

Gender Equity

Unit 1: Gender Equity



Lecturer Support Material

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Unit outline

Unit	#	Modules
Unit 1 Gender Equity	1.1	Construction of Gender
	1.2	History and Background
	1.3	Policies and Practices
	1.4	Gender Inclusive Curriculum
	1.5	A New Framework
	1.6	Equitable Assessment Practices Extra module
	1.7	Harassment Extra module
	1.8	Valuing Women's Knowledge and Experience - PNG Women's Stories Extra module

Icons



Read or research



Write or summarise



Activity or discussion



Suggestions for lecturers

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Gender Equity in Education

Introduction

The Gender Equity course seeks to develop pre service teachers who:

- Have developed understandings about issues of gender equity
- Are aware of gender equity factors that impact on teaching and learning
- Ensure both male and female students are valued equally and have access and equity in all aspects of education
- Are able to ensure that the curriculum reflects the interests, knowledge and contributions of girls and women as well as those of boys and men
- Recognize difference among students and are willing to explore and appreciate diversity
- Have developed knowledge and skills that will enable them to teach a gender inclusive curriculum through a range of strategies
- Developed attitudes and behaviours which promote social responsibility, **empathy**¹, **sensitivity** and equal and non-violent relationships

Rationale

It is important that teachers develop a very clear understanding of what is meant by Gender Equity. This course will enable teachers to learn about and develop knowledge and experience of gender construction. All students come to college with a wealth of personal knowledge and experience of gender construction through their own Culture. Using this as a starting point this course will provide opportunities for students to investigate further their understandings of the construction of gender

Teachers need to understand what a gender inclusive curriculum means and what skills and strategies will enable them to plan and implement their own gender inclusive curriculum. Teachers need to be familiar with a range of strategies for teaching that ensure equity and access, that value the knowledge and contributions of women and girls as well as that of boys and men, Teachers need to understand and acknowledge differences among students. This course will develop in teachers a willingness to constantly explore and reflect on their teaching programs and practices to guarantee equity.

Teachers' personal values and attitudes have an impact on what they teach and how they teach and relate to students. This course will provide opportunities for teachers to look at their own attitudes and beliefs and to further develop values, attitudes, beliefs and language that will have a positive influence on the ways boys and girls view themselves. Teachers will develop

¹ All new words, introduced in bold, have been included in the glossary or may have additional information about their meaning contained within the text.

knowledge and skills that will improve the educational experiences and expand future options for girls and for boys.

Aims

This unit aims to produce student teachers who have developed:

- An awareness of the range of issues to do with gender equity
- Clear understandings of the construction of gender
- Knowledge and skills in gender inclusive curriculum
- An ability to use a range of methods to assess student learning
- Understandings of ways in which policies and practices impact upon or support gender equity initiatives
- Attitudes, beliefs and values that will positively support student learning and assist students to value each other and develop positive and non-violent relationships
- Reflective practices that will enable them to monitor their own teaching strategies and language

Objectives

As a result of studying this unit student teachers will:

- Identify and address gender issues that impact on the education of children
- Draw on their understanding of the construction of gender to provide new experiences for students to explore the full range of educational possibilities
- Be competent beginning teachers who can devise and implement a gender inclusive curriculum through a range of effective teaching strategies
- Analyse how different contexts and situations affect people's lives and influence personal values, attitudes beliefs and behaviours
- Use language that is non-sexist and inclusive
- Be able to provide opportunities for students to develop skills in listening, contributing to the good of the class and developing positive relationships
- Act as good role models
- Use a range of methods to explore, reflect on, evaluate and modify professional teaching practices and to incorporate new practices which promote gender equity in the classroom

Unit outline

This is a 2-credit point unit that will involve 24 hours of contact time. It is also expected that students will spend an equivalent number of hours of non-contact time studying the ideas and concepts in this unit.

Sequencing of modules within the unit

When considering teaching this unit it is important that the unit be viewed as a whole, rather than as a number of discrete modules. It is recommended that time be spent developing the concepts and understandings that are intrinsic (fundamental) to the idea of Gender Equity. The relationship between the modules needs to be maintained throughout the semester as the ideas build up new knowledge and skills on the foundation of the previous modules. At the conclusion of the unit it will be important to spend time reviewing the work covered in the various modules and considering the overall implications for gender equity and the gender inclusive curriculum in the primary school. A module evaluation should also be implemented.

A suggested sequence for delivery of this unit (2 credit points):

Gender Equity Unit

Week	Activity
1	Introduction to the unit, including a discussion of each module and the work to be covered
2-4	Module 1.1: Construction of gender
5-6	Module 1.2: Historical background
7-8	Module 1.3: Policies
9-12	Module 1.4: Gender Inclusive Curriculum
13-14	Review of the unit, implications for understandings, knowledge and skills for gender equity. Unit evaluation

When teaching this unit it is important that Module 1.1: Construction of Gender is taught first. The ideas and concepts covered in this module are essential for the development of knowledge and skills in all the other modules that make up this unit.

Teaching approaches

The approach that will be adopted in this unit will be student centred, activity based approach. Lecturers will build upon and respect students' different experiences, knowledge, skills and understandings they bring to college. Lectures will provide a range of challenging and formative experiences and activities. The learning environment will be supportive, and provide a venue for students to value and be valued by the lecturer and each other.

A critical factor in issues of gender equity and the gender inclusive curriculum is modelling or enabling the students to learn by example. Modelling is critical because people are influenced by what others do and say. Gender equity is about fairness and inclusiveness. The lecturer who demonstrates fairness and implements gender equity strategies and a gender inclusive curriculum in their lectures and classes will act as a good role model.

While exploring the construction of gender, its historical background and the gender inclusive curriculum, students will engage in a range of activities that will build knowledge as well as provide strategies for personal use. These activities will be selected to increase knowledge and skills as well as assist in developing positive attitudes, values and beliefs about gender.

A range of strategies to be used to deliver this unit will include:

- Cooperative group learning
- Discussions, small group and whole class, open and structured, between student and teacher and between students
- Seminar presentations
- Demonstrations
- Reading, research and investigation activities
- Projects
- Peer teaching
- Micro teaching

Lecturers are encouraged to adopt a holistic approach to this course and their teaching. The connection and relationship between the gender equity concepts they are teaching and the methods they use to teach need to reflect the ideals of gender equity.

Language

Language is a very significant factor in teaching and most particularly for gender equity. Language is not **superficial** (trivial or unimportant) or harmless. It shapes and represents the way we think. A language that uses mostly male pronouns or male terms such as *he*, *his* or *manpower*, is not a democratic language nor is it the language of a democratic society. It excludes half of its citizens.

It is essential that lecturers and teachers work towards presenting gender inclusive language in all their communications, both written and verbal, as well as materials they present to their classes.

The Gender Inclusive Curriculum will deal with this in greater depth as a part of this unit.

Assessment and reporting

Assessment is a way of identifying and enabling students to demonstrate and improve learning through a variety of recording techniques. In order that assessment techniques are gender inclusive a range of assessment modes need to be used. It is important that students be given opportunities in a range of contexts to demonstrate what they know, understand and can do.

For lecturers this means involving students in setting attainable goals and the means of assessment for expressing those goals in terms of the tasks to be undertaken and satisfactorily completed. Students need to know the specific criteria that will be used to judge when the work is completed at a satisfactory level or standard.

Further, lecturers need to make a continuous assessment of students as they work towards their goal, on what they have achieved and on what they need to know or do to improve their performance.

Lecturers need to ensure that:

- The requirements of the task are set out clearly
- Assessment tasks chosen are relevant to the objectives and allow students to demonstrate appropriate outcomes

- Marks or grades reflect the relative importance of each part of the task
- Language used is familiar to students and ideas clearly expressed
- Items have the correct degree of difficulty
- The items are not biased and offer a range of options that will allow for all students to demonstrate understanding and competence
- The marking scheme is clear and applied consistently

The number of assessment items per module will depend on college policy. Assessment tasks have been developed for each module and lecturers will need to select which assessment tasks best meet the needs of their students, taking into consideration the learning objectives for the entire unit.

Suggested strategies for assessment for this unit are:

- Oral presentations eg seminars and tutorials
- Project work
- Research activities
- Peer teaching
- Micro-teaching
- Self assessment
- Reflective journals
- Report writing
- Case studies

Practicum suggestions

While studying this unit students should be provided with a range of opportunities to gain experience in gender inclusive practices in the primary classroom.

Demonstration lessons

Students observe the teacher during any lesson or activity. During these observations students keep a record of practices that are gender inclusive. Students may also observe and keep a record of strategies or practices that could be altered to ensure a gender inclusive curriculum is being provided. Students may write these observations as case studies.

Because behaviour and attitudes play a significant part in gender equity much about gender inclusive practices can be termed the 'hidden curriculum'. Students need to be explicitly taught about the hidden curriculum – those things that teachers do or say, unconsciously or as a matter of habit, without even being aware of the implications or the underlying or hidden messages. This module will address these issues.

It is important that the lecturer conducts follow-up activities to enable students to critically reflect on the lesson. These discussions can include issues such as:

- What was observed that showed the teacher was using inclusive teaching strategies and practices

- Strategies and practices the teacher exhibited that were not inclusive
- Suggestions the students could make about changes that would provide a more gender inclusive classroom

School experience and block teaching

A gender inclusive curriculum is not an ‘add on’. It is a fundamental concept which lays the foundations for all aspects of schooling, curriculum, teaching and learning. Involve students in developing the understanding that gender inclusive curriculum and practices need to be implemented throughout their school experience. Work with students to investigate how they can ensure that they use gender inclusive strategies in all that they plan and do in schools.

Provide opportunities for students to monitor themselves and each other looking for specific examples, it is important not to expect students to take on all aspects of gender inclusive curriculum at one time. Monitor one aspect at a time to begin with, such as how language is used, or what tasks children are asked to do and whether those tasks are stereotypical and how these could be changed to ensure equity.

Students should be given the opportunity to observe a number of teachers from across primary schools, teaching in a range of lessons. Students can keep a journal reflecting on what they have observed and learned about gender inclusive practices. Time can be spent sharing what has been learned and making recommendations or choices for future lessons and teaching.

On the completion of block teaching and when the student returns to college, follow up activities should be planned to:

- Share successful experiences and demonstrate why these experiences were successful (inclusion of interests of women and girls in a lesson/unit of work, non-sexist or inclusive language, successful group relationships).
- Share problems experienced and why these may have occurred and suggest solutions
- Identify areas where the students require further knowledge or skills and make recommendations for future teaching practices and life as a beginning teacher

Background readings

Some background readings have been selected to provide lecturers and students with an understanding of the issues to be covered in this unit. These will be included as required within the unit.

It is important that on completion of the unit an evaluation is conducted. This should ideally involve both the students and the staff. They need to reflect on the teaching and learning that took place during the course. The information collated during the evaluation process can then be used to inform the review and ongoing development of the unit.

Focus questions for lecturer reflection

To find out how effective the practices and methodology used and the content covered in a unit of work, lecturers need to reflect on their teaching – particularly when that teaching is required to be gender inclusive. Some areas to be considered are the:

- Content of the unit
- Methodology and gender inclusive practices use to deliver the unit
- Assessment tasks

Content

- Did the content support the objectives of the unit?
- Were the activities in a logical sequence?
- Was the content relevant? Did the content assist the students to become competent primary school teachers?
- Do you think that the students are able to implement a gender inclusive curriculum in the primary school?
- Was the student support booklet useful?
- What recommendations for changes and improvement can you make?

Methodology

- How did you deliver this unit? Did you model gender inclusive strategies?
- Were these strategies effective?
- Were the students aware of the strategies you were modelling and how they too can use these strategies in their classrooms?

Assessment

- How clear were the assessment tasks?
- How many tasks were given to the students? Was this sufficient/to few/too many?
- Did the students have sufficient time to complete the assessment tasks?
- Did the assessment task give a good indication of what the students had learned?
- What are your recommendations?

Coordination

- How well did you coordinate this unit?
- Did you produce any materials for the students? Were these appropriate?

After considering each of these questions you will be able to make recommendations about how this course can move into the future.

Students' comments

Focus questions for student discussions:

- What have you learned from this unit on Gender Equity and the gender inclusive curriculum?

- What have been the highlights and strengths of this unit?
- What problems have you encountered with this unit
- Has this unit provided you with strategies and insights that better prepare you to be a primary school teacher? If so, how? If not, why not?
- What comments can you make about the level of work and related readings covered in this unit?
- What recommendations do you have for improving this unit?

Lecturers can make recommendations about the future of this unit based on the answers to these questions.

Resources

Posters

- Gender Inclusive Curriculum

Educate: lainim wantaim

- Students' Voices (CD-ROM)
- Construction of Gender
- Gender Inclusive Curriculum

References

These books have all been ordered through Gender Equity resource procurement and should be available in all college libraries when the order arrives in early 2002.

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Module 1.1 – Construction of Gender

Rationale

Construction of **gender**¹ is a core module for this unit. During this module students will develop an understanding of the construction of gender and the implications for educational practice.

Objectives

- Develop a shared understanding of how gender is constructed
- Explore how gender understandings, that is personal and community beliefs, behaviours and attitudes concerning appropriate ‘feminine’ and appropriate ‘masculine’ behaviours are negotiated, resisted, challenged and approved within the education context
- Develop common and shared definitions for gender, equity, equality and gender equity
- Critically examine how different understandings of gender can inform educational practices what that means for teachers in the education context

Introductory session

Setting the scene

Establish student understanding of the terms gender, equity, equality and gender equity.

Brainstorm with students' different interpretations and understandings of the terms.

There will be many differing responses and interpretations. Students need to work together to develop common understandings of all these terms and to develop clear, common and shared definitions. This can be achieved through a range of class-based activities.

¹ All new words, introduced in bold, have been included in the glossary or may have additional information about their meaning contained within the text.

☞ **1.1 Activity 1 – Brainstorming – early memory response**

i Working in small groups, have students work through Questions A. Ask students to reflect upon their first memories of being a girl or being a boy. Photocopy master in the Appendix.

Form small groups and work through Questions A that relate to:

Living as men and women
The Construction of Gender

Questions A

Reflect individually on the following questions and make some notes about your reflections:

- *What is your first memory of knowing you were a girl or boy?*
- *What was it that made you conscious of your gender?*
- *How did you feel about this?*

i Students share their responses to the questions in their groups. Ask students to focus on sharing what the influences were, what made them conscious of being male or female. Spend about 15 minutes with everyone participating to collate responses, on butchers paper (or by some other method), to develop a list of influences which led them to know themselves as male or female. (Influences may include dress, expected behaviour, being grouped according to sex, ceremonies, being allocated stereotypical tasks)

- Identify additional categories which contribute to the way they construct their understanding of themselves as male or female
- Identify categories of influences such as family, school, church, media ...

Groups share their responses with the whole class. There will be similarities and there will be differences. Collate all the responses, either put up the butchers paper or write responses on Black/white board.

 **1.1 Activity 2 – Discussion**

 Then have students move into small groups to reflect on Questions B. Photocopy master in the Appendix.

Form small groups and work through Questions B that relate to:

Living as men and women
The Construction of Gender

Questions B

Drawing on the experiences which you recalled in the activity just completed and on the issues raised by others in the group discussion, reflect on the following questions

- *Are you aware of the changes in your perceptions of yourself as a female or male in recent years? List changes you are aware of. What things have brought about these changes?*
- *How have these experiences influenced your interactions with others of the same gender? Of the opposite gender?*
- *How have these experiences influenced your interactions as an administrator, a teacher, a parent with children of the same gender? Of the opposite gender?*

Reform into a larger groups and report your groups findings.

