other students or to damage school property, suspension may be used to remove the student to ensure safety and security.

Steps to follow when considering suspension:

1. Interview the student and other relevant parties to gain accurate information about the situation.
2. Discuss the decision with senior staff to determine if suspension is the correct course of action.
3. Explain to the student the decision that has been made and why. Explain the recommendation for the suspension will be reported to the school board who will make the final decision.
4. Inform the parents/guardians as soon as possible.
5. Inform the school board and arrange a meeting with them immediately. Submit a written report to the school board.
6. The school board or delegated authority will decide on suspension.
7. Do not release the student from school until parents/guardians are informed or you can guarantee where the student is going and who will be supervising him/her. You have a duty of care to students during school hours.
8. In cases where schools are unable to contact parents/guardians or cannot guarantee the safety of a student following a decision for suspension, the student must remain within the school grounds. The student should be suspended from attending classes and separated from other students. The student may sit in the headteacher's office or another supervised area during the period of suspension.
9. Teachers should arrange school work for the student to complete during the period of suspension.
10. Referral for counselling.

Important Considerations:

Please remember that suspending a student excludes them from education and the student will miss their lessons. Headteachers may use alternate strategies, such as, removing child from class and sitting them in separate area instead of preventing them from attending school. If a headteacher decides to suspend a student, they must make sure that there is a plan in place so that the student can keep up with their school work and do not miss out on important lessons.

Expelling Students

Expulsion for a first offense is only to be used in extreme cases. Repeated poor behaviour can also lead to expulsion if a range of behaviour management strategies have been exhausted.

Expulsion of a first offense should only be used where a student's behaviour:

- has seriously harmed others;
- threatens the safety of others;
- seriously damages the school property.

School boards, headteachers and teachers should use their professional judgment when deciding on expulsions. The school board or its delegated committee is the body that decides on whether to expel a student based on evidence.

Examples of criminal behaviours that should lead to immediate suspension, expulsion and Police involvement.

- Serious assault or violence that could lead to death or serious injury.
- Rape, sexual assault and sexual harassment.
- Arson or serious vandalism.
- Stealing items or property of significant value.
- Serious threats of violence against staff or students.
- Possession of a firearm.
- Possession or selling of substantial amount of marijuana, home brew and other illicit substances.
- Making and selling pornography.

Involving the Police

Headteachers have a responsibility to involve the police if a student commits a serious criminal offense at school.

For example, serious assault or violence, rape or sexual assault, drugs, serious threats of violence or assaults, arson, serious vandalism, possession of firearms. Schools can also ask for police advice and guidance on other matters and can involve the police for other offenses. Schools should work together with police to identify appropriate sanctions that enable the student to stay in school but at the same time be accountable for their behaviour. Headteachers and school boards should consult police juvenile justice officers and juvenile justice working groups before making decisions on expulsion. Juvenile justice working groups can help schools by offering support services and referrals. They will provide guidance to schools on how best to respond to students with disruptive and antisocial behaviour. Headteachers should always use their professional judgment and the guiding principles of the policy.

4.4 THE WAY FORWARD

How do we plan for positive behaviour management in schools? One way is to put together an action plan.

Activity 10: The Way Forward

Using the SLIP action plan template (below), create an action plan that:

- Fits your role.
- Could work in your school.

Ideas for the SLIP Focus Areas

Focus Area 1 Curriculum and Learning

- 1. Focus on good learning:** When schools provide good teaching materials, students are more interested in learning. This can help improve their behaviour because they are engaged and focused in class.
- 2. Ongoing assessment:** Regular assessments help teachers track their student's progress. If a student is struggling, teachers can give extra help, which may prevent behaviour problems. This is important for keeping a positive school environment.
- 3. Role of supervisors and inspectors:** Supervisors and inspectors check that teachers are following the rules and using good classroom management techniques. Their support helps ensure that behaviour management strategies work well.
- 4. Encouraging good behaviour:** By monitoring teaching activities, supervisors can ensure both teaching and behaviour management policies are being followed. This helps create a better learning atmosphere for everyone.

Focus Area 2 Staff Development and Training Focus Area 3 Leadership and Management

- 1. Improving teacher skills and attitudes:** Schools should provide training for teachers and school heads based on upskilling needs and behaviour and attitude change. This helps teachers improve the quality of their teaching.
- 2. Better teaching leads to better behaviour:** When teachers improve their skills, they can teach more effectively. This may make lessons more interesting for students, which often leads to better behaviour in class.
- 3. Understanding student needs:** Training can help teachers understand different student needs. This knowledge can help prevent behaviour problems before they start.
- 4. Long-term benefits:** The training helps teachers both now and in the future. Ongoing improvement may create a more positive school environment over time.
- 5. Quality learning:** When teachers are well-trained, students learn better. Good learning experiences often result in fewer behaviour issues.
- 6. Supervisor training:** The policy also includes training for supervisors. This helps ensure that behaviour management strategies are consistently applied throughout the school.

Focus Area 4 Students' needs and welfare

- 1. Addressing student needs:** Schools should consider the needs of different age groups (such as providing separate toilets and change rooms for students). This helps students feel comfortable and respected, which may improve their behaviour.
- 2. Offering activities:** Schools should provide activities such as sports, spiritual meetings, debates and other social events. These activities help students build friendships and learn teamwork, which may lead to better behaviour.
- 3. Supporting all students:** Schools need to offer teaching aids and resources for students with various needs, including proper facilities for hygiene. This ensures all female and male students can learn effectively and feel included.
- 4. Fair resource allocation:** Resources should be distributed fairly to create a good learning environment for older students. This fairness encourages positive behaviour.
- 5. Providing counselling:** Schools should offer school-based counselling services to help students with various needs and problems. This support can prevent behavioural issues by addressing underlying concerns.
- 6. Setting rules:** Effective school rules and a code of conduct help maintain respect among students. Clear rules guide behaviour and create a safe environment.
- 7. Student representation:** A student council should represent students in decision-making and ensure they have a say in resource allocation. This involvement may lead to better student engagement and behaviour.
- 8. Appointing a Matron and Patron:** A matron and patron should be appointed to attend to the needs of female and male students, ensuring their welfare is prioritised, which supports positive behaviour.

Focus Area 5 Infrastructure, equipment and transport Focus Area 7 Operations and administration

- 1. Following standards:** Maintenance and new developments at the school should meet specific standards. This ensures a safe and healthy environment for students, which supports good behaviour.
- 2. Resource availability:** Having the correct resources (such as funding and staff) is important for maintaining the school. A well-maintained school creates a positive atmosphere that can reduce behaviour problems.
- 3. Proper processes:** Major projects (such as the building of new facilities or purchasing equipment) should follow proper procedures. This careful planning helps ensure that resources are used wisely and benefit the whole school community.
- 4. Cost management:** Keeping development costs low helps the school to use its budget effectively. Efficient use of funds can support more programs that encourage positive student behaviour.

Focus Area 6 Governance and community relations

- 1. Building strong relationships:** Good governance and community relations help create strong connections between the school, parents and the local community. This teamwork supports positive student behaviour.
- 2. Involving stakeholders:** When everyone involved with the school works together and plans the SLIP and school rules together, it creates a supportive environment. This collaboration helps address behaviour issues more effectively.
- 3. Maintaining good communication:** Clear communication between the school and the community ensures everyone understands the school's behavioural expectations. This clarity helps students understand what is expected of them.
- 4. Encouraging community support:** Strong ties with the community can lead to more support for school programs and activities. This support can enhance student engagement and reduce behavioural problems.
- 5. Setting standards:** Establishing standards for governance and relations may help maintain a respectful and cooperative atmosphere. This respect is key to managing student behaviour well.