 This task may take about 15 minutes. Ask the group to discuss each question on B in turn to try to develop a group view on the:

- Ways in which socially constructed experiences of gender shape our adult lives
- Impact of our experiences of being female or male on our interactions with adults and the opposite gender
- Impact of our experiences of being male or female on our interactions with children



i The group needs to be particularly attentive to recording

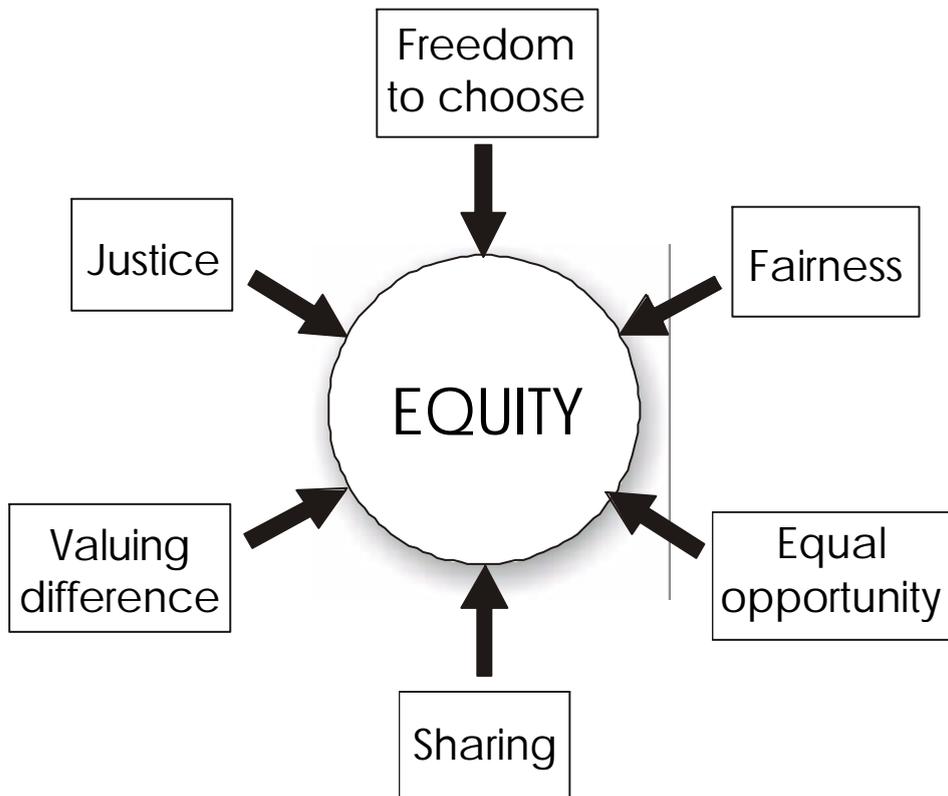
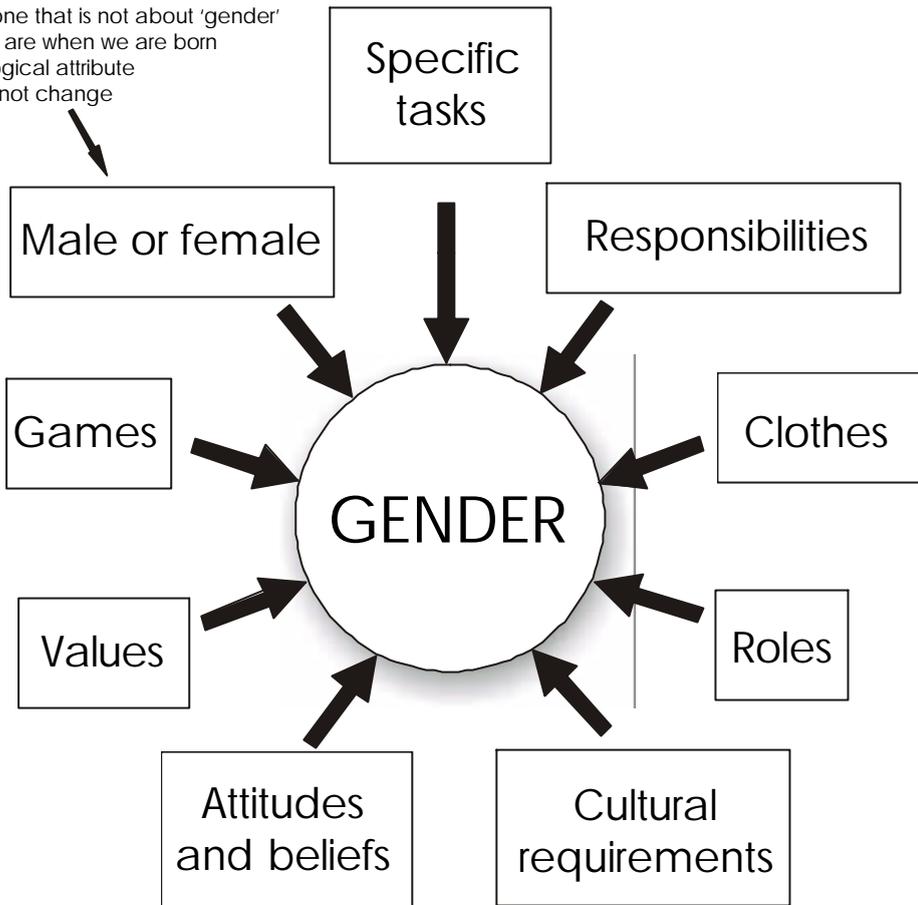
- Common experiences
- Examples of experiences that are different
- Inequalities in female/male relationships

i **Review**

Ensure that students have a clear understanding of what gender means, and what equity means, therefore what gender equity means. It is helpful to summarise the activity on the black/white board with input from students. Use the diagram below to assist the process.

i Photocopy masters in the Appendix.

This is the only one that is not about 'gender'
 - this is what we are when we are born
 - this is our biological attribute
 - which we cannot change



Remember gender includes both men and women. Gender is about what it means to be a man or a woman. Gender is socially constructed and changes over time.

Summary

- Gender is socially constructed through the interactions of individuals with one another, and with social institutions such as family, church, school, society ...
- Gender refers to those behaviours that are culturally accepted as ways of being a woman (femininity) and ways of being a man (masculinity).
- Whereas the sex of a person is biological, ways of experiencing masculinity and femininity are learned: they are social roles which are dynamic, which are ongoing, changing and changeable, being reconstructed over time through cultural and social practice.
- Our experiences as a gendered person shape the ways we interact with others – both adults and children – and the way we understand those interactions.
- Current social construction of male and female have built into them certain beliefs about relationships between women and men.

Definitions

Students need to develop shared and common understandings of the terms used in gender equity so that they are confident about implementing a gender inclusive curriculum.

1.1 Activity 3

 Ask students to work together in groups. It is important to make sure that the definitions the students come up with, reflect the ideas in the following definitions. Alternatively these definitions could be provided to students.

Write your own definition for what Gender, Equity, Equality and Gender Equity might mean.

What does GENDER Mean?

Gender refers to those behaviours and attitudes that are culturally accepted as being ways of being a woman (femininity) and ways of being a man (masculinity).

Whether a person is male or female is determined by a person's biology. This is different from being a man or a woman. How people experience their masculinity and femininity are learned. This is developed as we grow up and our behaviour and attitudes are influenced by social and

cultural rules of our communities. We learn what it means to act, speak, think and live as a man or a woman from our society. These are social roles, which are reinforced, maintained and reconstructed over time through social and cultural practice.

Such roles vary across different cultures, social class and change over time.

What does EQUITY mean?

Equity means fairness. It exists when there is a fair and just sharing of benefits and opportunities for both females and males. Equity occurs when equal opportunities are provided to both males and females to follow a range of interests and lifestyles.

Equity is not present when there is gender discrimination. Gender discrimination means treating the sexes differently so that one sex is inferior to the other. Gender discrimination can lead to an imbalance in the community of economic and social benefits.

What does EQUALITY mean?

Equality is different from equity. Equality means every person receiving the same treatment regardless of who or where he or she may be.

Sometimes it is necessary for us to provide extra support to girls or boys if they are being discriminated against.

What does GENDER EQUITY mean?

Gender Equity exists when special efforts and special policies are made for equal opportunities for both females and males. So that both girls and boys can learn about and take part in a broad range of interests, subjects, careers or lifestyles. Gender equity will also make particular provisions as well as for the specific needs of some students. This way all the students have an equal chance to develop all their skills and talents.

The Construction of Gender – some background theories

It is important to understand the difference between some of the theories that have brought us to the current understanding about the social construction of gender. If we are to plan effective gender education in school communities all teachers need to have a clear understanding of the construction of gender and how it impacts on their lives personally and professionally.



For your own information read the two readings provided at the end of this module.

Reading 1 is titled **Theories that have brought us to our current understandings about the construction of gender** which discusses the various ideas and theories about gender.

Reading 2 comes from the book, **Changing Gender Relations in Papua New Guinea** (2000) written by Dr Orovu V Sapoe and can be found in Chapter 2 pages 21-23.

 Describe the theories and discuss the ideas about the construction of gender with your students. Identify the important theories and with student assistance make a list.

If you think it is appropriate for your students you could provide them with a copy of Reading 1 for this discussion.

 **1.1 Activity 4**

Ask the students to get into groups and discuss:

- Identify the important theories about the construction of gender and create a list
- Discuss with the rest of your class
 - *some examples from their own culture and life that fit into any one or all of these theories*
 - *whether this has an impact on their life*

👉 **1.1 Activity 5**

Cultural context

Look at the illustration and discuss the question below.



Ol man I ting mipela I olsem bulmakau bilon karim kago tasol

Dispela eksampel i soim tru dispela kain tingting bilong ol man i stap yet. Ol man ilaik bai ol i stap bosim ol meri yet. Long wanem nau yet, maski man i winim bikpela skul olsem yuniversity em igat tingting olsem meri em i samting natin maski supos meri i kisim wankain skul olsem em. Na long planti ples dispela tingting na pasin em i stap strong tru.

Reference: Education Old and New in PNG (1974) p15.

Discuss the picture and statement and relate this to how gender is constructed in this situation.

i This next activity is a good way to start the next session, it is a fun way to revise and make sure that all students understand the difference between sex and gender.

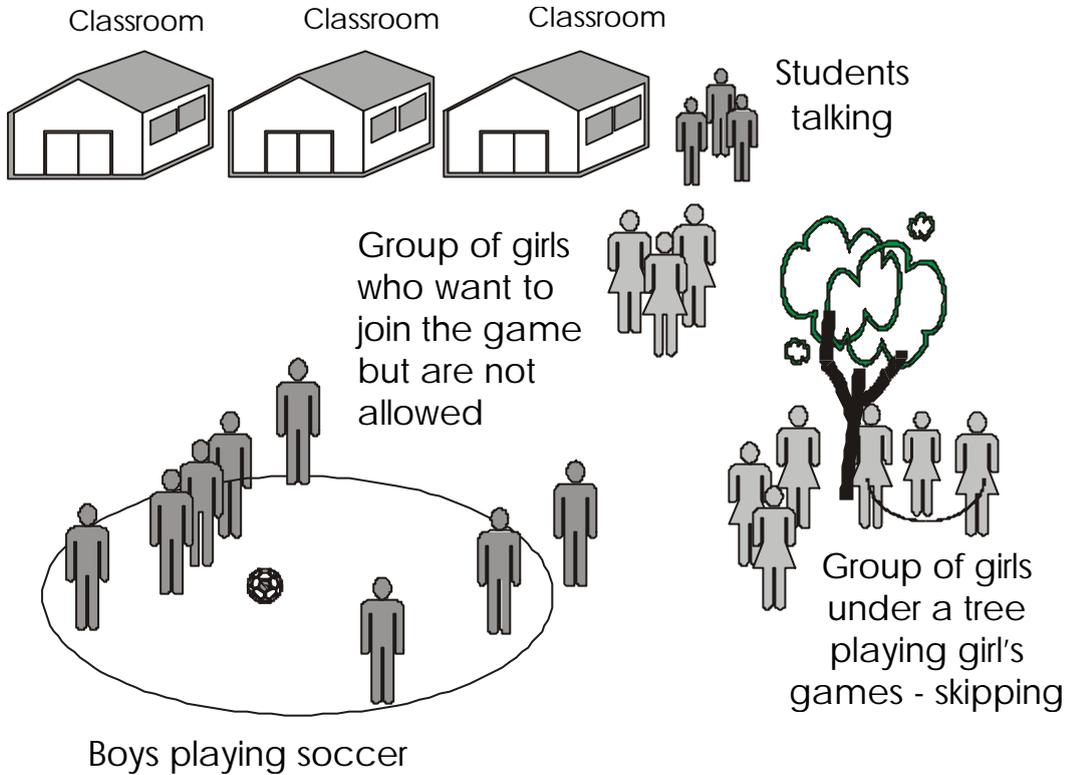
1.1 Activity 6 – Gender game

*Check to see if you understand the differences between sex and gender by doing the following activity. Put an **S** if you think it is biological and put a **G** if you think it is a learned behaviour or attitude.*

Statement	S or G
Women give birth to babies	
Little girls are gentle, boys are tough	
In one case when a child was brought up as a girl and then learned that he was a boy the school marks improved dramatically	
Women can breast feed babies; men can bottle feed babies	
Most PMV drivers in PNG are men	
In ancient Egypt men stayed home and did weaving. Women handled family business. Women inherited property and men did not.	
Men's voices break at puberty, women's do not	
In one study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building.	
According to the UN statistics women do 67% of the world's work yet their earnings for it amount to only 10% of the world's income	

1.1 Activity 7 – Action research - mapping the playground

Complete a survey of the playground marking where the students play and sit. Who uses most space in the playground?



1. *Who plays where and occupies what space in the school playground?*

.....

2. *Who is using the sports equipment?*

.....

3. *Who is physically active and who isn't*

.....

4. *Who occupies the most space in the playground*

.....

5. *Can you see any students who are being excluded from certain places or certain games?*

.....

6. *Are there any students who are being teased or harassed?*

.....

Reading 1: Theories that have brought us to our current understandings about the construction of gender



i The reading below contains theories that have brought us to our current understandings about the construction of gender.

This reading has been adapted from a range of resources.

Gender is about what it means to be a woman or a man. Research has been conducted over a period of time and during that time several theories about gender have emerged and been **superseded** (or taken over) by newer theories. These theories were to try and explain how boys and girls learned to be masculine or feminine.

Initially it was thought that the differences between women and men were established by biology. This theory was based around the notion of 'natural' and 'essential' differences between men and women. According to this theory women were 'naturally' more nurturing and caring than men because of the way they were born. According to this theory men were 'naturally' more violent and aggressive than women because of the way they were born.

This is a very powerful theory because in many ways and in many aspects of life men and women, boys and girls do appear to be 'naturally' and 'essentially' different. In the past these differences were used as a way of organising activities. This can be seen when tasks were allocated on gender lines in the past. This theory does not take into account the diversity and differences amongst men as well as amongst women. This approach really limited women and men in the range of activities and alternatives that were available for all people to access. This theory about natural differences did not explain why there are many men who are not violent at all and who are sensitive and caring people. This theory does not explain why there are many women who are extremely competent managers and very capable of taking on roles in what traditionally was seen to be the 'male sphere of influence'.

Then during the 1960s and 1970s a key aspect of the explanation to understanding the differences between men and women was the process of Socialisation. Socialisation is the ways in which sets of values, beliefs and behaviours which are gender specific are learned. This theory suggests that children were explicitly taught ways of being a girl or boy. This theory too is a very powerful theory because children are taught culturally accepted ways to be masculine or feminine. The important issue with the Socialisation Theory is that it constructs children as though they are empty sponges who soak up messages according to their sex roles. This theory does not take into account that each of us is an individual with our own ideas. We can make our own decisions and this plays an important part in forming our own identities.

This brings us to the more recent educational research which is based on the idea that gender is socially constructed. According to this theory

there is no 'essential' characteristic that is masculine or feminine but rather that men and women can take up a range of different masculinities and femininities. In this way the construction of gender identities is seen as dynamic, ongoing, changing and changeable. This theoretical position highlights the complexities and contradictions in the social relationships that shape our understanding of what it means to be a woman or a man – both as an individual and as a group.

One of the key ideas about this theory is that men and women are actively involved in constructing their gendered identities. Men and women are seen to be making conscious (and unconscious) decisions about what it means to be female and male, which differs in certain situations and at certain times. Ways of being woman or being a man are not fixed or 'natural', but are dynamic, changed, reinforced and maintained. Ways of being masculine or feminine vary across cultures, social class and change over time.

Reading 2: Changing gender relations in Papua New Guinea



i *Changing Gender Relations in Papua New Guinea* (2000) written by Dr Orovu V Sapoe and can be found in Chapter 2 pages 21-23.

GENDER RELATIONS AND INEQUALITY

What are Gender Relations?

Gender relations are the socially determined relations that differentiate male and female situations. People are born biologically female and male, but acquire a gender identity. Gender relations refer to the gender dimensions of the social relations structuring the lives of individual men and women, such as the gender division of labour and the gender division of access to and control over resources.

Gender cuts across every social relation such as class, race and ethnicity. Our sex, male or female, is a biological given but the feminine and masculine roles, that is gender, are our respective cultures' interpretation of our biology. Thus, "every society has different 'scripts' for its members to follow as they learn to act out their feminine or masculine roles, much as every society has its own language". Cross-cultural studies by anthropologists have contributed to understanding and acknowledge that roles which men and women play in society are socially and culturally prescribed.