Province		School		Policy	Behaviour
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Challenge	Action	SLIP Focus Area	When	Resources	Cost

End of Day Reflection

The three most important things I learnt today are:

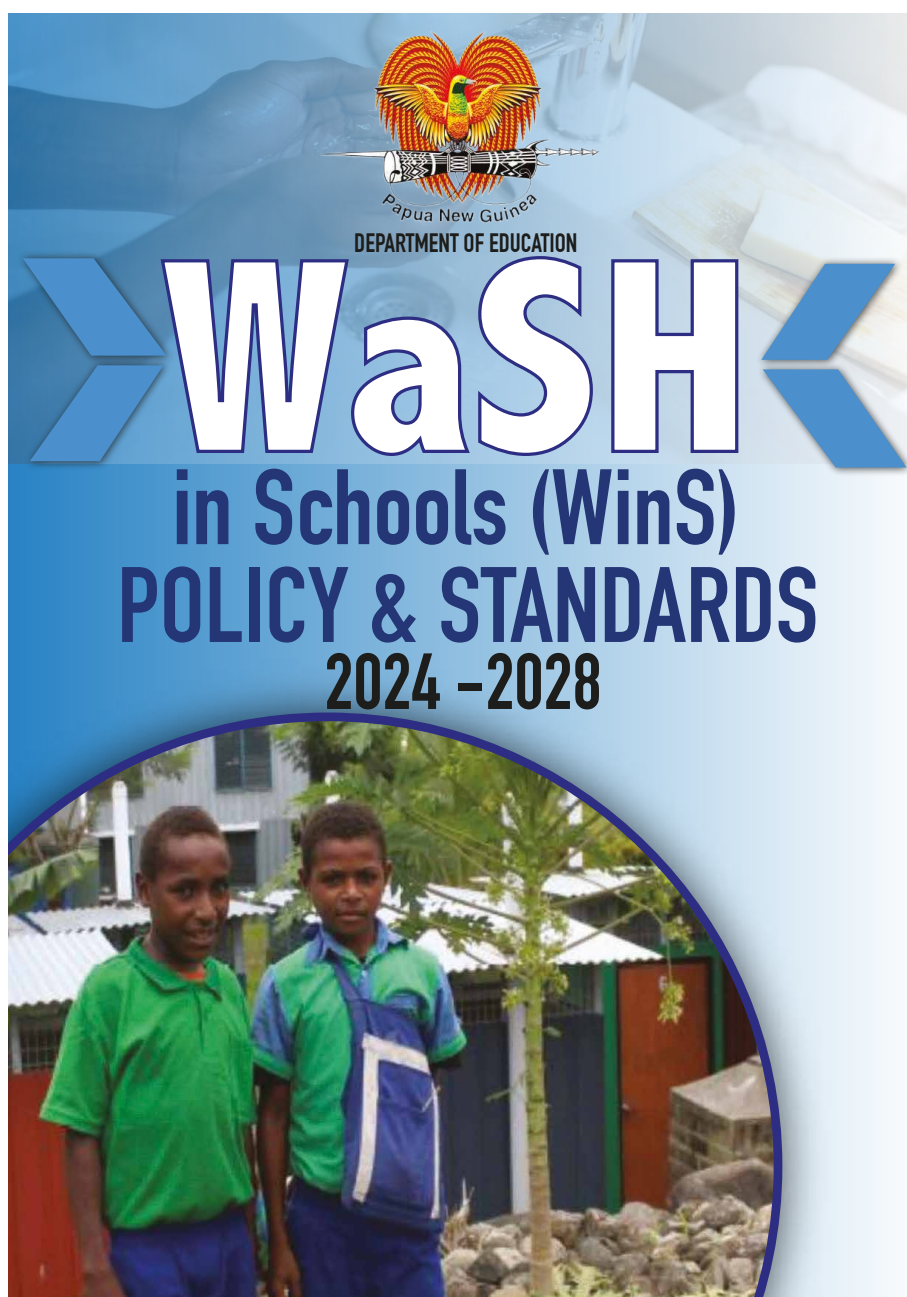
1.

2.

3.

DAY 4:

WASH IN SCHOOLS POLICY



Purpose

Every school must meet the minimum standards for water, sanitation and hygiene (WaSH) so students can learn in a healthy environment. In 2024, the National Department of Education updated the **WaSH in Schools Policy and Standards** which every school and teacher must use.

Objectives

By the end of the day, you will be able to:

1. Explain the importance of WaSH in schools.
2. Understand the standards in the WaSH in Schools Policy.
3. Identify WaSH priorities for the School Learning Improvement Plan.

Behaviours

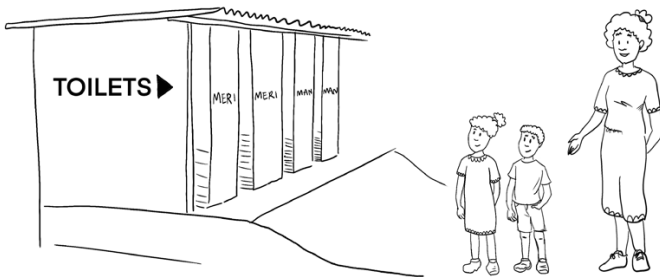
By the end of the day, you will:



Add WaSH priorities to the SLIP



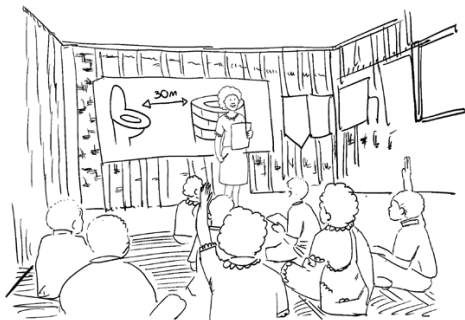
Demonstrate safe WaSH practices



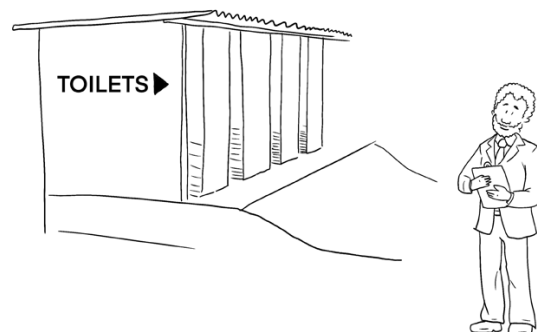
Instruct students to use safe WaSH practices



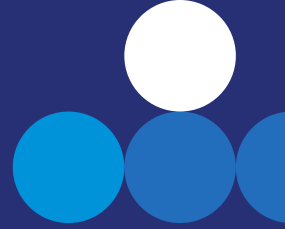
Tell parents about safe WaSH practices



Teach about WaSH in the curriculum



Check WaSH facilities



WASH FOR LEARNING

Objective	1. Explain the importance of WaSH in schools.
Time	2 hours

1.1 WASH AND LEARNING

Write down any questions you have about WaSH:

What is your understanding of Water Sanitation and Hygiene (WaSH) in Schools?

How can WaSH in Schools support learning?

Key points

Standards: The WaSH in School Policy has standards for all schools

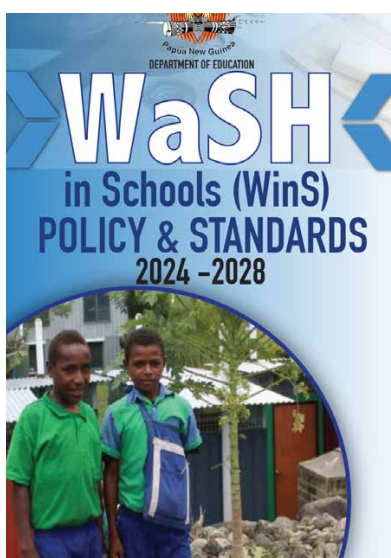
SLIP: WaSH improvements must be in the School Learning Improvement Plan

Learning: Missing school harms student learning.

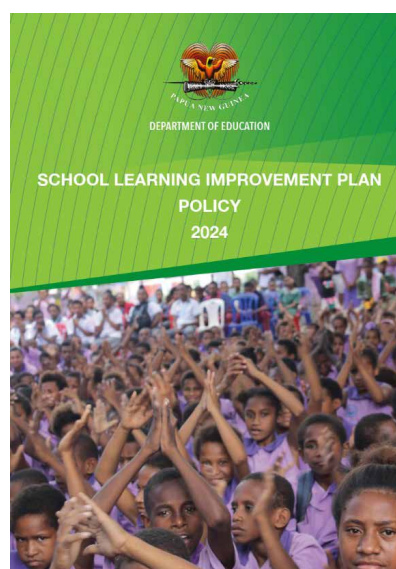
Sickness, illnesses, germs and parasites: the most common reason for students and teachers to be absent from school. Diarrhoea, vomiting and worms are common illnesses caused by contaminated water, food or poor sanitation and hygiene. Germs (viruses, bacteria and fungi) and parasites (worms) are spread in contaminated water, food and by poor sanitation and hygiene. Faeces (pek pek) has a lot of germs and parasites.

WaSH can support all students, including girls and female adolescents, and children and young people with disabilities to attend and stay in school.