The fact that different societies have a wide range of different ideas about appropriate ways for women and men to behave should make it clear just how far removed gender roles are from their biological sex.

Comparative and cross-cultural analyses (labelled 'anthropology of women') pioneered by feminist anthropologists have shown that there are significant similarities as well as differences amongst women and between societies. The basis of these similarities is their biological sex whilst the differences are determined by their varied socio-economic and political contexts. The comparative studies confirm

conceptualisation of women and men, or feminine and masculine identities are very much socially constructed.

Sites of inequality

Gender inequality results from 'male bias' operating at different levels of society. Diane Elson defines male bias as the gendered nature of economic structures and processes. To this, I would add, male bias is also the gendered nature of political structures and processes. The latter point needs to be stressed and included because of its intrinsic bearing on processes of empowerment. Women's limited ability to exercise power relative to men has very much to do with the unequal and gendered nature of political structures (such as State institutions, political parties, trade unions) and processes from the micro to the macro level. Gender inequality and the relative powerlessness of women vis-à-vis men regardless of race, ethnicity, class, nationality and age is common through the world. It is the negative outcome of this asymmetrical relationship between men and women in the development processes that is of prime concern to activists, practitioners and scholars.

It is important to point out that "different people in different situations have different needs and different talents. Removing bias does not mean complete standardisation and removal of all differences". This is a crucial point to bear in mind in discussions about gender equity. Elson goes on further to say that part of the problem of male bias is that it tends to hamper women from forming well-defined notions of what they want; women submerge their own interests beneath those of men and children". Women's preferences and their consciousness are defined and shaped by the very process of male bias. Women consequently do not perceive an individualised and independent sphere of existence and thought from other members of their family or household.

Gender inequality is manifest in many aspects of social life, for instance, in household consumption; in work, both formal and informal; in access to and control over resources such as land and credit; in access to such services as training, education and health; physical mobility; violence; decision-making and so forth. Statistics show that poverty, illiteracy, limited or no access to basic services and control over resources are life situations experienced by most women.

Module 1.2 – History and Background

Purpose / rationale

It is important that students understand the background and historical perspective that have lead to the current situation with regard to gender equity in education in Papua New Guinea. This country has undergone rapid change, particularly in the last twenty-five years. It is important that students are able to works through and understand the changes that have taken place.

Objectives

- Develop a shared understanding of the changes that have taken place in Papua New Guinea over time
- Explore their cultural background from a gender perspective
- Understand the changes that have taken place and put these into the present context of their lives

In this first session the students can explore Gender Roles in Papua New Guinea and Cultural and Traditional roles and responsibilities from a gender perspective.

1.2 Activity 1

Students get into groups to discuss and make a list of the Traditional roles and responsibilities of boys and girls and women and men in society in Papua New Guinea.

Students may want to discuss issues such as childhood, youth and adult responsibilities and obligations

Separate the list into one for male roles and one for female roles. Were the roles and responsibility equally divided between the people in Traditional Society? What conclusions can you draw from working through this activity?

👉 1.2 Activity 2

Discuss with the group the changing patterns of roles and responsibilities in Modern PNG society. Make a list of the changes that you have noticed. Compare this list with the previous lists that were drawn up. What conclusions can you draw from your discussions?

Read the following article which has been adapted from *Draft Gender Equity Kit (1997)* compiled through the United Nations Population Fund/National Council of Women, Papua New Guinea

Changing the pattern

In traditional Papua New Guinea society women's roles are usually seen as subordinate or less important than men's roles. Because of the ways of looking at things, the importance of women's roles is not always appreciated and valued. Women are usually not involved in public and community decision making, even though they are people who are often the most important support of the family and provide economic resources. Women have been expected to do women's work', such as looking after children and providing food. This contribution is invisible, not counted as something of value. Women in many countries as well as in Papua New Guinea, have been looked upon as inferior by men, and seen as not fit to take on jobs that are traditionally done by men.

Modern society has changed this view a little bit, but we still have a long way to go in many countries, including PNG. In the past very few Papua New Guinean women managed to achieve public positions of power, either in the public service or business. Now we are seeing women taking up what were traditionally male roles and showing us that women are just as capable as their male counterparts at succeeding in these jobs.

Women have been very successful as nurses and teachers, these roles have generally been accepted because they are nurturing roles, like being a mother, but women can also become administrators, mechanics, lecturers, pilots, politicians and accountants. There are many women taking on different jobs in PNG. However, they are still in the minority and many more women could be successful in different work in management and non-traditional areas.



Women in PNG who are moving into the workforce in a range of jobs, including management and non-traditional areas, are usually also mothers. The responsibilities associated with mothering means that they have many extra challenges to meet. For example, sometimes they do not apply for training which might take them away from their families, or are unable to do the travelling a job requires. Women often need extra help and encouragement to become educated. They need support to join the workforce and encouragement to continue to develop their skills to achieve advancement for management or higher duties in non-traditional areas.



👉 1.2 Activity 3 – Discussion

In groups discuss which of the traditionally male gender jobs and traditionally female gender jobs in the modern day work force could be done by a person of the opposite sex? Are there any jobs which could not be done by a person of the opposite sex? Give reasons for your answers. What can be done to support women in developing their skills?

1.2 Activity 4 – Who does the work at your house?

Data collection sheet

Think about what the members of your family do each day (pick a typical working day) and fill in the name of the person who does the jobs.

Cleaning the house	Cleaning floors	
	cleaning dishes	
	cleaning windows	
	Washing clothes	
	Folding and storing clothes	
	Cleaning walls	
	Cleaning kitchen	
	Any other	
Feeding family	Cooking food in the morning	
	Cooking food at night	
	Collecting food	
	Buying groceries	
	Setting table	
	Any other	
Home maintenance	Repair house	
	Repair household items	
	Clearing rubbish	
	Looking after the outside i.e. gardening	
	Any other	
Looking after children	Playing with children	
	Feeding children	
	Taking children to school	
	Helping with homework	
	Disciplining children	
	Reading to children	
	Putting children to bed	
	Any other	
Other	Paying bills	
	Maintaining car	
	Looking after animals	
	Any other	

Now answer these questions about who does the work in your family

1. *Who is considered to be the major 'bread-winner', or person who provides the most things for your household, in your family?*
2. *Who does the greatest number of tasks or chores in one day of your family's life?*
3. *Who spends more of their time doing work?*
4. *If your mother goes to work outside the home, do other members (father, son, daughter) help her to do household chores?*
5. *Who spends more time on recreational activities (having fun, playing sport)?*
6. *Does the son or daughter do more work around the house?*
7. *Does the son or daughter have more time to play?*
8. *How did your table turn out? I think you will find that the mother and the daughter do most of the work in the household.*

Can you try to make the household tasks spread equally among the family members. When you have finished answer these questions:

- *What were the most important changes you made?*
- *Who had more tasks given them than they did before?*
- *Could it work this way? Why or why not?*

Changing the pattern for men

Managing work responsibilities at home is a significant aspect of women's sense of identity. Women have an excellent capacity to function well by taking on a range of responsibilities as they were required. Women have a highly developed idea of work needed that enables them to cope. Some women are now saying that their husbands are offering to help with taking on some of the responsibilities in the home.

A female teacher from Morobe Province says that her husband now helps in the house with cooking and cleaning. She said that *'being a man he thought housework was a female job ... but now he helps with cooking washing clothes and minding the children'*.

Some women seem to be choosing a new identity, that of a work partnership with their husbands in sharing the household tasks. This was traditionally considered the domain of women, woman's work.

A woman from East New Britain said that while she acknowledges that her husband was the head of her home she is trying to be equal with her husband. *'We share the housework. We listen to each other and look after the baby. ... In my family the two of us make*

decisions if it would affect the whole family. My husband will consult me and we decide together. It just needs a common understanding between the husband and wife and there is something that gets us both to sit down together’.

The influence of the husband is very powerful. Husbands can support and encourage their wives. They can help to build self-confidence and assist their wives with work at home. Or husbands can, through jealousy or domestic violence, be destructive of their wife’s career.

Men in Papua New Guinea are now having to make some different decisions and changes to their lives. Men need to do this to accommodate the changing work practices and changing roles in modern society.

1.2 Activity 4 – Read this case study

Api is a married man with three children, two boys and a girl. He is a professional man working within education. He was at home one day when he noticed that his first-born – a boy – was speaking in a very rude manner to his mother, Api’s wife. Api was shocked, he did not think that his son should be speaking like this to anyone, but especially to the woman who is his mother and cares for him in so many ways.

Api thought about why this should be so. He realised that this may be as a result of some of his own traditional, cultural practices. Api knows that society is changing and he made a conscious decision look at himself very carefully to be sure that his own attitude and behaviour towards his wife (and also to all women) was one of respect. He made a conscious decision he would teach this attitude to his children.

Api also decided to change another aspect of his behaviour and to take a much greater role in family matters. He decided to help his wife with some of the house tasks. He made a decision to spend more time with his children and make sure that their values, behaviours and attitudes were about respecting and valuing women and girls, particularly their mother.

Discuss how this man made a conscious decision to change his behaviour and his attitude.

Gender Equity and culture

Several men who are working in the gender equity area have talked about their culture and traditional or customary beliefs. In the beginning some were concerned that working in gender equity may conflict with their culture. One man said:

I am Papua New Guinean and I do not want to see my cultural values trashed or thrown away or exchanged for another culture that may create a conflict of interest.

But he goes on to say:

Yet I am quite frankly happy that such an important topic can be discussed, planned and properly disseminated so that those abused, discriminated or ignored are considered also as important contributors to our livelihood.

Another man indicated that he has had a complete change of attitude and belief since starting to work with gender equity issues. He said that up until recently he did not believe that women were equal. He put this down to his upbringing and background.

He went on to say that:

Since becoming exposed to the issues of gender my perceptions and understanding on women has completely changed. This has given me an insight into the important role women play in society which are either rarely or not recognised at all.

These men who have shared their changed attitudes and beliefs after being provided with awareness, knowledge and skills in gender equity show that men are able to change. They show that gender equity in education does not conflict with their culture. They show that they too, as well as women can benefit from gender equity.

 **1.2 Activity 5 – Men and Gender Equity and change**

Students work in mixed groups. Discuss ways in which teachers can support both male and female students to move into modern PNG society. Talk about issues such as

- *Changing work patterns for men and for women*
- *Changing family requirements when both partners are working*
- *Ways men can be supportive of their wife's needs both at home and in the work force*

*Providing cooperative learning skills is a way to teach students how to appreciate each other, to value each individual as a **unique** person. Unique means being special because each person is one of a kind. Each person has their own special worth and students need to be provided with opportunities to develop this knowledge and belief.*

- *Discuss ways teachers could include lessons or units of work that enable students to learn to value and support each other and develop cooperative learning skills.*
-
-

👉 1.2 Activity 6 – Additional

Read the following poems and answer the questions

Will I ever be

coming home
I find my own home
uninviting
unswept
laundry basket full to the brim
dirty dishes all over the kitchen table
beds unmade
dinner waiting to be cooked
and endless chore staring at me

where do I begin?
with pikinini clinging to my hem
can I do much?
she doesn't want pap
because she is thirsty
for susu

as I sit down to fulfil her needs
'what time is dinner coming?'
he asks
"why don't you give a hand?"
then that almost everyday-quarrel begins
while I put a pot of rice on the stove

pushing the empty plate aside
he smiles as he picks her up
and tickles her
looking relaxed as ever
while I go from one chore
to another

Joyce Kubeli

Questions

- *Who does the tasks in the family in this poem?*
- *What advice would you give them based on what you have found out in the previous activities?*

Read this poem by Agnes Dewenis, Nissan Island, Bougainville, PNG

TELL ME WHY, MAN
Tell me why as a woman
I have to sit down, crawl on my knees
When you are in my territory?

Tell me why as a woman
I have to cover my hair all day long
When you are in my territory

Tell me why as a woman
I have to limit my chance of getting an education
When we are in the same territory?

Tell me why as a woman
I have more responsibilities
When we are in the same territory?

Tell me why as a women
I have lower status
When we are in the same territory?

Tell me why as a women
I have all this burden
When God, the Constitution and the
United Nations all tell me
You and I are equal in all respects?

Questions

1. *What does Agnes have to do that shows she is not treated as an equal partner?*
2. *Why wouldn't Agnes have an equal chance of getting an education?*
3. *Who has the most responsibility in this household?*
4. *Who has the most status in the household?*
5. *Is Agnes aware of her rights? How does she know what they are?*
6. *What needs to be done to help this household to reach gender equity?*



Possible assessment activity

Write your own poem on gender equity issues for yourself or your community, house, school or college.

Module 1.3 – Policies and Practices

Purpose

The importance of working on issues of Gender Equity has come from a range of significant sources and international Conventions, Declarations and Documents where the rights of women and young girls are being promoted. These different documents address different ideas about equity issues as well as a number of strategies that if implemented will move the signatory countries along the road to equality and gender equity for all their citizens. Papua New Guinea is a signatory. This in turn has led to a range of actions within Papua New Guinea which have led to policies and strategies being devised and implemented in this country.

Objectives

- Provide opportunities for students to research and learn about the international and National policies and strategies that have led to the present situation for gender equity in Papua New Guinea
- Understand the present education reform in the context of gender equity

There are a range of International and National Declarations, conventions and documents which refer to the issue of gender equity and equality. One of the earliest was the United Nations Universal Declaration of Human Rights.

International declarations, conventions and documents

1948 – United Nations Universal Declaration of Human Rights

This is a very important document as it was the very first document on human rights. It was signed by member nations on 10 December 1948. The document contains thirty articles on rights. Here are three articles that relate to Gender Equity and Equality

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 16

Men and women of full age, without any limitation due to race, nationality or religion have the right to marry and found a family. They are entitled to equal rights as to marriage and its dissolution (break up). Marriage shall be entered into only with the free and full consent of intending spouses.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without discrimination, has the right to equal pay for equal work.

1959 – United Nations Declaration on the Rights of the Child

The General Assembly of the United Nations unanimously adopted this document.

This documents contains ten basic principles for all children:

1. The right to equality, regardless race, colour, religion, sex or nationality
2. The right to healthy mental and physical environment
3. The right to a name and nationality
4. The right to sufficient food, housing and medical care
5. The right to special care of the handicapped
6. The right to love, understanding and care
7. The right to free education, play and recreation
8. The right to immediate aid in the event of disasters and emergencies
9. The right to protection from cruelty, neglect and exploitation
10. The right to protection from persecution and to an upbringing in the spirit of worldwide brotherhood and peace

1979 – Convention on the Elimination of all form of Discrimination Against Women

Convention on the Elimination of all form of Discrimination Against Women (CEDAW which is pronounced ‘see daw’) was adopted by the United Nations in 1979 and ratified by Papua New Guinea in 1994. When a country ratifies a document or convention it means that the country is agreeing to it. To ratify also means that the country sets out how it will implement the document or convention in the nation. CEDAW has 16 Articles, some are summarised below.

Article 1

gives a definition of discrimination against women which covers anything which has the effect of stopping women enjoying their full human rights in any way.

Article 2

asks countries to work hard to get rid of discrimination against women, in appropriate ways, as soon as possible. This could include making new laws, and changing old laws which are discriminatory.

Article 4

says that some special measures that favour women, are not considered to be discriminatory. For example:

- Catch-up measure which are designed to speed up women getting equality (called ‘affirmative action’) –
- these measures are then discontinued when they are no longer required, and
- Measures protecting motherhood

Article 5

asks countries to help change social and cultural factors which lead to stereotyping (thinking that women are restricted to things which are 'women's things'). Countries are also asked to change other forms of prejudice which comes from the idea that one gender, usually male, is superior.

This article also asks that the value of parenting be promoted, and that parents share responsibilities for their children (as long as this does not affect the well-being of the children).

Articles 7

says that women have equal rights with men to vote, stand for election and be involved in political parties and other political groups.

Article 10

talks about education for women, including

- Equal access to education at all levels
- Text book and teaching methods that should be revised to get rid of stereotyping
- Lowering drop out rates for female students and bringing in programs to help those who leave school early
- Providing access to education to keep their families healthy, including information and advice on family planning

Article 12

asks countries to make sure women have equal access to health care services, including family planning. Countries must have services to help with pregnancy and childbirth, and work towards adequate nutrition for mothers during pregnancy and breast-feeding.

Article 14

emphasises the needs of rural women. Countries must pay attention to rural women's access to adequate services and facilities, training and employment, and to social security programs. Women should also have equal participation in planning and equal access to agricultural loans, marketing services and technology.

1994 – International Conference on Population and Development

The United Nations International Conference on Population and Development (ICDP) was held in Cairo, Egypt in 1994. It was attended by a delegation from Papua New Guinea which included government members, public service officials, and representatives from non-government organizations. This conference produced a report in which discussed such issues as the role and equality of women and men in deciding on family size and population issues. This international document was signed by many countries including Papua New Guinea. Following are some sections which have been adapted

Chapter 4 Gender equality, equity and employment of women

4.1 This is a very important goal for women to achieve empowerment and autonomy (this means personal freedom to make decisions for themselves). It is also important for them to improve their status in political, social, economic and health areas – these goals are essential to sustainability because:

- Women receive less formal education than men

- Women's knowledge, skills and ways of being are not considered important in society
- The fact that men make the most decisions stops women from reaching healthy and satisfying lives, both inside and outside their homes

The objects to achieve this empowerment and autonomy are to:

- Have equality based on a healthy partnership between men and women
- Fully involve women in policy and decision making processes so that women are able to contribute to sustainable development
- Make sure that all women, as well as all men, are given the education they need to meet their basic human needs and to exercise their human rights

Male responsibilities and participation - basis for action

4.24 Men and women need to change their knowledge, attitudes and behaviour so that they can have pleasant and happy relationships. Men are important in getting gender equity because they are the ones who have to accept change before change can take place. This change is needed in a range of situations from deciding on the size of families up to decisions at government level. Men and women need to communicate more about reproductive health and understand their shared responsibilities in the family and everywhere, so that they are equal partners in both private and public life.

Objective

4.25 the aim is to push forward to gender equality in every part of human life, from the family to the community.

1995 – Fourth World Conference on Women: International Platform for Action

In 1995, the United National Fourth World Conference on Women was held in Beijing, China. It was the largest gathering of people in the world for a UN conference. There were two conferences going on at the same time, the official conference and a forum for non-government organizations. Thousands of workshops were held at the forum, which were related to women's needs and concerns. More than 100 people from Papua New Guinea attended either the conference or the forum.

The International Platform for Action contains many ideas – here are some of them:

- The Platform for Action is for women's empowerment. It aims to remove those blocks that prevent women from actively participating in all areas of public and private life – such as sharing fully and equally in economic, social, cultural and political decision-making. Sharing power and responsibility needs to happen between men and women at home, in the work place and in the wider national and international communities.
- Equality between women and men is a matter of human rights. Social justice, development and peace are all equity issues. People-

centred, sustainable development will occur if there is equality between women and men. Continually renewed and long-term commitment is made when women and men work together for themselves, their children and for society to meet the challenges for the twenty-first century.

National – Papua New Guinea responses

Nationally in Papua New Guinea there is a call for equal opportunities within the Constitution and the PNG Platform of Action. The Platform of Action calls for the mainstreaming of Gender issues within Government Departments. There is a National Women's Policy.

The Constitution of the Independent State of Papua New Guinea

The Constitution states in its National Goals and Directives:

1. **Integral Human Development**
We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or oppression so that each man or women will have the opportunity to develop as a whole person in relation to others.
2. **Equity and Participation**
We declare our second goal to be for all citizens to have an equal opportunity to participate in, and benefit from, the development of our country

National Women's Policy

The United Nations Decade for Women took place between 1975 and 1985. Three United Nations World Conferences on women were held; the first was in Mexico (1975), the second in Copenhagen (1980) and the third in Nairobi (1985). Several women from Papua New Guinea attended the conference held in Nairobi. As a result of this the National Council of Women and the Women's Division of the Office of Youth, Women, Religion and Recreation drew up a document call the National Women's Policy. The Vision of this document was to:

Increase participation by women as both beneficiaries and agents in the development process and improvement in quality of life

The guiding principles include:

1. **Equality and participation**
Women be recognised and actively participate in the decision-making process in order to determine the outcome of their lives, the family, community and nation as a whole
2. **Dignity and respect for women**
Women to take an active role in maintaining the morality, peace and Christian standing of PNG society. Each woman to be accepted as a person with rights to develop herself fully as a person.
3. **Melanesian values**

Women to be more appreciative of their Melanesian identity and values, and traditional way of life and at the same time encourage society to eliminate any practices that discriminate against women.

4. **Productive area**
Women to be recognised and valued as potential resources which need to be harnessed, utilised and assisted to contribute more effectively in economic development

1.3 Activity 1 – Jigsaw - cooperative learning

The class is divided into groups; each group takes a different international or national Convention or Declaration research. Each group to identify important gender issues contained within each particular document. Each group can collaboratively make a poster setting out the main gender issues from the document they have researched.

Each group shares the information they researched with the rest of the class. The groups can use their posters to teach the rest of the class what they learned.

 Alternatively this can be completed as a group activity where students are divided up into new groups which contain one person from each research group, and they then each take turns to teach the others in the new group what they have learned

This way the students learn about one important document themselves, and teach that knowledge to others in the class. Then they learn about the other documents from their fellow students. (This is called a Jigsaw Activity.)

Gender Equity in Papua New Guinea

The Government of Papua New Guinea, as a signatory to these international Declarations and Conventions, has followed its obligations within Papua New Guinea. The Government is supporting gender equity through a range of strategies in various departments and government organizations.

The National Department of Education plays an important role in assisting the government to implement its policies and strategies around issues of gender equity.

The following information is provided to show what has been and is being done to assist with gender equity strategies in education in Papua New Guinea.

The National Education Plan 1995-2004

States that:

In addition to these national objectives education must prepare citizens who will have a strong moral value system which places emphasis on personal integrity, the equality of all members of society, the importance and relevance of traditional values in modern life.

The Philosophy of Education

The guiding principles that relates directly to gender equity is Goal No 2 which state:

The philosophy is for everyone to be dynamically involved in freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integral person in relationship to others. This means that education must aim for maximising, socialisation, participation, liberation and equality

The Education Plan 1996

One objective in The Education Plan is for 'Equal participation in all levels of schooling by boys and girls' (p 3).

The National Education Plan 1995 – 2004 Update 1

This update makes the following provisions for increase female participation in all levels of education.

This statement is included in all levels of Elementary, Primary, Secondary, Technical and Vocational, Distance Education, Teachers Education, Inspection and Guidelines, Staff Development.

One of the main targets for primary education is 'improvement in participation and completion rates of females'. (p 22)

One of the main targets in secondary schools is to 'increase female participation in secondary education to 50%'. (p 32)

Another required action in secondary schools is to 'include Gender as a Policy in all training programs'. (p 35)

Corporate Plan 1998 – 2002

The Department of Education Corporate Plan undertakes to 'implement a programs to increase the participation at all levels of education' and complements the Education Plan 1996

Department of Education and the Curriculum Reform

The purpose of the Education Reform is to provide relevant basic education for all young Papua New Guineans while at the same time specialist further education and training for those who need it. The old system of education was thought to be appropriate for PNG prior to Independence. Since 1975, it has not evolved to take into account of the emerging needs and aspirations of modern PNG. The *Matane Report* of 1986 and the *Education Review* of 1991, showed that the system was not working and major changes were needed.

The major problems identified by the review were:

- Lack of access to schooling at the secondary level
- Poor retention (high drop out rates) at the primary level
- Irrelevant curriculum for many
- High cost structure

The whole Education Department is being reformed in terms of the structure and the curriculum.

The Working Document for Secondary Education Awareness suggests (on page 2) that:

‘the majority of those educated in the old system are still not receiving an education that is relevant to them or the wider society. Education is often blamed as a factor that contributes to youth becoming alienated from village school life and turning to crime. It is claimed that students finishing high school are not able to contribute fully to the development of the nation or their communities. Various reasons are given for this, but the main ones are; irrelevant curriculum, rote learning methods which leave the children unable to think for themselves and a system that favours academic excellence over practical abilities. A new curriculum and new teaching methods are needed.’

Present context in the Department of Education of Papua New Guinea

In the process of the Reform, the Education Department recognises teachers as the key to change. Teacher Education is one of the prime areas through which change can be achieved. The *Education Corporate Plan 1998-2002* states a requirement for increased enrolments of female students in Primary Teachers’ Colleges.

Gender Equity is a part of the Reform. Education is a prime area where change can take place. So it is very important that teachers understand what gender equity means for them. It is important that teachers can implement a range of different strategies, teaching methods, assessment methods and skills and knowledge based on a gender inclusive curriculum.

It is important that teachers provide their students with learning opportunities that reflect the ideals of all these International and National ideals. Teachers need to ensure their students grow up to be citizens who are able to participate equally, fully and freely in the social, economic and political life of the family, community and nation.

1.3 Activity 2

 Form random groups of four students to a group and ask students to discuss what changes they know have happened in their community as a result of one of these documents. Ask the students to keep a record of their discussion.

Form groups and discuss what changes have happened in your community as a result of one of these documents. Keep a record of your discussion.

- *Have the Conventions, Declarations and Documents studied had an impact on the lives of Papua New Guineans?*
- *Have these Conventions, Declarations and Documents had an impact on the personal lives of present students?*
- *Have these changes made for better opportunities for people, and in what way?*
- *Have these changes had some problems in being put into practice? Can you say why?*

Share with the rest of the class what sorts of changes were discussed. Listen carefully to hear if there are other similar ideas or whether there are some different comments about this issue.

1.3 Activity 3 – Democratic classrooms

You are a teacher and you want to have a democratic classroom which is gender inclusive and supports participation of all students. You want a classroom where all students work well together, are kind to each other, listen thoughtfully and value others. You want a classroom where students become citizens who are able to take their full and equal role in their families, the community and maybe even the nation as decision makers and contributors to a just and democratic society.

Work together in groups of five. Create a Policy, or declaration or a set of rules for your class that you think will achieve this aim. Think about the sorts of information that you have learned from all the International and National documents studied.

Can some of them help you with your own classroom?

Display the Rules the groups have created.

What are the similarities?

What are the differences?

What good ideas did other groups have?

☞ **1.3 Activity 4 – Additional**

Look at this photograph

What aspects of this photograph show that these students may be working in a democratic classroom?

How do you think this teacher achieved this aim?



Policies

Each educational institution such as schools, teachers training colleges, and other centres of learning will have a range of Policy documents. These policies need to clearly reflect and support the changes resulting from the current Reform. All these policies need to be reworked to include and address issues of Gender Equity.

Module 1.4 – Gender Inclusive Curriculum

Purpose / rationale

It is intended that the introduction of gender inclusive curriculum will improve the education of both girls and boys by broadening the base of understanding and knowledge currently presented in our schools. It is intended that it will also raise the status of, and opportunities for, women and girls in our society. In the long term the presentation of a set of values, attitudes and beliefs which includes the feminine as well as the masculine will lead to a more humane and balanced society.

Definition

A gender inclusive curriculum is defined as curriculum which by its content, language and methods gives value and validity to girls and women. It values girls and women's knowledge and experiences equally with boys and men's knowledge and experience.

Objectives

This section will provide students with a range of strategies and initiatives that will:

- Promote gender inclusive approaches to curriculum in the primary school
- Provide teaching practices and programs that reflect an understanding of gender inclusive approaches in educational settings
- Equip students with knowledge, skills and attitudes to use gender inclusive approaches to their teaching in the areas of:
 - Access and equity
 - Valuing female/male knowledge and experience
 - Challenging social structures which are harmful to girls and women/boys and men
 - Equip students with knowledge and skills to critically evaluate their teaching in the area of gender equity
- Equip students with the skills to carry out action research in their teaching approaches

School organization

To support a gender inclusive curriculum it is important that there be a range of activities take place in the school. These will include policy development that would support gender equity. It will be important to provide a range of professional development activities for all school staff to raise awareness about the issues and provide knowledge and skills about gender equity and the gender inclusive curriculum.

Those with responsibility for decision making at the school level need to consider establishing a supportive environment for girls and look at current issues such as sexist and sexual harassment, welfare and discipline, hygiene and privacy. In addition principals, head teachers

as well as classroom teachers need to deal with issues affecting access and participation such as subject choice, timetabling, physical resources, school uniform and dress code, and retention and truancy.

However, this may take some time to establish. Individual teachers working in their own classrooms can begin the process by implementing a gender inclusive curriculum.

Implementing a Gender Inclusive Curriculum

Implementing a gender inclusive curriculum requires that each teacher take responsibility for the part they, as an individual, play in supporting the process. Gender inclusive curriculum should never be seen as an 'add on' but rather as a fundamental concept which lays the foundation for all other curriculum innovations and initiatives.

To successfully establish a gender inclusive curriculum in a school or teachers training college, or a classroom, requires that lecturers/teachers and the students understand the process of the construction of gender. It is important that teachers have knowledge and skills in a variety of learning and teaching styles, can make changes to the content and language of the curriculum. Everyone can support making changes to the organization and structures in the educational setting, such as policies and practices.

One of the easiest aspects of the gender inclusive curriculum to start with is language.

Use of language

Language plays a crucial role in the construction of gender. Language can be used to discriminate positively or negatively between men and women. Language can construct understandings of attitudes and behaviours that are masculine and feminine.

One of the first things educators need to look at is language. The language of English can be used in sexist ways because it is able to do two things

- It excludes women
- It treats men and women unequally

Research has shown that children under the age of eleven are unable to make sense of such generic terms as 'man' to include women or 'he' to mean both male and female.

Language is not trivial or harmless. Language shapes the way we think. A language that uses mostly male pronouns and male terms, such as *he*, *his* or *man* to include both men and women is not a democratic language. It is not the language of a democratic society. Sexist language is inaccurate and misleading. Using such words as manpower, headmaster, chairman, man-made are sexist and exclusive - they exclude half the human race.

1.4 Activity 1

For the list of words below choose words that avoid the use of sexist terms and which include women too.

Generic term	Non-sexist alternative
<i>Manpower</i>	<i>personnel, staff, workers</i>
<i>Headmaster</i>	<i>head teacher, principal</i>
<i>Chairman</i>	<i>convener, chairperson</i>
<i>Man-made</i>	
<i>Policeman</i>	
<i>Spokesman</i>	
<i>Tradesman</i>	
<i>Actress</i>	
<i>Can you think of others?</i>	

 Place the list in a prominent position so that everyone can use it to remind themselves of inclusive language. Add to the list whenever there is another term discovered that can be changed to one that is more gender inclusive.

Language that stereotypes

Language can be used to stereotype people. Stereotype means to have an idea about a group of people which is applied to every member of the group whether they fit or not. Stereotypes can be positive, but they are usually too simple to be true, and are often quite wrong. An example of this could be - *men are strong and women are weak*. Is this true of all men and of all women?

Statements like this lead to people sex-stereotyping people. This means making unreasonable guesses that certain qualities are characteristic of all members of one sex. An example of this is the idea that 'all men are rational, mathematically inclined and aggressive' whereas 'all females are intuitive, artistic and passive'. Is this true of all men and of all women?

1.4 Activity 2

Brainstorm a list of positive and negative words that are commonly used to describe women and girls. Now brainstorm and equivalent list for men and boys. Think of words like strong, determined, beautiful, frail, assertive, active, passive, bold, shy, hard working, lazy, violent... . You could also divide the list into positive and negative words.

- *Compare the lists. Which list is longer?*
- *Are there some words that are used for males and females?*
- *Are there some words that are only used for females and others that are only used for males? Why?*
- *Could those words be used for both groups of people? Explain why.*
- *Can language be discriminatory? In what ways can you see this happening through this activity?*
- *What can you learn about the use of language and stereotyping from this activity?*

Language is one aspect of what is termed the ‘*hidden curriculum*’. We often use language without thinking about what affect it has on others. This is why it is very important to be aware of what sorts of words we use if we want to be inclusive and if we don’t want to limit the way students think and act.

Language is a necessary, although not the only, requirement for a gender inclusive curriculum. It may initially sound awkward when you first begin to use non-sexist terms. It will get easier the more often you use non-sexist or gender inclusive language. Don’t worry if you make mistakes to begin with, just correct yourself and continue to make the effort to always use gender inclusive and non-sexist language.

Curriculum content

A gender inclusive curriculum takes into account several notions and so is important in schooling. Teachers need to treat all students fairly and with respect, and encourage all students, both girls and boys, to take part in a wide range of activities. Teachers who use a gender inclusive curriculum provide opportunities for all students to reach their full potential.

To begin with teachers can look at the content of curriculum materials. The content needs to be equally representative of women and men. Curriculum content needs to recognise and value the experiences of women as well as that of men.