WaSH Policy



SLIP Policy



1.2 SCHOOL WASH SELF-ASSESSMENT

Name of school	
Type	<input type="checkbox"/> ECE <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Vocational Education Training <input type="checkbox"/> Inclusive Education Resource Centre <input type="checkbox"/> FODE centre

Enrolment	Female	Male	Total
Students			
Teachers			

Water source (tick all that apply)	<input type="checkbox"/> Piped (e.g. town supply) <input type="checkbox"/> Rainwater tanks <input type="checkbox"/> Pump <input type="checkbox"/> Covered well <input type="checkbox"/> Uncovered well <input type="checkbox"/> River/creek <input type="checkbox"/> Other (please state) _____ <input type="checkbox"/> None
--	--

Type of toilets (tick all that apply)	<input type="checkbox"/> Flush toilet <input type="checkbox"/> Ventilated Improved Pit <input type="checkbox"/> Pit latrine <input type="checkbox"/> Salwara/long drop (e.g. over the ocean or river) <input type="checkbox"/> Male urinal <input type="checkbox"/> Other (please state) _____ <input type="checkbox"/> None
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Number of facilities	Female	Male	Total
Drinking water taps			
Handwashing stations			
Female changing room			
Student toilets			
Accessible toilets			
Teacher toilets			
Student showers			

Water	Yes 1	Sometimes ½	No 0
Our school has enough clean water for drinking and handwashing.			
The school water source is either piped, a protected well or rainwater tanks.			
Students can get a drink when they need one.			
There is at least one tap for every 100 students.			
The tap is less than 50m from the students.			
Students do not drink directly from the tap.			
Students with disabilities can use the tap.			
Students wash their hands with soap and clean running water after using the toilet and before eating.			
The handwashing stations are near toilets.			
Wastewater drains away so there is no standing water.			
Score out of 10			

Sanitation	Yes 1	Sometimes ½	No 0
One working female toilet for every 25 female students.			
One working male toilet for every 40 male students.			
One working adult toilet for every 20 staff.			
No animal or human faeces on the school grounds.			
Toilets lock from the inside.			
Toilets have toilet paper.			
Toilets are the right size, safe, private, clean, tidy and have adequate ventilation and light.			
At least one toilet is accessible for students with disabilities.			
Pit latrines are at least 30m from water sources.			
Students can use the toilet when they need to.			
Score out of 10			

Hygiene	Yes 1	Sometimes ½	No 0
Female students have a clean private changing room with menstruation pads, spare clothes, water and soap.			
Female toilets have a sanitary bin for used sanitary towels, which is emptied regularly.			
A female teacher is trained as the menstrual hygiene management focal point.			
Current SLIP includes WaSH improvement activities.			
School celebrates World Water Day, Menstrual Hygiene Day, Global Handwashing Day and World Toilet Day.			
School promotes WaSH in the community.			
School head checks WaSH facilities daily.			
School cleans WaSH facilities daily.			
Attendance registers include the reason for a students' absence (e.g. sickness).			
School teaches students about WaSH and menstruation.			
Score out of 10			

Boarding Schools only	Yes 1	Sometimes ½	No 0
One laundry facility (sink with scrubbing bench top) for every 50 boarding students.			
Separate shower cubicles for male and female students.			
One working shower cubicle for 20 students.			
A female teacher is trained as the menstrual hygiene management focal point.			
Handwashing station with soap and running water by the mess.			
All students wash hands with soap and running water before meals.			
Utensil washing station with dish soap and running water by mess.			
At least 20 litres of clean water per day per student available.			
All students wash hands after practical lessons, gardening and before cooking.			
Hygienic mess facilities with fly screens is cleaned daily.			
Score out of 10			

1.3 FAMILY WASH SELF-ASSESSMENT

Reflecting on your own WaSH practices can be helpful to better be able to help students and their families. Complete this family WaSH self-assessment on your own. You do not need to share with anyone else.

Family	Yes 1	Sometimes ½	No 0
Everyone in my family washes their hands with clean running water and soap after going to the toilet.			
Everyone in my family washes their hands with clean running water and soap before and after preparing food.			
Everyone in my family washes their hands with clean running water and soap before touching food and eating.			
Our family water source is clean (covered well, rainwater tank, piped, boiled).			
Our toilet is safe, clean, private, ventilated and lockable.			
Our family toilet has toilet paper.			
Our kitchen or haus cook is clean and does not have flies.			
If people in our family are sick, they don't go to school / work.			
Everyone in my family knows about how to prevent and treat diarrhoea and worms.			
My family know about menstrual hygiene management.			
Score out of 10			



1.4 SIX 'F'S

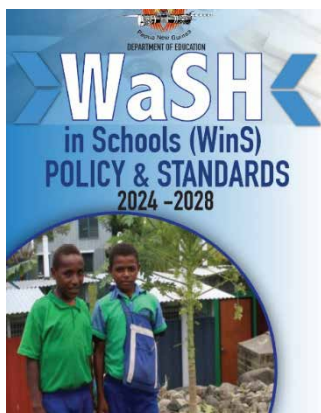
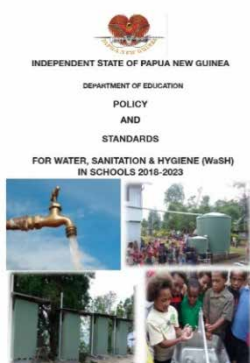
The six ways that faeces (pek pek) spread germs and parasites.

	How is faeces spread?	How can we stop this?
Feet		
Flies		
Fingers		
Fields (open bush, grass)		
Fluids		
Food		

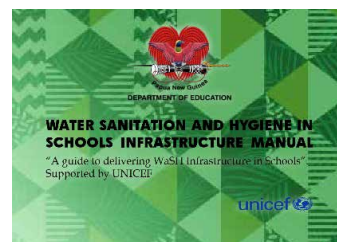
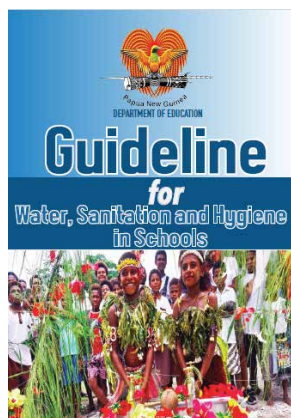
2.2 NEW WASH IN SCHOOLS POLICY

What is new in the policy?

Old Policy



New Policies



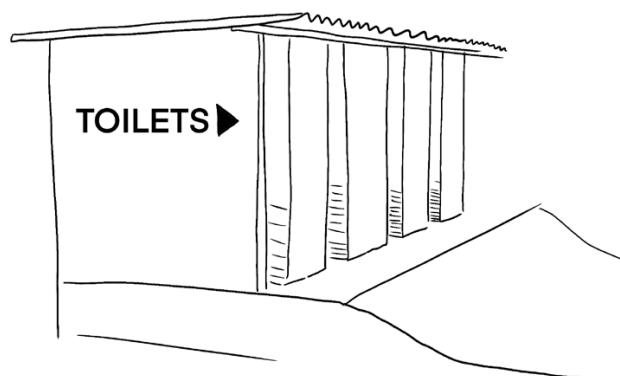
Gender and inclusion

Stronger outcomes and standards for girls, women and students with disabilities in line with the new GESI and Inclusive Education policies.



Climate change and disaster preparedness

Stronger rules for preparing for disasters and climate resilient WaSH facilities based on learning from COVID and recent disasters.



Recent hazard events

New plans for WaSH facilities.

2.3 POLICY OUTCOMES

With a partner, read and discuss the Policy Outcomes. Why do you think these are priorities?

4. POLICY INTENDED OUTCOMES

This Policy anticipates that:

1. All students and teachers have access to clean, safe drinking water.
2. All students and teachers have adequate access to inclusive clean functional toilets and hygiene facilities.
3. All girls must have access to proper menstrual hygiene facilities and services.
4. All students and teachers demonstrate appropriate behavior change in their hygiene practices.
5. All WaSH programs will be part of School Learning Improvement Plan.
6. Schools must have and implement climate resilient programs, disaster preparedness plans, intervention and initiatives.
7. Well-balanced nutrition is important and must be integral part of the school learning programs.

I think these are priorities because...

2.4 WASH STANDARDS

Standard 1 Water Quantity and Quality page 8- 10 WaSH in Schools Policy & Standards 2024-2028

Sufficient clean water is available at all times for drinking, food preparation, personal hygiene, cleaning and laundry is safe for the purpose intended.

1.1 Improved water source

- Piped water (e.g. town supply)
- Protected well/spring including boreholes which are fenced and at least 30 metres away and uphill from latrines
- Rainwater catchment
 - All schools should install rainwater tanks as main or backup supply
 - At least one tank for every building. New buildings should always have rainwater tanks and closed guttering.
 - Tanks must have mosquito screens.
 - Every tank should be on a concrete base.
 - Storage capacity of rainwater tanks
 - Day school: 5 litres per student per day for at least 30 days
 - Boarding school: 10 litres per student per day for at least 30 days
- Bottled water is a last resort if no other improved sources are available

'Unimproved water sources' include unprotected well/spring, water cart/truck, and surface water (e.g. lake, river, creek, pond etc.) and must not be used.

1.2 Water quantity

Type of school	Litres per student per day
Day school	5
Day school with pour-flush toilets	25
Boarding school	20

1.3 Water quality

- Drinking water should be 100% E-coli free.
- Water quality testing must be carried out for new supplies and regularly.
- Schools should clean water systems and rainwater systems regularly.

Low-cost water treatment options include:

- Boiling
- Use of Aqua tablets or bleach
- Chlorination of tanks
- Solar disinfection (SODIS)
- Filtration

There must be sufficient water collection points and water use facilities available to allow convenience and access to water for drinking, food preparation, personal hygiene, cleaning and laundry.

2.1 Tap ratio

Type of school	Taps	Handwashing	Laundry facilities	Shower cubicle
Day school (urban)	1:100 students	1:50	-	-
Day school (rural)	1: 50 students	1:50	-	-
Boarding school	1:50 students	1:50	1:50	1:20

2.2 Taps should be:

- Accessible and available when students are at school
- Less than 50 metres from the classroom
- Correct height for students
- Accessible for students with disabilities
- Lockable
- Drinking taps should be separate from handwashing facilities

Students must not drink from the tap and must not share cups. Students should be encouraged to bring water bottles to school. If no running water supply, taps can be a **Tippy Taps** or clean barrel.

Handwashing facilities should be:

- Available near toilets and mess
- Accessible for students with disabilities
- Clean water and soap (or cool wood ash)
- Safe drainage with no stagnant water for mosquitoes to breed
- Gender separated handwashing facilities are recommended
- Water should be available at the menstrual hygiene facility or private changing rooms

Handwashing from stagnant water in a bowl is not allowed.

Sharing towels is not allowed. Air drying hands is safer.

Laundry facilities should include sinks, clean running water, soap, a scrubbing bench top and drainage.

Shower cubicles must be:

- Gender separated, private and lockable from the inside.
- Well lit and ventilated.
- Well drained.
- Cleaned daily.

A Water Management Group should be set up under the School WaSH Committee and trained to take responsibility of all issues relating to water supply system and maintenance in the school.

3.1 WaSH Committee

Schools should establish a WaSH Committee as a sub-committee of the governing body. Membership should include:

- Governing body chairperson
- School head
- School WaSH Coordinator (teacher)
- Local health worker
- Male and female student representatives
- Parents' and Citizens' Association representatives
- Local plumber, carpenter or school caretaker/manager

The WaSH Committee can monitor WaSH facilities, contribute to WaSH planning in the SLIP, conduct awareness, establish a School WaSH or Hygiene Club, and help organise the maintenance and cleaning of WaSH facilities.

The WaSH Committee will ensure that the needs of male and female students and teachers are met.

3.2 WaSH in the SLIP

Improvements, operations and maintenance for WaSH facilities and other WaSH activities must be included in the School Learning Improvement Plan.

SLIP Focus Area	Examples of WaSH activities
1. Curriculum and learning	WaSH textbooks
2. Staff development and training	Teacher professional development on WaSH
3. Leadership and management	WaSH training for the school head
4. Students' needs and welfare	WaSH Club and health worker visits
5. Infrastructure, equipment and transport	Build and repair WaSH facilities
6. Governance and community relations	Community awareness and WaSH Committee
7. Operations and administration	WaSH running costs (toilet paper, soap etc.)

The school can use its subsidy grant, project fees and other income to fund WaSH infrastructure, operations and maintenance.

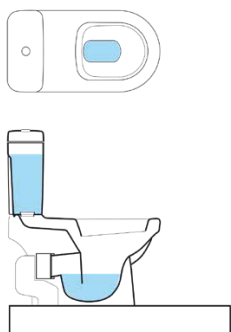
The Local Level Government, District Development Authority and other partners can provide grants to improve WaSH facilities.

Sufficient, accessible, private, clean, secure and culturally appropriate and improved toilets with menstrual hygiene management facilities are provided for and used by all students, staff and people with disabilities and additional learning needs.

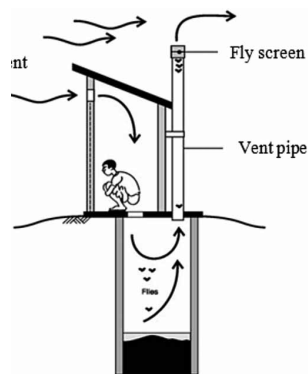
4.1 Improved sanitation facility

- Separates faeces from human contact.
- Easy to clean and maintain
- Eliminates bad smells
- Prevents flies
- Private
- User friendly (e.g. correct height for age of students) and inclusive (e.g. accessible to students and staff with disabilities)
- Separate toilets for males and females
- Separate toilets for students and staff
- Functional (e.g. not blocked, toilet paper available, water available for flushing, hanger on door etc.)
- Usable (e.g. doors unlocked or key easily available)

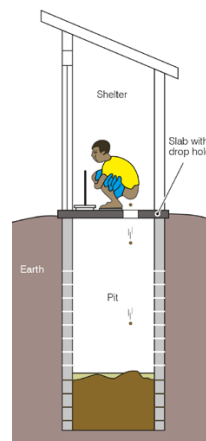
Flush/pour-flush toilets



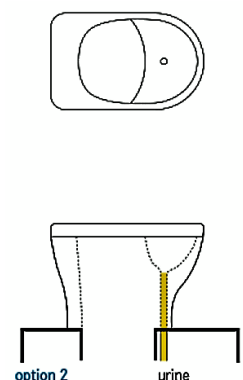
Ventilation Improved Pit (VIP) latrine



Pit latrines with concrete slab lid



Composting toilets or Urine Diverting Dry Toilets



'Unimproved facilities' include pit latrines without cleanable surfaces and bucket latrines etc.

4.2 Sanitation facilities ratios

Type of school	Female students	Male students	Accessible	Staff
Day	1:25	1 toilet:40 1 urinal wall: 40	1 for females 1 for males	1:20 female 1:20 male
Boarding	1:25	1 toilet:40 1 urinal wall: 40	1 for females 1 for males	1:20 female 1:20 male

4.3 Quality toilets

Sanitation facilities must be:

- Close to the users with a safe, well-lit path.
- Well built with good materials to avoid risks from climate or disasters, including:
 - Smooth durable floor which can easily cleaned
 - Well drained
 - At least 30 metres from water sources
 - Correct height and size for the age of students
- Private and safe (e.g. entrance faces away from public view but not hidden)
- Neat, clean and hygienic, including:
 - Toilet paper
 - Girls' sanitary towels
 - Girls' sanitary bin (for used menstruation products)
 - Cleaning equipment and products
 - Daily monitoring and cleaning roster
- Well lit and well ventilated.
- Close to handwashing facilities with clean running water and soap.
- The environment around the toilet should be clean, safe and attractive and must not flood.

Pit latrine design

- VIP toilets are preferred which reduce smells and flies
- Pit must be located at least 30 metres from water sources
- A full pit will take at least 6-12 months to compost before it can be emptied and reused.
- In high water table areas, the pit should be lined.
- If possible, twin pit designs with leach pits have a longer life span.

4.4 Students with additional needs

At least one accessible toilet for male and female students with disability:



- Ramp
- Handrails
- Wheelchair accessible door
- Wider space
- Handle, lock and hanger at an appropriate height
- Accessible handwashing facility

Hygiene promotion is sustained through adequate water supply, proper use and maintenance of WaSH facilities for improved, positive hygiene behaviour by all educational institutions.