Many of the older texts and curriculum used in schools do not have information about what women and girls have done. The contributions and the significant role that women have played are often not included in these texts. Curriculum materials have also often shown women in stereotypical roles or have left them out completely. This is not a true reflection of society where women make up fifty percent of the population. When students are presented with

curriculum materials which omit women's contributions, perspective's, knowledge and experiences they are presented with a very limited way of understanding the world.

This way of depicting or omitting women limits girls' (and boys') understandings of the role of women and the way they perceive the world. This kind of curriculum has no place in a democratic, gender inclusive classroom.

Curriculum Materials should reflect the reality that women play an active role in all areas of human endeavour.

The development of a gender inclusive curriculum does not mean a special unit of work (although that could be part of the strategy). It involves examining the entire curriculum and asking some questions at every point.

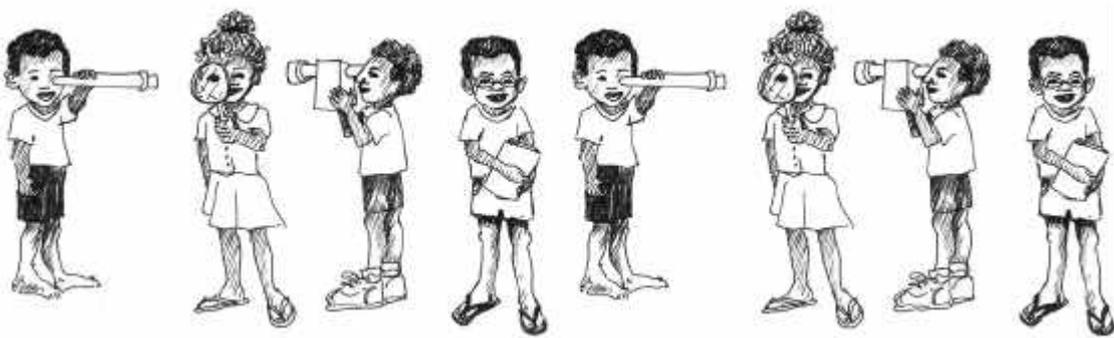
- Where are the women?
- What are the women doing?
- Is this relevant to the experiences of the girls in the class?
- Is this relevant to female students as well as to male students?

Module 1.5 – A New Framework

We need a new framework for a gender inclusive curriculum. We all need to look at our classrooms and the ways we teach with a new approach. Let us use a metaphor – that of a looking device or glasses frame – to suggest the idea of different frame of reference. When we look at a scene through someone else’s eyes or eyeglasses – we can often see a view that is clearer or different from that view we see through our own eyes.

When we use a new frame of reference the same objects, incidents or practices will be observed, interpreted and reacted to differently, depending on the new perspective from which the observer views. New frameworks can help us see practices or incidents that were hidden from us before. In other words the frame of references we use can raise our awareness and ability to understand the issue.

Looking through another’s eyes or glasses makes real the idea of new frameworks for seeing what is going on.



New frameworks help students to see more than one point of view. The different eyes or glasses help students to see aspects of school, society and relationships and think about what is fair and what is not, what might be harmful and what might be helpful.

This is a time to ask:

‘What is going on here?’

Are all the students able to access and participate successfully?

Is any one being excluded? Are all students actively involved?

Is the language used in this class inclusive?

Is this relevant to the life experiences of girls, as well as of boys, in the classroom?

What changes can be made to ensure that this classroom and this curriculum are more equitable?

This is an opportunity to practise using *critical questions* as a thinking tool to explore gender issues. Knowing how to use critical questions and why they are useful, are core understandings and skills students need as learners in all teaching programs.

Sometimes it is helpful to put yourself deliberately in another frame of reference, a different point of view from one you would normally use, in order to 'see' things you could not notice before. This perspective is used to throw 'new light' on teaching practices in schools.

These alternative frames of reference are useful as an artificial way of helping to:

- Reframe the incident or situation
- Create a *re-vision* (or new understanding) of what is happening
- Consider alternative actions and reactions
- Evaluate improvements or new ideas from other perspectives

Frames of reference - different ways to explore change

There are different ways of exploring methods to change the curriculum, and each viewpoint offers useful ways of analysing issues and proposing different strategies for change. Different points of view may be used at different times and in particular contexts. Often several viewpoints will be used at the same time. It is important to recognise that there may be no one right answer, but, that there may be several options.

It is essential to be aware that each and all of these perspectives can be used to address gender in educational settings.

Altering the curriculum from a single perspective alone will bring limited change. To try and do everything at once can be daunting. Select carefully and do one step at a time, take time to evaluate what has happened. Then use the evaluation to take the next step. This is more likely to result in productive, long-term change.

Four approaches to curriculum transformation for gender equity are outlined below.

1. Access and equity

Access and equity ensures that all students, but especially girls, have real access to education. This includes access to resources which include teacher time, space in classroom and play ground, equipment, and opportunities.

Some strategies include using a range of teaching and learning situations including cooperative learning, modelling non-sexist language, monitoring stereotypical texts and resources, as well as classroom interactions all the time, and choosing resources and curriculum that are inclusive of girl's as well as boy's interests.



Teachers can:

- Rotate tasks and responsibilities so that all students have opportunities to do a range of different tasks or responsibilities
- Provide opportunities for girls to take leadership roles
- Provide role models
- Rewrite existing sexist texts so that they are gender inclusive
- Sometimes provide special programs for specific groups of students to catch
- Teach cooperative learning skills

The '*hidden curriculum*' is also about how teachers conduct themselves in class. If teachers only speak to one group of students other students are being ignored. If teachers speak with disrespect to some students, these students will believe they are not worthwhile. If teachers believe that some students are not clever enough to answer a question and do not give them a chance to try, this limits the student. This can make the child believe that they are indeed not able to answer. This may mean that the student will give up trying. This limits the child. These sorts of actions are part of the '*hidden curriculum*'.

A very good way to discover if there is any '*hidden curriculum*' in the classroom is to do some data collection. Make sure that the data collections give information about both boys and girls. When data is collected and has information about both boys and girls it is termed **Gender Disaggregated Data**.

1.5 Activity 1 – Classroom observation – data collection

During a school visit look at what is happening in the classroom and see if you notice anything about what is happening in the classroom. Does the teacher give out tasks in gender stereotypical roles? Does the teacher have a different way of speaking to girls than boys? Are there different ways to praise or to punish for girls than for boys?

Data Collection Sheet – classroom interaction

<i>Activity</i>		<i>Grade or Year level</i>	
<i>Number of girls in the class</i>		<i>Number of boys in the class</i>	

Draw a diagram of the seating arrangements in the groups (use g(irl) and b(oy) as appropriate).

	<i>Girls</i>	<i>Boys</i>
<i>Number of children talking or not paying attention during formal class work (include comments, answers and other actions)</i>		
<i>Number of questions directed by teacher to individual children (does the teacher use the child's name?)</i>		
<i>Number of questions asked by children</i>		
<i>Number of times a teacher praises individual children</i>		
<i>Number of times a student is disciplined</i>		
<i>Amount of time spent checking individual work or giving individual assistance</i>		

1.5 Activity 2 – Planning lessons

Plan a series of three lessons for a primary class which will provide opportunities for students to learn cooperative learning skills and offer opportunities for students to take on different roles.

Think about teaching active listening skills, group work skills and communicating skills while planning these lessons.

How can these be part of your lessons?

2. Valuing female knowledge and experience

Girls bring different experiences into the classroom and have often developed different skills from the boys. We, as teachers, need to recognise the strengths that girls have developed and to devise a curriculum that acknowledges the many and diverse contributions that women, as well as men, have made in our culture.

For example units of work that are sexist or provide experiences that are of interest to boys only, will directly limit girls' participation and development.

Teachers' need to:

- Make what we teach, how we teach and how we assess more inclusive of all our students.
- Ensure the curriculum reflects women's contributions more accurately
- Build on and **endorse** (give approval to) girls' skills and enable them to feel a pride in their own achievements.

If teachers do not teach a curriculum that includes women and girls, as well as men and boys, then we are sending a message to students that some people are less important than others. This is another example of the '*hidden curriculum*'. Teachers need to make sure that students know they value all members of society. Teachers need to make sure that they do not leave important information out of the curriculum.

1.5 Activity 3 – Plan a unit of work

Plan a unit of work where students focus on women's contribution to PNG society eg Women and work - the past and the present. Or Explore women's contributions and skills. Place real value on childcare and family responsibilities and the importance they play in PNG society.

This unit could be done in conjunction with a unit that has opportunities for comparing and contrasting what men do – such as in the Social Science Syllabus in the Culture and Change Strand. The unit of work needs to link the curriculum with the real social context of the students.

👉 **1.5 Activity 4 – Additional – plan a unit of work**

Plan a unit of work (Personal Development – Citizenship) Living Together – where the issue of equal respect is discussed, where the issues of valuing and being valued is demonstrated through active listening, positive feedback and where conflict resolution skills are specifically taught.

3. Acknowledging the differences amongst women and girls as well as men and boys

Educators need to understand and value the differences among girls as well as among boys, encourage students to explore and appreciate real diversity. This is where a clear understanding of the construction of gender is required.

For example, we as teachers need to provide learning experiences and opportunities that will allow students to move beyond a limited view of themselves and develop learning goals that are meaningful to them, individually as well as collectively.

Teachers can

- Involve students in negotiating the curriculum and setting goals for themselves
- Provide opportunities for students to explore a range of work options both paid and unpaid
- Provide a classroom where differences of opinion are listened to respectfully and valued

1.5 Activity 5

Look at this photograph use your new ways of seeing. What can you see that is happening in this classroom? Write down all the good things you see that are happening.

4. Critically examining and challenging social structures that are detrimental to women and girls

For example this includes, using a wide variety of assessment methods to discover and give feedback on student's knowledge and skills, considering women in positions of leadership and authority, examining ways in which some students silence, intimidate or humiliate other students by shouting them down.

Teachers can:

- Encourage students to develop skills that will enable them to use collaborative and democratic processes to address issues of equity.
- Provide opportunities for students to learn and put into practice positive relationship skills
- Provide opportunities for students to learn from women who have achieved positions of authority.

If teachers do not stop students when they are behaving badly towards each other then this can be a part of the '*hidden curriculum*'. Students may think that it is okay to shout other

students down because no one has told them it is not democratic or kind. Students need to be taught how to be good listeners, and how to value what other people say. Students also need to be taught how to put forward a difference of opinion in a clear but polite way of speaking.

 **1.5 Activity 6 – Additional – female role models**

Interview a woman who has achieved a position of leadership, such as a woman who is head teacher of a school, principal, member of the school board, member of parliament, runs a business or is successful at some level.

Or interview a woman who has succeeded in an occupation that is not stereotypical and new for PNG society, such as a female police constable, Doctor, Lawyer, senior manager, lecturer

Find out

- What characteristics these role model women had in common?
- What kind of education did these role models have?
- What key factors helped them reach their present position?
- Did they have a mentor? What does a mentor do?
- What are the costs of achieving success?
- Did these women face any difficulties or discrimination in obtaining their goal?
- Are there many women in senior management or professional positions in the public service?

Write a report on what you found out about the person you interviewed. Make sure you include the facts you have discovered from the questions you answered. Highlight one particular characteristic you admired about this person.

👉 **1.5 Activity 7 – Additional – teaching leadership skills**

Look at the picture.

This student is being prepared for a leadership role. As a teacher what knowledge and skills would you teach your students so that they develop as leaders for the classroom and for the future of PNG. Develop a lesson to teach leadership skills to upper primary students.



A gender inclusive curriculum content reflects the reality that women play an active part in all realms of human endeavour.

To ensure quality education it is essential that all educators works towards presenting a gender inclusive curriculum and model gender inclusive practices in all their classroom interactions

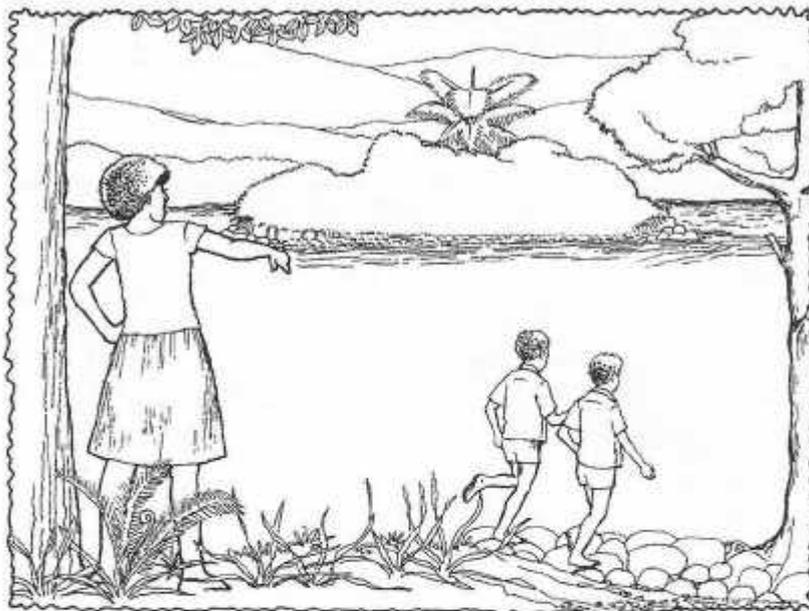


1.5 Activity 8 – Critically examining and analysing texts

This is a page from a primary reader. Look at the picture and read the text. Consider these questions.

- *In what ways are the male and female roles portrayed?*
- *Are they stereotypical?*
- *What other gender issues can you see in the picture or the text?*
- *What can the teacher do to address the gender issues in this book?*

You may think of a number of different strategies that a teacher can put in place. Write them down. Discuss your strategies with two other people. Some will be the same and some will be different. Compile a list to share with the rest of the class.



“Don’t forget what Dad said,” yelled Naomi. But Ila and David took no notice. They raced to the river.

David pulled his shirt off. “What are you waiting for! Girlie, Girlie!”

Module 1.6 – Equitable Assessment Practices

Assessment is such an important element of the process of schooling that it can almost ‘drive’ the curriculum. Because of this power, assessment practices can directly control the:

- Quality of the feedback provided to students
- Validity of the evaluative information available for teachers and other interested people (parents, NDOE)
- Present content and structure of knowledge in any discipline or subject
- Diversity of teaching strategies employed to facilitate learning.

Each of these dimensions is gendered.

1.6 Activity 1 – Discussion

Think about ways in which your capacity to perform (as a teacher or as a student) has been judged in the past. Which ways were the best for you and which proved to be the most difficult. Get into mixed-sex groups of students and compare what other students have said.

- *Is there any pattern?*
- *Do female students enjoy and/or succeed at different assessment tasks than boys?*
- *Which kinds of assessment tasks seem to be most difficult? Why?*
- *Which assessment tasks are the easiest to get good marks for? Why?*

Write down ideas you have formed from this discussion. Share these ideas with others in the group. What are the similarities, what are the differences?

The responsibility of the learning and assessment is shared between the teacher and students. Assessment is not done *to* students it is done *with* students. This means that the power dimension is shifted towards the interests of the students compared with conventional assessment models.

It is through assessment that we show our pupils those things which we most value. Teachers have a professional obligation to ensure that assessment contributes constructively to the learning of the pupils and to ensure that all those skills and attributes which teachers most wish to encourage are assessed.

Implementing Gender Inclusive Assessment goes beyond conventional testing. It takes into account that different groups of students perform better on different forms of assessment.

Some research suggest that:

- Girls perform best using open-ended assessment practices where knowledge can be explained and expressed in the fullest terms

And that

- Boys favour multiple-choice tests or time limited tests.

Many girls do well in particular aspects of learning such as research and cooperation, which are often included in our teaching aims. However these skills are not seen to be valued if they are left out of the assessment process. If we do not assess these skills we do not provided positive feedback about quality performance on all of our aims to these girls.

Teachers need to collect assessment data that provides evidence of meaningful understanding. In the past particular subjects have favoured certain assessment approaches. Not all students perform best under any particular mode of assessment, so it makes sense to include a range of devices for measuring learning in a specific area.

To establish a fair and equitable system of assessment which removes disadvantage, teachers need to provide a range of assessment strategies that are seen to be equally important and valuable.

1.6 Activity 2

Do an assessment audit in the college, collating a list of as many different ways that data is collected about performance as students for assessment purposes. Are there any other types of assessment tasks that could be added to this audit which would make the assessment more gender inclusive? How can students negotiate with lecturers to ensure that a wider range of more gender inclusive assessment tasks are provided for students?

Assessment should take into account the diverse range of evaluation strategies available to teachers.