5.1 Hygiene education and promotion

The seven key hygiene behaviours that must be promoted at schools are:

1. Safe and proper use of toilets
2. Use of safe drinking water
3. Handwashing with soap
4. Menstrual hygiene management
5. Personal hygiene (e.g. brushing teeth, bathing, washing, nail clipping, no spitting, coughing and sneezing into elbow)
6. Waste management and environment hygiene
7. Food hygiene

Schools will do this by:

- Teaching about hygiene (e.g. in the Standards Based Curriculum)
- Promoting hygiene in the school environment and rules
- Daily supervised handwashing
- Daily supervised cleaning of WaSH facilities
- Including hygiene education in the SLIP
- Conducting hygiene education teacher professional development
- Coordinating with the local health centre (e.g. deworming)
- Purchasing and using hygiene promotion materials such as textbooks, posters, brochures etc.
- Observing important WaSH Global Days:
 - **World Water Day (22nd March)**
 - **Menstrual Hygiene Day (28th May)**
 - **Global Handwashing Day (15th October)**
 - **World Toilet Day (19th November)**
- Establishing a WaSH Committee
- Establishing a student WaSH or Hygiene Club
- Clean and fly-free mess
- No animal or human faeces on the school grounds
- Safe disposal of wastes

5.2 Menstrual hygiene management (MHM)

Schools must promote MHM ensure that girls do not miss classes or are distracted during menstruation. Schools must:

- Set up a clean and private changing room which includes bench, hanger, menstrual towels/pads, soap, water and change of clothes.
- Provide menstrual products in the female toilets.
- Budget for consumables such as menstrual products, soap etc.
- Promote reusable sanitary pads where commercial products are not available.
- Safely dispose of used menstrual products (e.g. burn box).
- Appoint and train a female teacher and senior female students as MHM focal points that female students are comfortable talking with.
- Provide teacher professional development on MHM.
- Teach both male and female students about menstruation. Provide guidance to female students on MHM.
- Provide a pocket guide or textbooks about MHM and the proper use and disposal of used sanitary pads.

5.3 Community mobilisation

The school must work with the Parents' and Citizens' Association and school board to promote improved hygiene practices in the home and community and mobilise support for WaSH activities in the SLIP. Teachers must be a role model for hygiene as per the Code of Ethics and Performance Based Duty Statements.

Example Hygiene Kit

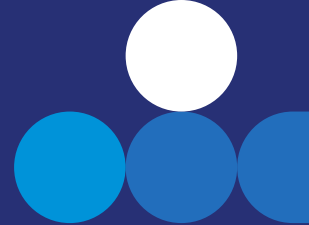


In your group, make a poster about the new standard, or aspect of the standard.

Our standard:

Our poster design:





WASH IN SLIP

Objective	3. Identify WaSH priorities for the School Learning Improvement Plan.
Time	1.5 hours

3.1 QUIZ

1. Why is WaSH important for learning?	
2. True or false. Schools do not need to follow the WaSH Policy if they don't want to.	
3. List three improved water sources.	1. 2. 3.
4. How much water should be available per student per day at day and boarding schools?	Day school: Boarding school:
5. How many taps should an urban and rural school have?	Urban school: Rural school:
6. How many showers should a boarding school have?	
7. True or false. A bowl of water is a good handwashing station.	
8. List four people who should be on the WaSH Committee.	1. 2. 3. 4.
9. List at least three features of a quality improved toilet.	1. 2. 3.
10. How many female and male toilets should a school have for students?	Female toilets: Male toilets:

11. List four items needed in a Menstrual Hygiene Management changing room?	1. 2. 3. 4.
12. List three ways a school can improve hygiene education.	1. 2. 3.
Score out of 12	

3.2 WASH ACTIVITIES IN YOUR CURRENT SLIP

In your school groups, review the WaSH activities in your current SLIP. What has been achieved? What challenges are you facing?

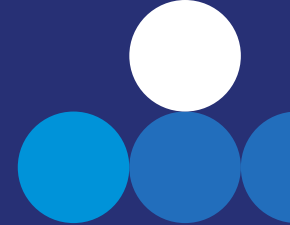
If a school does not have a SLIP, review the WaSH activities you have planned and completed in the last three years.

Planned WaSH action in current SLIP	SLIP Focus Area	What has been achieved?	What challenges are you facing?
	Curriculum and learning Staff development and training Leadership and management Students' needs and welfare Infrastructure, equipment and transport Governance and community relations Operations and administration		

3.3 OUR WASH PRIORITIES

In your school groups, what are the priorities for improving WaSH standards in your school? An example is done for you.

Province		School		Policy	WaSH
WaSH Challenge	Action	SLIP Focus Area	When	Resources	Cost
Not enough toilets for the number of students to meet minimum WaSH standard.	Build 2 female VIP toilet. Build 1 male VIP toilet.	5. Infrastructure, equipment and transport	Term 1 2026	Concrete, timber, roofing iron, bush material walls, locks, Tippy Tap Parent labour	K2000 x 3 VIP = K6000 GTFS + project fee



NEXT STEPS

Objective	3. Identify WaSH priorities for the School Learning Improvement Plan.
Time	1.5 hours

4.1 WASH PERSONAL ACTION PLAN

Name	
Job title	
School	

I will:

- Add WaSH priorities to the SLIP.
- Demonstrate safe WaSH practices.
- Instruct students to use safe WaSH practices.
- Check WaSH facilities.
- Tell parents about safe WaSH practices.
- Teach about WaSH in the curriculum.

My three personal actions for the next three months are:
1.
2.
3.


Signed:	Date:	Witnessed:

4.2 NEXT STEPS

- All national policies, curriculum and national in-service training modules can be downloaded from www.education.gov.pg or www.pngpie.org
- Your schools should begin implementing the WaSH Policy immediately. You can download the WaSH Infrastructure Manual for any construction.
- If you need advice, you can contact the WaSH Unit at the Department of Education.
- The WaSH in Schools Policy in-service is worth six hours of teacher professional development. Remember to update your personal TPD file.
- Meeting the WaSH minimum standards improves student and teacher health, reduces absenteeism and improves student learning:
 - Add WaSH priorities to the SLIP.
 - Demonstrate safe WaSH practices.
 - Instruct students to use safe WaSH practices.
 - Check WaSH facilities.
 - Tell parents about safe WaSH practices.
 - Teach about WaSH in the curriculum.

How to Wash Our Hands

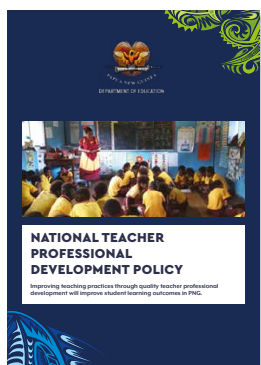
1. To wash, wet hands with running water
2. Rub your hands and fingers well with the soap or ash at least three times
3. Clean between the fingers, under your fingernails, and up to your wrists to help control germs
4. It is the soap or ash combined with the scrubbing action that helps dislodge and remove germs
5. Rinse your hands well with running water (pour from a jug or tap)
6. Dry them in the air to avoid recontamination on a dirty towel



FREQUENTLY ASKED QUESTIONS



TEACHER PROFESSIONAL DEVELOPMENT POLICY



Implementation
Guidelines



Policy

WHAT IS THE TEACHER PROFESSIONAL DEVELOPMENT POLICY?

The National Department of Education's new *Teacher Professional Development (TPD) Policy* was approved in September 2024. The TPD Policy is a new national policy to improve teaching and learning. The policy applies to all schools, teachers, and school heads and covers TPD and upgrading teacher qualifications.

TPD includes:

- School-based in-service e.g. Teacher Learning Circles (TLCs), coaching and lesson observations.
- District and cluster-based in-service.
- Provincial and national in-service.
- Self-study.
- Online courses.

Each member of the Teaching Service should complete at least 60-70 hours of TPD per year, which is 2.5 hours each week (in a 40-week school year).

Schools can use their Government Free Education Policy (GFEP) funding for SLIP Focus Area 2 (Staff Development and Training).

Teachers and schools must keep records of TPD for appraisal and inspection.

WHAT ARE THE INTENDED OUTCOMES OF THE POLICY?

The policy contributes to National Education Plan 2020 - 2029 Major Outcome 4 that there will be sufficient well-trained and qualified teachers in place to meet student demand with resources and the support at schools to allow for quality teaching and learning to take place and Minor Outcome 7.1 that opportunities have been provided for school leaders and governing body officials to receive leadership and management training.

The intended outcomes of the NTPD policy are:

1. A teacher upgrading program has been implemented.
2. All teachers and school heads regularly participate in teacher professional development.
3. National, provincial cluster, and school-based TPD systems are consistent and well-coordinated.

WHO DOES THE POLICY APPLY TO?

This policy applies to all the teachers and school heads currently teaching in a registered school or institution under the National Education System.

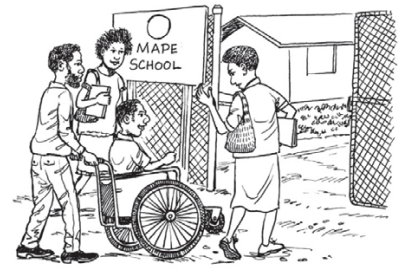
HOW CAN THE POLICY BE IMPLEMENTED IN SCHOOLS?



Meeting with teachers and discuss the TPD policy



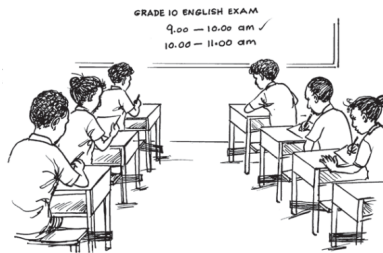
Plan and budget for TPD in SLIP Focus Area 2 Staff Development and Training.



Coordinate with your cluster and feeder schools.



Check the PIST and NIST topics for the academic year.



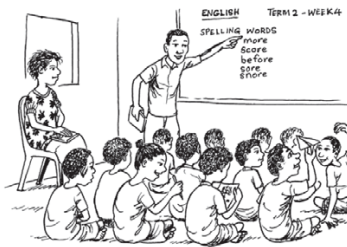
Choose in-service topics based on student learning gaps and teacher needs.



Set up regular Teacher Learning Circles.



Keep records of TPD activities.



Large schools may nominate a TPD Coordinator.



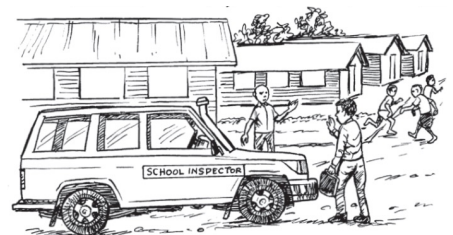
Download TPD materials from www.education.gov.pg or other websites.



Check every teacher is keeping a professional development file.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	
	6	7	8	9	10	11
	12	13	14	15	16	17
	18	19	20	21	22	23
	24	25	26	27	28	29
	30					

Arrange regular TPD sessions each week or fortnight.



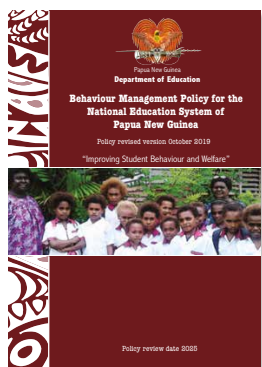
Report on TPD activities in your quarterly financial report, GTFS acquittal, and school inspection.

WHEN DOES TEACHER PROFESSIONAL DEVELOPMENT TAKE PLACE?

Every school should have an annual TPD plan with a calendar which lists dates and topics.

- School TPD: one hour every week.
- Lesson observations: at least once a term for every teacher.
- Cluster TPD: once a term.
- TLCs: once a month.
- NIST/PIST week: 5 days once per year.

BEHAVIOUR MANAGEMENT POLICY



Policy

WHAT IS THE BEHAVIOUR MANAGEMENT POLICY?

- The National Department of Education's Behaviour Management Policy has been developed to assist schools in managing, improving and promoting positive student behaviour in classrooms and schools. It is a whole school approach that includes the involvement of various stakeholders at the school level, as well as in the local community and government.
- Behaviour management is about creating an environment that minimises the risk of poor behaviour and encourages positive behaviour.
- The Behaviour Management Policy provides details about the key principles that guide the practice of positive behaviour management in schools in PNG and describes your role and responsibilities in supporting behaviour management and creating a positive school environment for your students and fellow teachers.

WHY IS THE POLICY IMPORTANT?


The policy contributes to the National Education Plan (NEP) Minor Outcome 7.5, that all schools must have a workable Behaviour Management Policy in place by 2029.

Classrooms need to be a place where students and teachers feel safe and respected. This will enable good teaching and learning to take place.

All students and teachers want to be treated with respect and fairness. It's important that there are clear and consistent expectations around behaviour as well as consequences that are fair.

Behaviour management is included in the United Nations Convention of the Rights of the Child (1989), which PNG signed in 1993.

UN Convention on the Rights of the Child, Article 28: Access to Education



Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

18

UN Convention on the Rights of the Child, Article 29: Aims of Education



Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

19

UN Convention on the Rights of the Child, Article 19: Protection from Violence



Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

20

Other important documents and policies that link to the National Department of Education's Behaviour Management Policy include:

- the Lukautim Pikinini Act (2015),
- the Gender Equity and Social Inclusion in Schools Policy,
- the Inclusive Education Policy.

WHO DOES THE POLICY APPLY TO?

This policy applies to all the teachers, students, school heads, boards of management and parents of a registered school or institution under the National Education System.

HOW CAN THE POLICY BE IMPLEMENTED IN SCHOOLS?

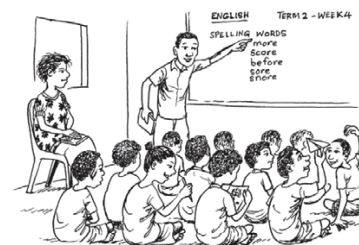
Teachers have a duty of care to all students. They must establish an effective, safe, calm and productive learning environment. A well-prepared, knowledgeable, skilful and caring teacher will have a well-behaved and well-managed class. Every teacher is responsible for managing student behaviour in their school without the use of corporal punishment.



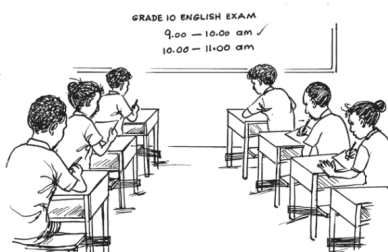
Learn about the principles of positive behaviour management.



Understand your role and responsibilities in positive behaviour management.



Teach your students about their role and responsibilities in positive classroom management.



Develop classroom rules, routines and consequences with your students.

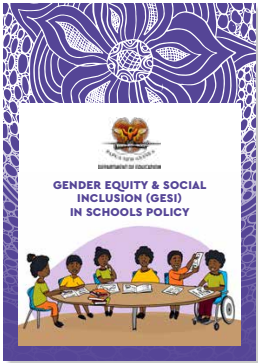


Communicate with parents about positive behaviour expectations.

Work with your school community to develop the School Behaviour Management Plan (SBMP) including fair rules and consequences and include relevant actions in your School Learning Improvement Plan (SLIP).

- There should be no violence, bullying, or abuse of any kind throughout the school day.
- Positive behaviour management is part of a teacher's everyday teaching practice.
- Classroom rules, routines and consequences should be established at the start of the year and reviewed regularly with students.
- The School Behaviour Management Plan should be developed at the start of the year and reviewed annually to ensure students, teachers, school heads, Boards of Management and parents uphold the school rules.
- When the School Learning Improvement Plan (SLIP) is being reviewed or updated, make sure behaviour management actions are included.

GENDER EQUITY & SOCIAL INCLUSION IN SCHOOLS POLICY



Implementation
Guidelines



Policy

WHAT DOES GESI MEAN?

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

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

WHAT IS THE AIM OF THE GESI IN SCHOOLS POLICY?

The GESI in Schools Policy aims to support all school aged children and youth in the Papua New Guinea National Education System to access, participate and learn regardless of gender, geographic location, economic circumstances, religion, race or other characteristics so that they can reach their full potential. The core of the GESI in Schools Policy is about addressing the barriers that children and youth face in accessing, participating and learning in schools.

WHAT ARE THE INTENDED OBJECTIVES AND OUTCOMES OF THE POLICY?

- 1** **To improve access for all children and youth. Outcomes include:**
 - Improved enrolment of girls and boys with special attention to those living with a disability, experiencing economic disadvantage or living in rural and remote areas.
 - Improved gender parity at all education levels. This means ensuring that more girls can complete a secondary education.
 - Strengthened access to education pathways for out of school children and youth.
- 2** **To enable full and equal participation of all children and youth in safe and protective learning environments. Outcomes include:**
 - Improved inclusive teaching practices.
 - Strengthened inclusive learning environments through improved water, sanitation and hygiene (WaSH) facilities, behaviour management and child protection mechanisms.
 - School-based activities which challenge and transform negative gender stereotypes and norms.
 - Strengthened school governance and parental and community engagement to promote inclusive education.
- 3** **To improve learning and wellbeing outcomes for all children and youth. Outcomes include:**
 - Improved teacher's ability to identify and respond to unique learning needs of all students and provision of adequate and inclusive teaching and learning resources.
 - Strengthened capacity at all levels to implement GESI related policies in schools and learning institutions.
 - Strengthened parent and community engagement to improve attendance and support children's learning.
 - Improved livelihood opportunities for out of school children and youth through basic literacy and numeracy, life skills and Vocational Education and Training.