- Individual student assessment
- Developmental profiles
- Annotated work folders
- Peer assessment

- Group/individual discussion
- Parental feedback
- Quizzes
- Concept maps
- Flowcharts
- Checklists
- Oral presentations
- Questionnaires and surveys should be considered for assessment purposes.

Assessment methods may also include:

- Research projects
- Posters, speeches
- Journals, poems
- Interviews
- Folders of samples of student work
- Surveys designed and analysed by students
- Critique of texts
- Practical reports
- Written assignments
- Role plays
- Dance performances
- Drama productions

as well as collages, dioramas, models, mobiles, photographs, or photographic essays as a group effort.

The assessment tasks the students present should vary in their forms, oral, written, visual. This ensures that no particular mode is more important than another. The submitted work can vary in extent or length: a one-minute talk to an eight-page report.

Tests and examinations should address inclusive practices

If there are any tests or examinations given these too must aim to address gender issues – for example they should contain:

- Extended response questions as well as multiple choice
- Items set in the real world context
- Female pronouns and names as well as male ones
- Examples that draw on traditionally female experiences as well as male experiences

Teach the skills required to succeed at assessment items

Specific skills required to do a particular form of test should also be explicitly taught. Do not assume that all students know how to do all styles of assessment items. For example the strategies need to successfully undertake a multiple choice test can and should be taught to girls as well as to boys. There are various ways of demonstrating acquired knowledge and

skills and the full range of these needs to be taught and practiced, so that neither girls nor boys are disadvantaged.

When they adopt gender inclusive practices teachers

- Are explicit about the outcomes they are working towards, and the criteria they will apply for assessment
- Encourage students to compete against themselves rather against others
- Allow students to have some control over the pace and direction of their learning
- Use ongoing assessment processes and a variety of assessment procedures

The following questions may help teachers to monitor the development of students' skills and knowledge.

Are all students, girls and boys, beginning to:

- Develop skills to enable them to make changes where they perceive inequities exist?
- Increase their skills in decision making, cooperation, negotiation and communication?
- Develop an ability to explore, express and clarify values and beliefs, their own and others?
- Display an increased use of non-sexist language
- Develop an ability to know what assistance they need and where to go for that assistance?
- Develop the beginnings of making decisions about their own learning and take action for future learning

Are all students, boys and girls beginning to:

- Show the beginnings of understanding the diverse role women play, in history and in contemporary society?
- Critically analyse issues from a gender perspective?
- Challenge sex-role stereotyping in books, in the media, at school, in the home and in society generally?

1.6 Activity 3 – Planning equitable assessment tasks

Work in small groups and decide on a unit of work for a primary class. Plan three different types of assessment, which take into account the range of students in a class, and which will show that the students reach the outcomes that are required from that unit of work.

Use this Implementing Gender Inclusive Assessment Worksheet.

Unit of Work: Theme:

<i>Work requirements Tasks which will enable students to learn</i>	<i>Assessment task Brainstorm how levels of performance can be determined</i>	<i>How is this assessment task gender inclusive?</i>

State exactly what sorts of criteria are you using to assess the work. Which elements of the assignments are you interested in assessing particularly. Students need to know what specific criteria, competencies, knowledge or skills will be used to judge whether the work is complete

and at the standard required. Do you have continuous assessment towards a goal? Do you focus on what the students have achieved and work with them on ways they can improve?

 **1.6 Activity 4 – Data analysis on assessment grades**

Conduct an analysis of assessment grades for students in your class by sex. Have you unwittingly been awarding grades differently? What will you do to ensure this does not happen again?

Finally

Gender Inclusive assessments need to ensure that:

- Assessment tasks are directly linked to the curriculum goals
- Explicit assessment performance criteria are developed
- Work requirements and guidelines are clearly stated
- A variety of assessment devices are used
- Negotiation of assessment tasks and processes occurs
- Assessment is integrated with and support learning
- Assessment tasks link theory and practice in a social context

Module 1.7 – Harassment

Important

When working with issues of harassment it is important to realise that this can be difficult for some people who may have been harassed and that sensitivity needs to be used. Never suggest that people use known names during role-plays. It is important to talk with Counsellors or Deans of Women and Men so that they are available if students feel that they need some help after doing the sessions on harassment.

Harassment can take on many different forms and has far reaching effects on the person receiving the harassment. Sexual harassment is a significant form of harassing behaviour. It is one of a number of serious forms of harassment based on gender, ability, class and culture which should be addressed. Further, sexual harassment is often not experienced in isolation from other forms of harassment. Harassment is an issue in all schools and teachers training colleges, universities and works places. It is not something that occurs only in certain schools or to certain people.

Harassment is totally unacceptable in any form.

All schools colleges and workplaces should have policies and processes in place that state clearly that any form of harassment is totally unacceptable in that educational establishment. There should also be strategies in place to support the person being harassed and to teach new ways of behaviour to the person doing the harassing.

The Gender Equity in Education Policy states that:

- Both female students and male students should value and be valued equally in all aspects of education

That the National Education systems and Education Institutes should:

- Prepare female students and male students for their rights to personal respect and safety and provide an environment that is safe and free from all forms of harassment and violence

And develop:

- Curricula designed to advocate attitudes and behaviours in school (and education) communities which promote social responsibility, **empathy**, **sensitivity** and equal and non-violent relationships
- Curricula designed to contribute to a safe and supportive learning environment free from all forms of sexual harassment.

As a result, of this Policy it will be important that all educational institutions ensure that:

- Harassment and sexual harassment are appropriately addressed within the curriculum across all year levels
- All students and staff understand the nature of sexual harassment , its causes and effects
- All educational establishments devise and implement a range of policies and procedures to address issues of harassment.

It is important for everyone to understand that each person has responsibility for their own behaviour and actions. People who do the harassing must not blame the person they are harassing. The person being harassed did not ask to be harassed. No one *makes* another person harass them.

People who do the harassing make a their own decision to harass other people and they act on that decision. Therefore, they must take responsibility for their action, attitude and behaviour. The person who does the harassing must therefore also accept the punishment, suspension or other consequences.

All forms of harassment are unacceptable.

Harassment is used to:

- Make people feel uncomfortable, bad, intimidated and unwanted
- Make people do things they don't want to do
- Stop people from doing things that they are entitled to do

Some examples of offensive behaviour - that is behaviour that is unwelcome, unwanted and not **reciprocated** (shared or returned) - that causes a person to feel harassed:

- Taking items from a person, their pencil case or school bag and hiding it or throwing it away
- Chasing people away from the place that another group considers to be their own space
- Deliberately ignoring someone or not letting them join in the group when they are a friend
- Making unwanted phone calls
- Following someone
- Whistling at someone walking by
- Make rude signs, with hands, fingers or tongues

- Saying words that make the other person feel bad, comments about clothes or appearance
- Telling a dirty or sexist joke
- Displaying pictures of semi naked or naked women or men
- Calling a girl a rude name like ‘paul meri’, ‘dog meri’ or ‘two kina meri’
- Making comments about the size of a person’s body like ‘big pela susu’ or ‘tripela samting’
- Pinching someone’s body – like their bottom or private parts
- Forcing the person to kiss you
- Forcing the person to sit on your lap
- Touching or deliberately rubbing or brushing up against a person
- Suggesting that a person have sex in return for favours – to get a higher grade, to get a promotion
- Forcing someone to have sex
- Spying (up skirts)
- Being cheeky (flicking bra straps)
- Using suggestive language like ‘you look sexy’
- Taking personal items from the other person’s bag or bilum and showing them in public or not giving them back

1.7 Activity 1 – Sexual Harassment

Form groups and select an envelope with a list of offensive behaviours.

Discuss these behaviours and order them from least offensive to most offensive.

Add other behaviours that you consider offensive to the list

Share your group's list with the class

 Make enough photocopies of the list of examples of offensive behaviour for the whole class to work in groups. Cut them up into separate lines. Place each set of lines into an envelope. Organise students into groups. Give each group an envelope with a set of offensive behaviours. Ask students to discuss these behaviours and order them from least offensive to most offensive. Allow time at the end of the activity for groups to discuss why they placed their set in that particular order. Ask the students if there are any other sorts of behaviours they consider offensive. Add these to your list.

Effects of harassment and sexual harassment

Harassment and sexual harassment often makes victims feel humiliated, uncomfortable and somehow to blame. Continual exposure to harassment and sexual harassment may affect a persons sense of self worth, behaviour and decisions.

Some people have described harassment or sexual harassment as making them feel:

- Uncomfortable, embarrassed, helpless, humiliated
- Degraded, inferior and somehow to blame
- Intimidated, upset, afraid and trapped
- Humourless and over-sensitive

The effects of harassment and sexual harassment on students and staff include:

- Withdrawal from activities, avoidance of certain subjects
- Restricted use of space and equipment
- Lower feelings of self-confidence and self worth
- Fear for personal safety
- Absenteeism
- Resign from place of employment or leave college or school

What can be done

All students and staff of educational institutes need to have a clear understanding of what constitutes harassment in all its forms.

Harassment can take many forms:

Non physical

- Controlling and dominating behaviour - like denying people access to money or keeping people confined in their house
- Verbal abuse
- Threats, instilling fear
- Emotional abuse
- Intimidation
- Psychological abuse
- Stalking

Physical

- Physical abuse
- Child abuse
- Assault
- Rape

Strategies

Each teachers college (school, education institute) needs to establish a shared and common understanding of harassment and sexual harassment and have a definition.

Everyone in the college needs to:

- Know and understand what harassment and sexual harassment include
- Recognise that sexual harassment is associated with behaviours and attitudes formed through gender stereotypes and expectations
- Understand how gender is constructed and the types of behaviour that are learned that enable sexual harassment to occur
- Develop skills for dealing with conflict and protecting themselves

When someone believes they have experienced an act of harassment, it must be taken seriously. The person who has been harassed must be supported and involved in the process of resolution of the incident. It is important also that the person who committed the act of harassment take responsibility for their actions and behaviour. The person who did the harassing must learn new ways to behave and relate to other people.

The college needs to:

- Put in place a range of strategies to address issues of harassment through
 - Policy
 - Curriculum
- Encourage the building of positive relationships and cooperative ways of solving problems
- Have in place properly organised grievance procedures, which every one knows, with strategies to assist the victim and to teach new ways of behaving to the harasser
- Ensure that all teachers/ lecturers confront (deal with) and stop harassing behaviour or instances of sexual harassment in their own classrooms and take the opportunity to discuss harassment and sexual harassment issues where appropriate

But most importantly everyone must know what harassment is and that it is unacceptable behaviour and that there are consequences for this bad behaviour.

Definitions of sexual harassment

Sexual Harassment covers a wide range of behaviour which is sexual in nature or is based on a person's sex.

The important point is that it is **unwelcome, unwanted and not reciprocated**

Sexual harassment happens if a person:

subjects another person to an **unsolicited** (not wanted or unwelcome) act of physical intimacy

for example, physical contact such as patting, pinching, pushing or touching in a sexual way; unnecessary familiarity, such as brushing against a person

Or

makes an unwelcome demand or request, whether directly or by **implication** (suggestion) for sexual favours from the other person

for example, sexual propositions

Or

makes a remark with sexual **connotations** (suggestions or allegations) relating to the other person

for example, unwelcome and uncalled-for remarks or insinuations about a person's sex or private life; suggestive comments about a person's appearance or body

Or

engages in any other unwelcome conduct of a sexual nature in relation to the other person

for example, offensive telephone calls; indecent exposure

and the person engaging in the conduct described above does so with the intention of offending, humiliating or intimidating the other person

Or

in circumstances where a reasonable person would have **anticipated** (or been able to predict) the possibility the other person would be offended, humiliated or intimidated by the conduct.

Note:

Welcome sexual attention is not sexual harassment – if both people enjoy the exchange this is not sexual harassment.

👉 1.7 Activity 2 – Drama role-play

Discuss some examples of harassment that you know about. Discuss the actions and feelings of the victim, the harasser and the onlookers from those examples discussed. List all the actions and the emotions that you think would be experienced by that particular group in that particular situation.

Separate into small groups and use role-play to extend the stories. Explore the effects of harassment on the victims, the harassers and the onlookers.

What would you do if a student came to you and told you that she was being harassed? What would you do for the victim? What would you do for the harasser?

👉 1.7 Activity 3 – Discuss newspaper articles

In groups discuss and list the main issues of these newspaper articles – a different article for each group.

- *Why do you think sexual harassment is taking place in the workplace?*
 - *Socially women have been regarded as secondary in all aspects of development.*
 - *Does this way of thinking relate to these articles?*
 - *Discuss ways in which we can solve the issues in this article through education.*
-

Men's rights, gender equality

EQUALITY for men and women is a matter for society at large but it begins in the family.

Understanding gender discrimination means understanding opportunities and constraints as they affect men as well as women.

Men's attitudes and behaviours are strongly influenced by societal expectations about what it means to be a man.

In particular, the assumption that contraceptives, pregnancy, childbirth and prevention of sexually transmitted diseases are exclusively women's concerns reinforces men's lack of involvement in safeguarding reproductive health ? both their own and that of their partners.

Definitions of masculinity are often rigidly stereotypical. In many settings, for example:

A "real man" acts, he is not the object of action: he is demanding or aggressive in articulating his desires and striving towards his goals. His proper sphere of action is economical or political, not domestic or familial;

A "real man" is the head of his family. He provides for his household, but he is entitled to use his resources as he chooses. He may choose personal pleasure above family expenses;

A "real man" is strong. He does not recognise or admit uncertainty a sign of weakness; and

Emotion may also be a sign of weakness. A "real man" therefore admits little concern for his partner's wishes, pleasure or well being. He does not readily attend to the emotional, as opposed to the instrumental, aspects of relationships. These stereotypes and others like them do not match reality, either for men or for those who depend on them. Men who consciously or unconsciously measure their lives against such stereotypes set themselves up for failure, difficulty in family relationships and unreasonable stress.

In cultures where patriarchy is accepted as the only proper family structure, men and women may be trapped in a pattern of relationships and dependencies that can frustrate them both. A woman without a husband may have no social standing, and have difficulty even finding the means of survival: but a man too may find life hard without a wife to do "woman's work" grow food, cook and, bring up children.

Men who cannot live up to expectations that men should be powerful and competent may respond by retreating into passivity and escape through drugs or alcohol, by resorting to violence towards those still weaker, or by exhibiting exaggerated bravado and risk taking.

Post-Courier, 26 September 2000

Get the dirty jokes off the airwaves

ON Wednesday, February 7, I was driving to work between 7.30 and 8am, listening to NauFM radio.

Out through the NauFM airwaves came the most outrageous, dirty and filthy joke on "Blondie", a subject Blocker and Locky seem to enjoy joking about.

The joke was "How does Blondie screw in a bulb?" (Answer ? "She does not screw in a bulb, she screws in a car.")

This is not the first of this kind of joke.

They come on air quite frequently.

In fact, there was another one this morning (Thursday) about an old man and a young girl and her breasts.

Is NauFM management going to reprimand these announcers, or are they going to sit in their offices and laugh their heads off over these silly and dirty jokes?

Or maybe this is the kind of thing they like to hear on the radio and think it appropriate for the general public?

Where is the Censorship Board? Pull the radio station into line.

I could mention other programs aired by this station, but others have done this already.

And by the way, Blocker, the name of our country is Papua New Guinea, not New Guinea.

Disgusted – Boroko

The National, 28 February 2001

Don't ignore violence against women and children

NOVEMBER 25 was the International Day on Violence Against Women where a message of hope was carried around the world to the suffering millions of victims of all aspects of violence including physical abuse, psychological abuse, sexual abuse, economic abuse, verbal abuse, intimidation and other traumatic experiences.

In this decade, domestic violence is an epidemic destroying human health and lives.

The problem of domestic violence in PNG has grown in recent years.

There are more people involved in this problem than before which has a great risk of higher social, psychological, physical, moral and spiritual effects.

In PNG structural violence, especially polygamy and promiscuous sexual habits or extra marital affairs, is a real concern to this developing nation.

Also, addiction to alcoholism, drugs and gambling are a disease and a compulsion that drags families into extreme poverty, economic frustration and pain.

Prostitution is spreading fast and is destroying the dignity of marriage and families.

Various findings and research by the UN Convention on the Rights of the Child all point to the fact that ignorance in society has always been a problem.

Violence against women and children needs all hands and heads to come together. However, government organisations, churches and other voluntary organisations have shown little interest in addressing this issue.

The child's welfare must be protected by all means because the future of this country depends on healthy children.