WHO IS RESPONSIBLE FOR IMPLEMENTING THE POLICY?

The guidelines for implementation provide clear direction on how the GESI in Schools policy will be implemented. Key stakeholders include:

- School level stakeholders: students, teachers, head teachers, school boards and parents/guardians.
- Provincial and district level stakeholders: guidance and counselling officers, inspectors, provincial education advisers, district education advisers.
- Department of Education stakeholders: Gender Equity and Social Inclusion (GESI) Desk, Guidance and Counselling Division, Inspections Division, Curriculum Development Division, Vocational Education and Training Division, Measurement Services Division.
- Church agencies and other education providers.
- Non-government organisations and UN agencies.

HOW DOES THIS POLICY RELATE TO THE NATIONAL EDUCATION PLAN (NEP) 2020-2029?

The GESI in Schools Policy directly links to the NEP. The NEP Focus area 3: Equity aims to ensure that all Papua New Guineans have equal opportunity to a quality education regardless of geographic location, economic circumstances, gender and disability. The policy also aligns with other national, regional and international commitments, such as the United Nations (UN) Convention on the Rights of the Child (1989). This policy also closely aligns with the Behaviour Management Policy (2019) and Inclusive Education Policy (2024).

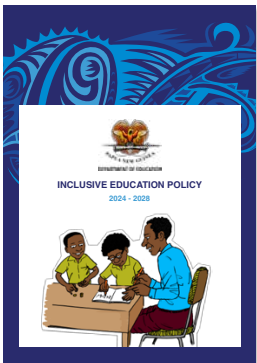
WHAT IS THE CONTENT OF THE GESI IN SCHOOLS POLICY – A GUIDE FOR SCHOOLS?

The GESI in Schools Policy Guide for Schools has been developed to help school leaders implement the GESI in Schools Policy. The guide should also be used by those supporting school leaders to perform their roles. This includes Inspectors and Guidance Officers who work directly with school leaders. The guide is designed to be very practical – it provides step by step processes that schools can follow to develop their school level GESI policy and include GESI actions with their School Learning Improvement Plans (SLIP). It provides good practices and actions that schools can take to improve access, participation and learning for all boys and girls.

HOW DOES THE GESI IN SCHOOLS POLICY LINK TO SLIPS?

The GESI in Schools Policy Guide for Schools explains the process for how to include GESI actions within SLIP processes and action plans. This involves discussing and identifying GESI barriers and issues in SLIP Committee planning meetings and prioritising activities to address these barriers within SLIPs.

INCLUSIVE EDUCATION POLICY



Implementation
Guidelines



Policy

WHAT IS THE AIM OF THE INCLUSIVE EDUCATION POLICY?

The aim is to make sure that all students in Papua New Guinea's schools can learn together, including students who have disabilities or need extra help with learning. We want to create schools where:

- Everyone feels welcome and can participate in all activities.
- All students have a fair chance to receive a good education.
- Teachers and schools know how to help different types of learners.
- Students with disabilities or additional learning needs can fully take part in school life.

This means making changes to schools and teaching methods so that every student, no matter their abilities, can learn and succeed.

WHO DOES THIS POLICY APPLY TO?

This policy applies to all schools, students, parents/guardians and education stakeholders.

- The FODE and Inclusive Education Division: National level coordination and implementation.
- Provincial Education Board: Implementation at provincial, district and local-level government level.
- The school leader and school's Governing Body: Implementation of the policy at the school or IERC.
- The Teachers: Teachers provide support to students through screening, differentiation, reasonable accommodations and Individual Education Plans (IEPs).
- Students
- Parents, guardians and other education stakeholders

WHAT IS A DISABILITY AND ADDITIONAL LEARNING NEED?

Disability:

A disability is a long-lasting condition that affects how a person's body or mind works. It can make everyday activities challenging. A disability might involve:

- Physical difficulties (like trouble moving around).
- Sensory challenges (like problems seeing or hearing).
- Cognitive issues (like difficulties with thinking or learning).
- Social or emotional difficulties.

A disability can make it hard for a person to fully join in society like others do. This is often because of barriers in the environment or society that don't consider their needs. These barriers can stop the person from participating equally with others in different parts of life.

Additional Learning Needs:

Some students need extra support to learn and succeed in school. This might be because they:

- Have difficulty with schoolwork.
- Struggle to express themselves or understand what others are saying.
- Find it challenging to make friends or interact with adults.
- Have trouble behaving appropriately at school.
- Have medical, physical, or sensory needs (either short-term or long-term).

Additional learning needs can include:

- Dyslexia (difficulty with reading and writing).
- Dyscalculia (difficulty with mathematics).
- Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD).
- Giftedness (students who show high performance ability and need more challenging work).
- Behavioural and emotional difficulties.
- Speech and language difficulties.

These students may require special support to help them reach their full potential in school. This support is tailored to each student's individual needs to ensure they have the best chance to learn and succeed.

HOW DOES THIS POLICY RELATE TO THE NATIONAL EDUCATION PLAN?

The National Education Plan 2021-2029 includes a focus on access and equity. The Inclusive Education Policy is one of the initiatives undertaken by the Department of Education to address the historical lack of access to regular schooling for students with disabilities and additional learning needs.

WHAT ARE THE INTENDED OUTCOMES OF THE POLICY?

The policy aims to:

- 1. Make schools friendly for all children:**
 - Create safe spaces where every student feels welcome.
 - Make sure school environments are accessible and inclusive for all.
- 2. Give the right help to all students:**
 - Make sure every student gets the support they need to learn well.
 - Use teaching methods that work for different types of learners.
- 3. Help teachers become better at teaching all students:**
 - Equip teachers with the skills and knowledge to support students with different needs.
- 4. Make better plans for inclusive education:**
 - Collect information to understand what students need.
 - Use this information to make good decisions about how to help all students learn.
 - Make sure schools have enough money and resources to help every student.

HOW CAN SCHOOLS HELP STUDENTS WHO HAVE DISABILITIES OR NEED EXTRA SUPPORT TO LEARN?

Schools should:

- 1. Register students with disabilities and additional learning needs with the nearest Inclusive Education Resource Centre (IERC).**
- 2. Keep good records of:**
 - Screening assessments that identify students' needs and Individual Education Plans (IEPs) to address individual student needs.
- 3. Develop IEPs for each student who needs extra help:**
 - Work with the IERC and parents to make these plans.
 - Check and update these plans when required.
- 4. Make sure all students can learn the same things:**
 - Support teachers to adjust how they teach or what they use to teach to support inclusion of all students.
- 5. Make plans to help these students:**
 - Include ways to support learning for students who need extra help.
 - Include these activities within School Learning Improvement Plans (SLIPs).

WHAT DATA COLLECTION AND MANAGEMENT PRACTICES ARE REQUIRED?

Schools must collect and report data on students with disabilities and additional learning needs through the Annual School Census and other means. This data should inform policy, planning, and budgeting, with inclusive education practices recommended in the School Learning Improvement Plan (SLIP). Schools must also keep records of each student's registration, enrolment, and screening assessments.

HOW WILL THE IMPLEMENTATION OF THESE STANDARDS BE MONITORED?

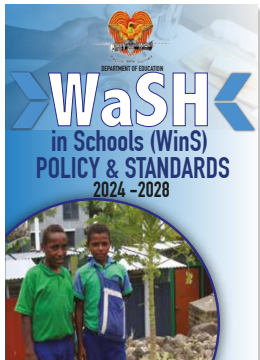
The NDOE FODE and Inclusive Education Division (FIE), Inclusive Education Unit will use Implementation Guidelines to monitor and evaluate progress. School inspectors will support and monitor inclusive education in schools through SLIP processes and the National Quality Schools Standards Framework (NQSSF).

ARE THERE RESOURCES THAT CAN HELP US IMPLEMENT THE INCLUSIVE EDUCATION POLICY?

Yes. Resources that you can use are:

- Inclusive Education Policy Implementation Guide for Schools.
- Inclusive Education Policy Implementation Guide for IERCs.
- Individual Education Plan (IEP) Guide for Teachers.
- Individual Education Plan (IEP) Guide for Teachers: Additional Guidelines and Resources.
- IERC Outreach Guidelines.