Over the years I have been in the field, I have found that there are no tough laws against men who beat their wives and abuse their children.

Welfare officers, police, court officials and those in the law enforcing bodies must change their minds and try to address this issue professionally.

Women who wish to bring their husband to court for assault or any form of violence require all the support and help they can get.

The courts must hand out tougher penalties to people found guilty of all forms of violence. I hope that the Government will do something on violence against women and children in next year's Budget as a matter of priority to address this problem. PNG will not prosper if violence within families and society exists.

Violence against women and children is a real problem and must be addressed immediately.

Phillip Kai Kundiawa

Post-Courier, 28 Nov 2000

Violence against women a shame

IT is shameful that 25 years after Independence, Papua New Guinea has not made any meaningful progress towards the elimination of violence against women in its society.

Legislation to protect women against violence has yet to be enacted by Parliament and new Justice Minister Andrew Baing has just given an undertaking to review the criminal law before deciding on what to do about this matter.

When will he start and finish and how long before the new legislation goes before Parliament remains the question. The next general elections are just around the corner and it is doubtful whether Mr Baing's department will give this issue any great priority, if at all.

Women's groups have been raising this issue for many years yet governments have paid little if any attention to it.

Some 21 years after the issue was raised at the International Women's Convention and the Law Reform Commission Study in 1982, no positive action has been taken.

The fact that hundreds of Papua New Guinea women are violently attacked each year has not raised the alarm bells in Waigani nor has it prompted our legislators to take any positive action to prevent it from continuing.

The National Constitution clearly recognises women as equal partners in development and clearly discourages all forms of violence against fellow human beings - that includes women.

Yet, the reality is so different with many women still suffering from all forms of indignity.

PNG women live like prisoners in their own country, in an environment where violent crime against them has become a daily event, and the society seemingly becoming increasingly unable to contain it.

Post-Courier - editorial

Sexual harassment thriving at work places

SEXUAL harassment in any form or manner is a crime, however it is a subject many people, especially women in Papua New Guinea do not feel comfortable talking about.

Some women in PNG have experienced work place sexual harassment but have kept quiet about it for various reasons.

One obvious reason is the fear of repercussions from the male perpetrators which include physical violence and employment termination. Employment security has been the major factor preventing women from coming forward to voice their concerns.

The other reason could be associated with the lack of awareness or the knowledge thereof of laws governing the inappropriate behaviour of men towards women.

In 1992 a female employee, at a company (named) refused to be subjected to the sexual advances made to her by her superior (named) demands. She was emotionally traumatised and did not return to work for three days but when she returned the supervisor served her termination notice.

She has since left and is now employed by a government department at Waigani. At this office she said she has witnessed women being employed or promoted not on their own merits but because of sexual favours they provide for their male supervisors.

And a stone's throw away is another victim of sexual harassment. This lady who works at another government department at Waigani said she encountered harassment but refused sexual favours from her male colleagues. She has worked with the same department for 11 years, and claims that she was never promoted or recommended for training for the last nine years until changes to the top management took effect about two years ago. Only then was she promoted and recommended for training.

A source from the Department of Labour and Employment who requested ? anonymity confirmed that his office has heard cases of such nature but they could not proceed further because most of the complaints are raised after the employees are terminated. He, said they normally advise the victims to seek legal redress in court.

He said some women know it's wrong and know they are abused but refuse to speak out because of fear.

He said it is best for women to get employed or promoted on merits and not on sexual favours.

According to the President of the National Council of Women (NCW) Susan Setae, sexual harassment cases are common and her office has received some complaints. She said the NCW however, has not addressed the issue fully and is trying to work with the Labour Department and the International Labour Organisation (ILO) in the hope of assisting the victims.

"Sexual harassment is a concern for the council (NCW) of women at work. When we talk about violence this is one example of violence against women", Mrs Setae said.

She said it is unacceptable for men to sexually harass women at work. She said women must also stand their grounds and reject sexual advances from their bosses or work mates.

Most of the women who have been sexually harassed at work tend to submit to the men's sexual advances because they want to keep their job or want promotion. In most cases the perpetrators are male supervisors or managers.

And those women who have objected to sexual favours have lost their jobs or are never promoted.

"Women must not accept sexual advances in exchange for jobs.

"In the work place women must be recognised on their merits and not be used as objects for sexual advances for employment and promotion," Mrs Setae said.

She said men must not treat women as people without status. She said NCW really condemns sexual harassment of women and appeals to men to respect their female colleagues.

The director of women's affairs at the ? Department of Home Affairs, Leonie Rakanangu said one of the difficulties of dealing with the sexual harassment issue is because PNG does not have anti-discrimination law.

She however said in the public service there are avenues available like the Public Services Commission, Department of Personnel Management and the Ombudsman Commission for government employees to lodge their complaints.

She said PNG is a signatory to the United Nations Conventions on the rights of women but they are not in the position to fight for rights because there is no mechanism in place.

Winis Map

The Independent, 9 Nov 2000

Modules 1.8 – Valuing Women’s Knowledge and Experience - PNG Women’s Stories

The purpose of this module is to provide opportunities for valuing women and girls. This module focuses on women’s contributions and their work in the community. There are many roles and contributions that women have played in Papua New Guinea. Historically women have helped in a range of ways to build this country. Not many of these stories have been recorded. It is the intention of this module to provide an opportunity to begin researching and recording stories of women, and putting value on their work and the contributions that they make to their families, to their community and to the country. Students can be encouraged to research the role of women in PNG in a range of situations.

Recognising the different skills that women bring to what ever they do, values their lived experience. Currently that lack of information about women in the curriculum devalues their contribution. This is an attempt to address this situation. So the focus of this module is women’s work, women’s contribution and valuing women’s knowledge and experience.

1.8 Activity 1

Read the stories of women and their contribution

 Make enough photocopies of the stories. Organise students into groups. Give each group a set of photocopies of one story. Ask students to read and discuss these stories. Allow time at the end of the activity for groups to share the story and discuss the activities they completed.



The story of Gere by Aida Jujumo

Gere was a beautiful young woman. She lived in a coastal village. The houses in Gere's village formed a circle. All the houses were small except two. The biggest one belonged to Munhil, the paramount chief. The second belonged to Bota, the senior chief. In front of Munhil's House was a wooden garamut. This garamut was beaten whenever there was a meeting.

There were also many villages along the coast. One of them was Joho's. Joho was a strong handsome young man. He was a skilful wood carver. Gere was in love with Joho. She wanted very much to marry Joho. She knew it was against her custom to make her own choice. The chief was the one to decide whom she will marry. The Chief was the one to decide whom she will marry. She also knew it was against her custom to have a relationship with her lover before they married. For this reason she and Joho were keeping their relationship as secret as possible. Gere also knew that if she were caught she would be beaten to death.

Everyone in the village always worked together. The women made the gardens and men went out fishing. They also made the canoes. The village people were always busy. Gere participated in every activity that the women did in the village. Sometimes she wished to do her own gardening whenever she wanted to. At times she wished to take the day off doing just what she liked. But she had to stick to the group.

One day the women were working in the garden as usual. Some were digging up the soil, while others were planting kaukau, yams, taro and vegetables. The sun was right above their heads and it was stinging in it's heat. Gere decided to have a short break. She walked towards a small fig tree that stood in the nearby bushes. Bota was a few metres away and he was looking for the best tree for a new canoe. He saw Gere disappearing into the bush.

Gere arrived at the foot of the fig tree and looked around. "Joho could be here any moment," she said to herself. " He told me that I would wait for him under this very tree". She was about to sit on an old log when Joho appeared from behind her. He grabbed her giving her a fright. They both giggled.

Bota continued searching for the best tree. He stopped for a while wondering where Gere had gone. He started looking again. Still Gere had not gone back to where the other women were. He decided to look for her. He ducked through the thorny bushes. He peeped through the gaps in the shrubs. He came out into a small clearing and noticed a track. He looked at the marks on the wet mud. They were fresh footprints. Bota followed them until he came closer to the fig tree. He moved slowly making sure that the leaves of the shrubs weren't brushing against him. He stopped from time to time, listening, looking. As he moved closer to the fig tree, he heard some noises. He took slow, long steps to where the noise was coming from. Much to his surprise he saw Gere and Joho sitting side by side talking to each other. He left immediately and hurried back to the village. Bota beat the garamut as loudly as he could. The women in the garden stopped working. They listened to the beat of the garamut. The message was clear. One of

them had broken a custom and they were to meet in the village right away. The village women left at once and hurried to the village. They arrived in the village and sat in front of Munhil's house. Their hearts were thumping. They looked at each other wondering to themselves who was at fault. Bota walked towards Munhil. He whispered something into his ear. Everyone waited eager to hear what was to come. Munhil stood up, cleared his throat and began.

"You are gathered here because one of us has done wrong. You all know what the penalty will be. Bota can you tell us what happened?"
"While the women were working, Gere disappeared into the bush. I followed her and saw her talking to Joho", replied Bota.

Everyone turned to Gere who had just returned.

"Gere, come here!" Munhil shouted. Gere's heart pounded. She knew she had been caught.

"Is it true that you were with Joho?"

Gere looked at her feet. She didn't say a word. She was so ashamed. Slowly she walked up to Munhil and stood in front of him.

"Lie on your stomach on top of the garamut."

Gere did as she was told. She trembled with fear knowing what was going to take place.

"Bota, beat this woman until she breathes no more!" Bota raised a cane over his back and landed across Gere's back.

"A yo, mam!" Gere screamed. Another strike landed on her buttocks. Blood started to appear from bruises. Gere screamed in agony. Swish, swash went the cane. By now her screams were ceasing slowly. Everyone watched in agony. No one dared to move. They were too frightened to save Gere.

Taguhu, an elderly woman, watched from where she was sitting. Her tears rolled down as she saw more blood on Gere's body.

"Something has to be done. This has been going on far too long." She said to herself. "if Gere dies, the whole village will have to mourn. Then there'll be no gardening and no fishing until the mourning period is over. Our children will go hungry. And what about Gere's life? She is only young. Who will bear children to look after us in our old age? Something has to be done!" The thought came so strong. Taguhu could bear it no longer. She sprang up and rushed to where Gere was lying and threw herself over her body. At once the beating stopped. Everyone walked to their houses in great relief.

 **1.8 Activity 2 – Discuss these questions**

Did Gere have the right to have a relationship with Joho who was from another village? If yes, why? If no, why?

Is it fair for only Gere to be punished and not Joho? Is it fair for anyone to be punished?

Is it right to beat up women? Why? Why not?

Describe Taguhu's actions, what do you think were her strengths? Was she right to act as she did?

What message did Taguhu give to the community about the punishment?

What should happen in situations like this in the future?

 Always encourage students to consider options that are gender inclusive, or that are gender fair.



The story of Karinja Galiwa by Joseph Lingawa

Karinja Galiwa is a woman aged 68, who currently lives in Tambul District Western Highlands Province, Papua New Guinea.

She spoke very well at public gatherings, like combined feasting, organised by 1 to 3 communities, funeral and bride price ceremonies and when other social crises occurred. She had very good public relations and always maintained peace in and among different communities.

She was very critical in the decision-making process that set her apart from others. She talked constructively to bring warring tribes through to peace. In this regard she contributed a lot through her leadership by negotiating peace processes.

Everyone appreciated her great leadership in the whole Tambul Valley. She challenged men flock when trying to bring peace into different communities during tribal crises.

Before the introduction of the Local Level Government System in Papua New Guinea, she was appointed by the Colonial Administrators as LULUAI of a tribe named Yano that currently consists of approximately 4000 people. Being officially mediated by the Colonial Government, she did not cease her leadership role. She extensively collaborated well with the governing bodies at those times.

In year 2000, the Head of State - Governor General awarded her a Gold Medal as a token of appreciation for services she had rendered. She is now very old and everyone in Tambul Valley respects her great leadership.

 **1.8 Activity 3 – Work through these questions**

Identify and discuss the activities that Karinja did?

Dramatise the story of Karinja and present to the class

Discuss the following gender issues and make a presentation to the rest of the group

What are some of the skills that a woman would require to be able to speak in public?

What sort of support would a woman need, in this kind of position, in order to continue to perform the activities she took on?

If you were in Karinja's position how would you solve the dispute between two warring tribes? Or solve a problem between two warring clans over a land dispute?

How do you think Karinja felt playing this role at that time?

 **1.8 Activity 4 – Write a story**

Write a story about a woman in your community who displays leadership in any area of life, social, political, business at the community level and so on.

?

The story of Ali Areen by Tui Komia

Ali Areen is now an old lady very respected among the Yugu clans people. She was her sub clans' spokesperson. When it comes to conflicts among the people in the community, she represented her people. This is quite unusual in the highlands, especially among the Huli people.

For about twenty years she was the villages midwife, delivering babies of the clans and other neighbouring tribes.

She would have delivered most of the people between the age of 10 and 30 today.

During her middle years her husband ran away with other women but that did not stop her from raising her own children (6) and performing her midwifery role.

She was referred to as the symbol of love, care and an industrious person in the community. The men of the community looked to her for advices on land boundaries and other important matters that had to do with the community.

Because there was no man to represent that clan Areen represented and talked on behalf of her people. What other men would normally do to other male member of the community was done to her. The brides best pigs were given to the uncles, in which case for the clan she received on behalf of her clan from other clans.



She has 20 grand children and 5 great grand children. She is not as active as she used to be due to an attack from an asthmatic attack on her some years back.

I do not think she is that old as yet because she is actively very much in the Community Church. The last time I was in the community she has been offered some form of leadership in the Church and takes a great deal of her time devoting them to the ministry in the community.

Truly she is a role model to other women and young girls in the Community.

More precisely she stands on equal footing with the male folk of her age and commands the lead of others in her community.

👉 1.8 Activity 4 – Answer these questions

- Where do the Huli people live?
 - Why does the author suggest that Ali Areen's story is unusual in the Highlands of PNG?
 - Discuss the issue of the husband's behaviour and what that meant for his wife.
 - What were the two major roles Ali Areen played in the community?
 - What would be some of the reasons for the men in the community going to seek advice from Ali Areen?
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👉 1.8 Activity 5 – Write a story

- Discuss a woman leader in your village. What special qualities does this woman have that makes her a leader? Write a story about this woman and make sure that her special abilities attitudes and contributions are documented.
 - Invite a local woman leader to act as a role model and give a talk to the students about her work. The lecturer can provide some guidelines to the woman before she comes to speak to the students.
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Bubu Are Tongia of Hula Village, Central Province by Vele Pat

This is a small story of a great lady. Her name is 'ARE TONGIA'. She was also sometimes known as 'AI DOCTOR'. Ai Doctor in the Hula language means 'the eye of the doctor'. She was a natural skilled midwife who delivered many babies at the time of the LMS (London Missionary Society) establishment in Hula village where I grew up as a child. She was the first local woman to actively take part in the maternal welfare of mothers and babies. There was no formal training done, and hence her talents developed naturally through her experiences. Education for women at that time was only focussed on domestic chores, for example household activities, sewing and cooking.

I remember my Grandmother as a very active lady in community development. She was the wife of a Pastor and strong in her pastoral work with the women. She delivered many babies who carry her famous name, 'Ai Doctor' or 'Are Tongia'. She even delivered women who had complications but through her strong prayers and touch the deliveries were successful.

Her other name 'Tongia' is a Raratongian name given her by the Pacific Pastoral Missionaries. She would walk from village to village delivering community work and services. The longest walk would take up to ten or twelve hours on a twenty-four hour call. Sometimes I would hear her come in the early hours of the morning, looking exhausted. The villages she served, Makerupu, Kamali, Kalo, Alewai, Irupara and Kaparoko still recall this great lady.

The babies still carry her name and are probably married with children of their own. Most importantly these namesakes are living memories of Are Tongia.

I heard some of these namesakes even named their children Are Tongia to pass on the memory of this great lady, whose achievements are unrecorded and unrecognised.

This story is written in my Grandmother's name just to show that I will always remember her for her love, commitment, enthusiasm, perseverance and boldness to do things despite the hard times. Are Tongia was still active in her community work and later died in the 1970's due to over work and heavy burdens.

I recall this sad occasion very clearly at the tender age of about ten. Thousands of people from all different villages gathered, walking miles to come and pay their last respects to this great lady.

You will always be remembered my BUBU ARE TONGIA!