WATER, SANITATION AND HYGIENE IN SCHOOLS POLICY



Policy

WHAT IS THE AIM OF THE NATIONAL WASH IN SCHOOLS POLICY?

Sickness is the most common reason why students and teachers are absent from school which harms student learning. The WaSH in Schools Policy & Standards (2024–2028) aims to improve access to safe water, good sanitation facilities and better hygiene practices.

WHAT IS WASH IN SCHOOLS?

A school with adequate WaSH services is one which has:

- A functional and reliable water system that provides enough clean water for all needs of the students and teachers.
- Enough toilets for male and female students and teachers and the toilets are private, safe, accessible and clean.
- Sufficient handwashing stations with soap and running water so students and teachers can wash their hands after using the toilet, gardening and before eating and handling food.
- Showers and laundry facilities for boarding students.
- A changing room for female students for menstrual hygiene management.
- Hygiene promotion in the curriculum and community.

WHO DOES THIS POLICY APPLY TO?

All schools in the National Education System and all permitted schools must meet the policy minimum standards. That includes ECE centres, primary schools, high/secondary schools, NSoE, IERCs, FODE centres and VET centres. Inspectors will check if a school is meeting the standards.).

WHAT ARE THE INTENDED OUTCOMES OF THE POLICY?

1. All students and teachers have access to clean, safe drinking water.
2. All students and teachers have adequate access to clean functional toilets and hygiene facilities.
3. All girls must have access to proper menstrual hygiene facilities and services.
4. All students and teachers demonstrate appropriate behaviour change in their hygiene practices.
5. All WaSH programs will be part of the School Learning Improvement Plan (SLIP).
6. Schools must have and implement climate resilient programs, disaster preparedness plans, intervention and initiatives.
7. Well-balanced nutrition is important and must be an integral part of the school learning program.

WHO IS RESPONSIBLE FOR IMPLEMENTING THE POLICY AT THE SCHOOL LEVEL?

WaSH facilities are the responsibility of the governing body. Parents, teachers and students should work together to build, repair and improve WaSH facilities.

WHAT ARE THE MINIMUM STANDARDS FOR WATER

The water system should be piped water (e.g. town supply), a protected well or spring (e.g. borehole) or rainwater catchment tanks.

Type of school	Litres per student per day
Day school	5
Day school with pour-flush toilets	25
Boarding school	20

Type of school	Taps	Handwashing	Laundry facilities	Shower cubicle
Day school (urban)	1:100 students	1:50	-	-
Day school (rural)	1:50 students	1:50	-	-
Boarding school	1:50 students	1:50	1:50	1:20

WHAT ARE THE MINIMUM STANDARDS FOR SANITATION?

There must be separate male and female toilets. The toilets should be flush, pour-flush, Ventilation Improved Pit, pit latrine with concrete slab, composting or Urine Diverting Dry toilets. The toilets must be functional, clean, private (with a lock), the right size for the students, have toilet paper and be usable when the students need them.

Type of school	Female students	Male students	Accessible	Staff
Day school	1:25	1 toilet:40 1 urinal wall:40	1 for females 1 for males	1:20 female 1:20 male
Boarding school	1:25	1 toilet:40 1 urinal wall:40	1 for females 1 for males	1:20 female 1:20 male

WHAT ARE THE MINIMUM STANDARDS FOR HYGIENE?

1. Safe and proper use of toilets
2. Use of safe drinking water
3. Handwashing with soap
4. Menstrual hygiene management
5. Personal hygiene (e.g. brushing teeth, bathing, washing, nail clipping, no spitting, coughing and sneezing into elbow)
6. Waste management and environment hygiene (e.g. no animal faeces)
7. Food hygiene (e.g. fly screens)

OUR SCHOOL HAS ADOLESCENT GIRLS, WHAT DO WE NEED?

Menstrual hygiene management is important to improve girls' attendance. Schools must:

- Set up a clean and private changing room which includes bench, hanger, menstrual towels/pads, soap, water and change of clothes.
- Provide menstrual products in the female toilets.
- Budget for consumables such as menstrual products, soap etc.
- Promote reusable sanitary pads where commercial products are not available.
- Safely dispose of used menstrual products (e.g. burn box).
- Appoint and train a female teacher and senior female students as MHM focal points that female students are comfortable talking with.
- Provide teacher professional development on MHM.
- Teach both male and female students about menstruation. Provide guidance to female students on MHM.
- Provide a pocket guide or textbooks about MHM and the proper use and disposal of used sanitary pads.

WHAT DO WE NEED TO DO FOR STUDENTS WITH DISABILITIES?

All schools must have one male and one female accessible toilet which is designed for students with mobility disabilities. It will need a ramp, wider doors, handles and a larger space. An IERC may require additional accessible toilets and showers depending on its enrolment.

WHAT ADDITIONAL RESOURCES HELP SUPPORT THIS POLICY?

Download the policy and materials from www.education.gov.pg or www.pngpie.org

Guidelines for WaSH in Schools: Guidelines for schools on improving WaSH to improve health, boosting learning and promote gender equity.

Water Sanitation and Hygiene in Schools Infrastructure Manual: Designs for WaSH infrastructure.

WaSH National In-service Training Module: A six-hour teacher professional development module on the updated policy.

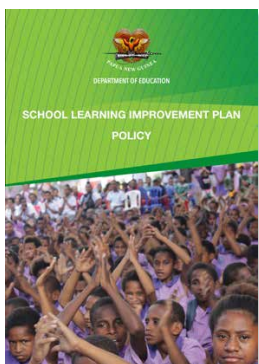
WHAT IF OUR SCHOOL DOES NOT MEET THE STANDARDS?

Good health means better learning. If your school does not meet the minimum standards, you must include WaSH improvements in your SLIP. A school may use its subsidy grant, project fees and grants from the LLG, district or donors to improve WaSH facilities.

WHO CAN HELP?

Contact the WaSH Unit at the Policy and Planning Division at the National Department of Education or speak to your school inspector and provincial health promotion officers. The provincial works department can provide advice on WaSH construction and repairs.

SCHOOL LEARNING IMPROVEMENT PLAN POLICY



Implementation
Guidelines



Policy

WHICH SCHOOLS NEED TO HAVE A SLIP?

Every school in the National Education System as per the Education Act. This includes: pre-schools, elementary, primary, high, secondary schools, schools of excellence, vocational centres, FODE centres, and Inclusive Education Resource Centres.

HOW HAS THE SLIP POLICY CHANGED?

- Aligned with the NEP, SBC, and new policies.
- Updated national and school outcomes.
- Updated Rules and Responsibilities.
- Policy and Planning Division own the policy.

HOW HAVE THE RULES CHANGED?

- School board approves the SLIP and AAP.
- Education board can review the SLIP but does not need to approve or endorse it.
- Education can delegate the review responsibilities to the PEA, DEA, or education agency.
- Inspectors are no longer the external reviewers. The school head and board will select the external reviewer.

WHY HAVE THE RULES BEEN CHANGED?

The Rules have been changed to better align with the Education Act (1983), reduce bottlenecks, and give more responsibility to the school board. The school inspectors will be freed up to focus on whole school inspections.

HOW HAVE THE SEVEN SLIP FOCUSES AREAS CHANGED?

OLD POLICY	NEW POLICY
Curriculum and students' learning	Curriculum and learning
Need based staff development and training	Staff development and training
Leadership, management, and administration	Leadership and management
Student needs and welfare	Students' needs and welfare
Infrastructure maintenance and development	Infrastructure, equipment, and transport
School governance and community relationships	Governance and community relations
School budget to support SLIP	Operations and administration

WHAT IS INCLUDED IN FOCUS AREA 7?

Operations and administration includes utilities, ancillary staff, running costs, and other recurrent budget costs. This ensures schools have one budget which includes recurrent and development activities.

WHAT WILL SCHOOL INSPECTORS DO NOW?

The inspector will inspect the school's documents including the latest SLIP, AAP, internal review, external review, budget, acquittals, and other financial information. They will check that the SLIP Committee was inclusive, met regularly, and meetings were minuted. They will look at the governing body minutes to check that the governing body formally approved the SLIP and AAP. The inspector will expect the SLIP and AAP to be displayed on the notice board.

DO SCHOOLS NEED TO UPDATE THEIR SLIP IMMEDIATELY?

No. The school can change to the new focus areas after the next internal or external review.



PNGAus Partnership