1.8 Activity 6 – Discuss these questions

- What was the focus for the girls and women's education during this period of time
 - Identify and discuss the attitudes displayed by this women
 - List all the responsibilities performed by this woman
 - Why do you think that this great lady's achievements were never recognised and recorded?
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 **1.8 Activity 7 – Write a story**

- There are sure to be several women who have achieved some success or have done something important, from your village or any other province that is worth remembering and recording. Write a story about one woman.
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My Mother by Rosemary Paschal

My mother's name is Albina Dimaia and she is now 55 years old. My mother did her primary education during the Colonial days and then went on to teacher training at Kabaleo Teachers College. She was in the third group to graduate from the college. After teaching for five years she met my Dad and they were married in 1971. She continued to teach until 1980 when she had the sister after me. That's when Dad stopped her from teaching. In 1983 Dad won a street passin store under the Agriculture Bank's credit scheme. Mum was encouraged by Dad to help him run the store. Dad taught her a lot of business skills and she excelled at it. But sometimes Dad was a bit jealous of her, especially seeing her run the business with ease and perfection. Four years later Dad developed asthma and had to be hospitalised for six months. During that time she ran the business for him. Not only that she also attended to us children as well. It was the most busy and difficult time of her life. I had to help her a lot, specially as my elder brother was going through his adolescence and living in town proved more difficult, with more peer pressure, than in the village. Mum pulled through.

It became evident that Dad would not recover from his chronic disease and that left Mum with more responsibility. She had to nurse Dad through the night and return at six in the morning to open up the shop and oversee its operations until six in the evening. She would then return on the late PMV to the hospital and again nurse Dad through the night. Mum did this for eight years until Dad finally passed away in 1994.

Mum never faltered in continuing to run the family business after Dad passed away. We moved the business to her village in the Gunanba – Kokopo district after the twin volcano eruptions in 1994. Mum joined the Catholic Mothers group in the village. This group provided fellowship and also fought for equal rights and was always very vocal during village meetings about recognition of women in village development. Mum does a bit of counselling in her own time and like all parents, she does tutoring at home. Mum decided to close the family business this year so that she can have a break and enjoy other things she likes doing, such as gardening, fellowship and tutoring my younger siblings.

👉 1.8 Activity 8 – Think – Pair – Share

Discuss with a partner some of the issues raised in this story

For example

- The father stopped the mother teaching after a second child was born – what do you think about this?
- The mother was very good at business how did this affect the father?
- Did the mother have any spare time? Why? Why not?
- What skills do you think the mother gained through running a business
- Would this mother be a good role model to bring to a classroom and speak to students?

Share what you have discussed with another group of students or with the whole group.



Rosina Paullon – Teachers' College Lecturer by Rosemary Paschal

Rosina Paullon hails from the Nuku district of Sandaun Province. Rosina grew up in Port Moresby and did her primary education at Taurama Community School. Rosina went back home to do her high school education. She won a place at Goroka Teachers College. There she completed her teacher training and went out and taught for some time. Then Rosina went back to Goroka Teachers College to do the Advanced Diploma Program. There were only three female students enrolled in that program. After another stint of teaching Rosina returned to study and completed her Bachelor in Education at UPNG, Waigani. There she was the only female student.

In 1994 Rosina had another challenge when she wanted to join teacher education. It was difficult for a high school teachers to become lecturers in primary teachers colleges. She succeeded and has been a lecturer in the Science Maths Strand ever since. Rosina has now been recognised for her ability and has been promoted to Head of Strand. Naturally bright as she is, Rosina has met a number of challenges particularly where she was the only woman in many of the programs she attended.

As a lecturer in a teachers training college Rosina is a role model not only for female students, but also for male students. There has, in the past, been a stereotype image of women that suggests that they are not good at Maths and Science and that only males are capable of achieving in these subject. This is a great story that will encourage all students to realise that girls as well as boys can achieve in maths and science, particularly when they are trained and given the chance.

👉 1.8 Activity 9 – Complete the following

Discuss this story in groups. Make a list of the key points of interest. What characteristics would be required to achieve what this women has achieved.

- Imagine that you are going to conduct a radio or television interview with this person. Devise a list of questions to ask her about her achievements, what helped her and what were her difficulties. Ask her what her vision is for her future.
- Create a role-play of interviewing a women role model and put it on for the class.

or

- Interview women lecturers in your college and record their answers and then compare the experiences of the women, were their difficulties similar or different? Was their support similar or different? In What ways?
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Glossary

Gender	Gender refers to those behaviours and attitudes, which are culturally accepted as appropriate, ways of being a woman (femininity) and ways of being a man (masculinity). Whereas the sex of a person is biologically determined, ways of being a woman or man are learned: they are constructed, reinforced, maintained and reconstructed over time and through social practice. Constructions of gender vary across cultures, social class and time.
Equity	<p>Equity means fairness. It exists when there is a fair and just sharing of benefits and opportunities for both females and males. Equity occurs when equal opportunities are provided to both males and females to follow a range of interests and lifestyles.</p> <p>Equity is not present when there is gender discrimination. Gender discrimination means treating the sexes differently so that one sex is inferior to the other. Gender discrimination can lead to an imbalance in the community of economic and social benefits.</p>
Equality	Equality is different from equity. Equality means every person receiving the same treatment regardless of who or where he or she may be.
Empathy	Empathy means to have understanding, compassion and sympathy for, and identify with, another person's feelings.
Sensitivity	Sensitivity means to have consideration, concern and care about another person and treat them with kindness.
Culture	Culture is the complex set of learned and shared experiences which embraces the beliefs, values, ideals, customs, language, laws, artistic products and symbols of a group. Throughout time, all people and societies and cultures change; the response to change will vary from one individual to another and from one society to another. It must be recognised that culture is largely socially constructed, is dynamic and changes over time.
Gender Inclusive Curriculum	<p>A Gender Inclusive Curriculum is defined as a curriculum which by its content, language and methods gives value and validity to girls and women, their knowledge and experience, equally with boys' and men's knowledge and experience.</p> <p>The purpose of a Gender Inclusive Curriculum is that it will enhance the education of both boys and girls by broadening the base of understanding and knowledge currently being presented in schools and raising the status of, and opportunities for, women and girls in our society. In the long term, the presentation of a set of values which includes the feminine as well as the masculine will lead to a more humane, balanced and socially just society.</p>

Diverse	Varied or different or a range of different individual or groups of people. It means that most people are not the same. Even though people may come from the same background each person is an individual and has their own characteristics that are different from all others.
Bias or gender bias	This is a stated position an assumption, notion, or prejudice that may be unfair. It could be a situation which shows a preferential view of one sex over the other.
Constraints	Limitation or restrictions that are placed on a person, this stops a person doing what they want to do.
Aspirations	To have goals or objectives, dreams or desires, target or ambitions for the future.
Gender disaggregated data	Gender disaggregated data is a collection of data that is sorted by sex such as enrolment, attendance, withdrawals, assessment, subject choices.
Social context	The background or circumstances in the community or society.
Challenges unfair practices	This phrase means to ask if it is fair for example, when girls are expected to take on a number of domestic tasks, which may stop them from completing their homework or even from attending school.
Stereotypes	Sets of ideas about a group of people which are applied to every member of that group whether they fit or not. Stereotypes can be positive, but they are usually too simple to be true and are often quite wrong.

Appendix – Photocopy Masters

Questions A – Activity 1

Questions B – Activity 2

Gender diagram

Equity diagram

Offensive behaviour

Living as men and women

The Construction of Gender

Questions A

Reflect individually on the following questions and make some notes about your reflections:

- *What is your first memory of knowing you were a girl or boy?*
- *What was it that made you conscious of your gender?*
- *How did you feel about this?*

Living as men and women

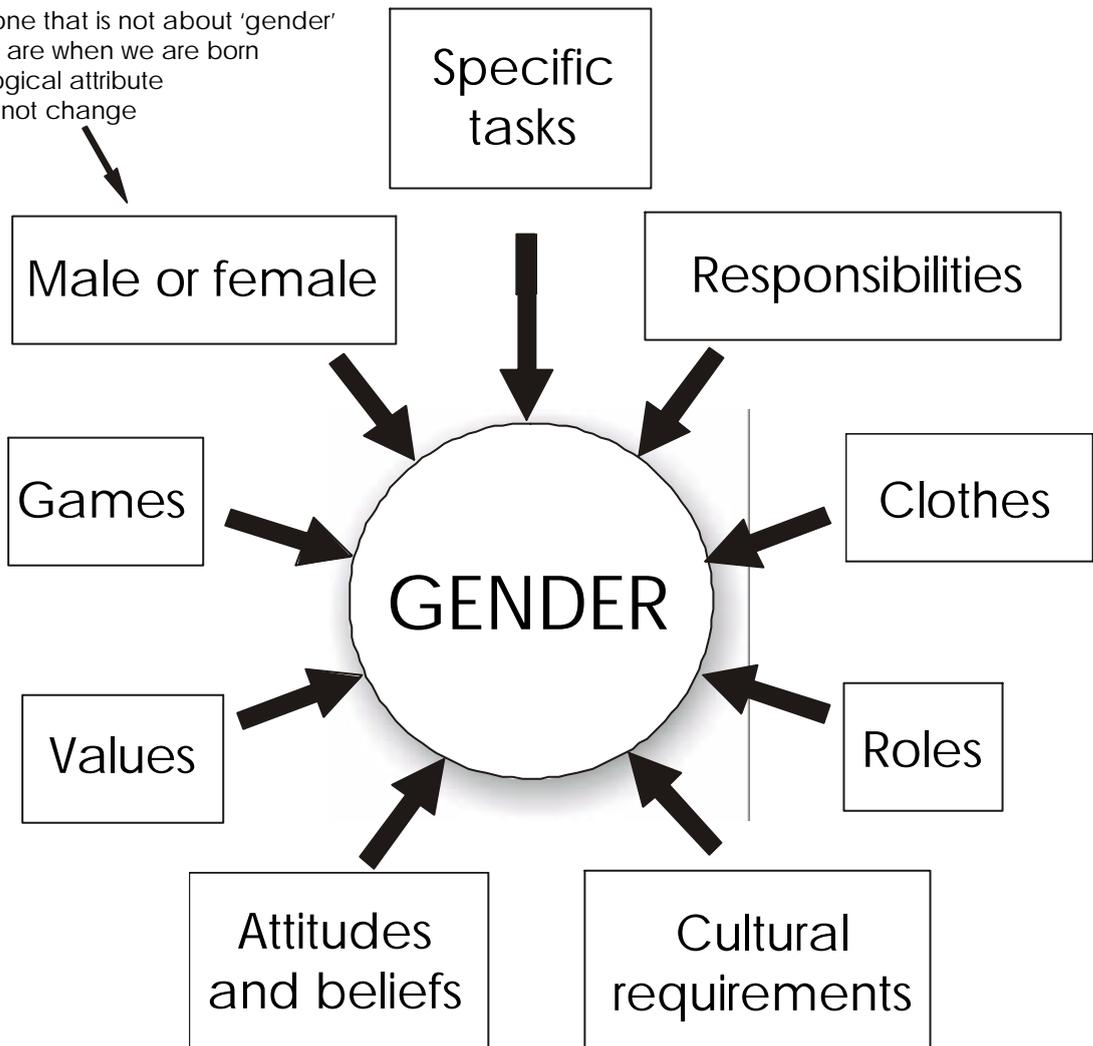
The Construction of Gender

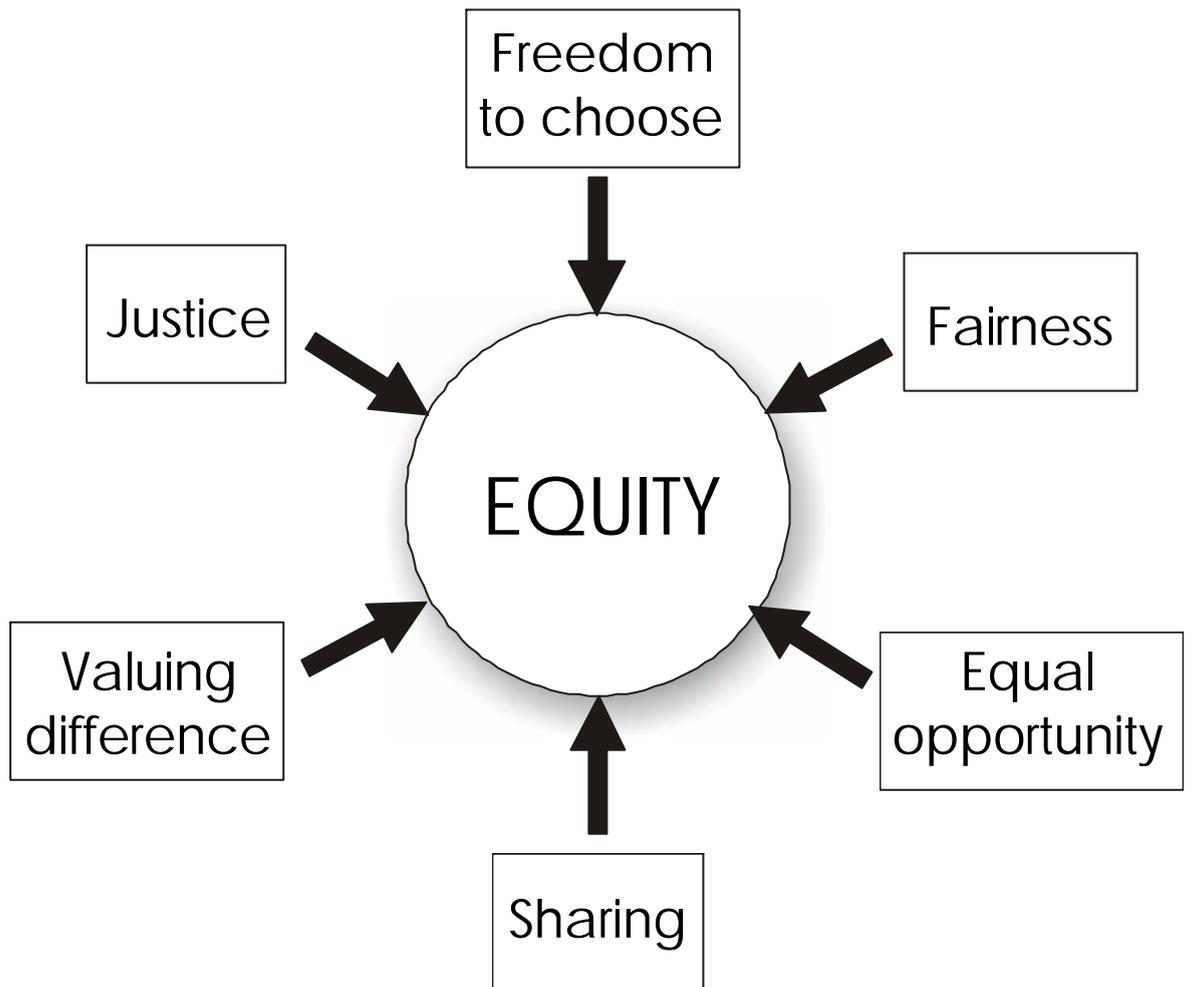
Questions B

Drawing on the experiences which you recalled in the activity just completed and on the issues raised by others in the group discussion, reflect on the following questions

- *Are you aware of the changes in your perceptions of yourself as a female or male in recent years? List changes you are aware of. What things have brought about these changes?*
- *How have these experiences influenced your interactions with others of the same gender? Of the opposite gender?*
- *How have these experiences influenced your interactions as an administrator, a teacher, a parent with children of the same gender? Of the opposite gender?*

This is the only one that is not about 'gender'
- this is what we are when we are born
- this is our biological attribute
- which we cannot change





Offensive behaviour

- Taking items from a person, their pencil case or school bag and hiding it or throwing it away
- Chasing people away from the place that another group considers to be their own space
- Deliberately ignoring someone or not letting them join in the group when they are a friend
- Making unwanted phone calls
- Following someone
- Whistling at someone walking by
- Make rude signs, with hands, fingers or tongues
- Saying words that make the other person feel bad, comments about clothes or appearance
- Telling a dirty or sexist joke
- Displaying pictures of semi naked or naked women or men
- Calling a girl a rude name like ‘paul meri’, ‘dog meri’ or ‘two kina meri’
- Making comments about the size of a person’s body like ‘big pela susu’ or ‘tripela samting’
- Pinching someone’s body – like their bottom or private parts
- Forcing the person to kiss you
- Forcing the person to sit on your lap
- Touching or deliberately rubbing or brushing up against a person
- Suggesting that a person have sex in return for favours
- Forcing someone to have sex
- Spying (up skirts)
- Being cheeky (flicking bra straps)
- Using suggestive language like ‘you look sexy’
- Taking personal items from the other person’s bag or bilum and showing them in public or not giving them back