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THE IMPACT OF THE COVID-19 PANDEMIC ON GIRLS' EDUCATION AND WELLBEING IN PAPUA NEW GUINEA

COUNTRY CASE STUDY



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INTRODUCTION

In Papua New Guinea (PNG) an estimated 2.4 million learners have had their education affected by the COVID-19 pandemic due to school closures (Johnston et al. 2021).

The majority of schools closed for six weeks during the State of Emergency declared in March 2020, and for a further four weeks in April 2021. A number of schools in high-risk areas stayed shut beyond these nation-wide closures as provinces were allowed to decide this independently (Johnston et al. 2021).

In response to the pandemic, PNG's National Department of Education (NDoE) launched the Education in Emergencies Response and Recovery Plan with funding secured from Global Partnership for Education and the Australian Government. This plan included provision for remote education, safe return to school for students and teachers and to prepare the education system to be more resilient in the future (NDoE 2020). However, COVID-19 has not been the only disruption to education over the past two years. For example, at the time of writing, delayed national elections and intensified tribal fighting in the upper highlands are continuing to cause school closures and increased risks for students and teachers when travelling to and from school (ICRC 2022).

This case study seeks to provide an overview of evidence of the impact of the COVID-19 pandemic on girls' education and wellbeing in PNG. This includes seeking to explore any evidence of differential impact on certain subgroups, for example based on socioeconomic factors, age and ethnicity.

1.1 METHODOLOGY

This case study builds on a rapid evidence review (RER) of the impact of COVID-19 on girls' education and wellbeing among Pacific Island Countries (PICs).

The data sources identified through the RERs consisted of a mix of both academic and grey literature, including blogs and news articles. Sources were primarily identified through internet searches, and a snowballing approach.

This country case study supplements evidence collected for the RER in 2020 and 2021 with key informant interviews (KIIs) conducted in June 2022 with practitioners from NGOs, UN agencies and the PNG. As well as sharing their own reflections on the evidence, these key informants were also asked to share any relevant written evidence they were aware of, including that which was not publicly available. See Annex 1 for a list of the KIIs conducted. Where needed, in order to fill evidence gaps, selected international literature has also been referred to.

GIRLS' EDUCATION AND WELLBEING BEFORE PANDEMIC

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2.1 GIRLS' EDUCATION BEFORE THE PANDEMIC

Even before the pandemic, many children in PNG were not achieving a full cycle of education.

PNG's National Education Plan 2020-29 notes that gender parity had been achieved at elementary level and was improving in primary school, but by secondary school the gender parity index in participation remains less than 0.8, with girls at the disadvantage. Girls' academic performance, however, is on a par with boys as they reach the upper grades (PNG Department of Education 2020). Retention rates across PNG were poor with only 16 percent of boys and 12 percent of girls who entered school at elementary level remaining in school up to grade 12 (PNG NDoE 2020).

For children with disabilities the situation was significantly worse, with estimates suggesting that the majority of children with disabilities in PNG were either out of school or not recognised within the school system (PNG NDoE 2020; KII). Reports from PNG education specialists, backed up by global research, underline that long before the start of the pandemic, gender and disability presented a double disadvantage for girls with disabilities, severely limiting their education chances (Al-Ghaib 2017; KII).

Evidence suggested a range of pre-pandemic barriers to girls' education, which were reflected in the National Education Plan 2020-29. These

included vocational centres being unwelcoming to girls, inadequate water, sanitation, and hygiene facilities, and textbooks and other learning materials which reinforced harmful gender stereotypes and gender stereotypical career pathways (PNG NDoE 2020). Cultural norms also presented barriers to girls' education. Polygamous, and strongly patriarchal societies in the highland's region deprioritised girls' education, with the expectation that girls would shoulder domestic responsibilities and marry at a young age (KII). In contrast, this pattern was found to be less pronounced in the New Guinea Island regions in more matriarchal societies (KII).

The National Education plan also recognised the ongoing challenge of educating children in remote locations. Eighty percent of Papua New Guineans live in traditional rural communities that are hard to reach, promoting the PNG Government to establish the Remote School Improvement Unit, with a particular focus on the 200 schools that come in the 'extremely remote category'. Support offered includes improved distribution of materials, ensuring schools are fully staffed and updated technology is provided when feasible (PNG NDoE 2020).



Children at Buk bilong Pikinini (books for children) which is an independent not-for-profit organisation based in Port Moresby, Papua New Guinea, which aims to establish children's libraries and foster a love of reading and learning. In PNG there are few functioning libraries outside the school system and most children do not have access to books at all. Photo taken by Ness Kerton for AusAID.

2.2 GIRLS' WELLBEING BEFORE THE PANDEMIC

Before the pandemic data from PNG highlighted high levels of violence against children.

Demographic Health Survey data from 2016-18 recorded that 75 percent of children had experienced some form of violence during their childhood, either at home or at school; 43 percent of girls aged 15 to 19 had experienced sexual violence, a third of women aged 20-24 reported being married by the age of 18, and 14 percent of adolescent girls had experienced sexual violence and coercion (UNICEF 2021a).

Despite being signatories to the Convention on the Rights of the Child and rooting issues of child and family protection in the PNG Development Strategic Plan 2010 - 2030, efforts to address violence against children were still trailing behind others of the region (UNICEF 2021a). As a result, the PNG National Education Plan 2020-29 noted the need to improve adolescent girls' education in a range of ways, including through the implementation of the 'Behaviour Management Plan' to address sexual harassment and exploitation being perpetrated in and around schools (PNG NDoE 2009).

Access to sexual and reproductive health and rights (SRHR) information and services for adolescents was limited. In PNG family planning has often been reserved for married couples, with adolescents historically being excluded from necessary information and access to sexual reproductive health services. Practitioners reported that accessing reproductive services as a young person had been heavily stigmatised, with health providers being judgemental about sexual activity before marriage (KII).

Mental health data and services in PNG were weak prior to the pandemic. A lack of disaggregated data on the nature and incidence of mental illness in PNG hinders insight into adolescent or girls' mental health. However, the National Mental Health Policy for PNG (2010) was not heavily resourced, creating a gap in services which was partially filled by NGOs or UN agencies specifically focussing on areas such as post conflict trauma support to women, or counselling support to survivors of family or gender-based violence (PNG)(Begisen 2021; Department of Health 2010; ICRC 2021). This lack of services is likely to have resulted in a considerable degree of unmet mental health needs.

THE IMPACT OF THE PANDEMIC ON GIRLS' EDUCATION

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The gendered nature of the impact of the Covid-19 pandemic and its differential effects on boys' and girls' education is beginning to emerge through global reports (Billah 2021; UN Women 2020a).



Global evidence is revealing that educational disadvantages that existed prior to the pandemic are being exacerbated, with rich and poor, urban and rural divides accentuating already apparent gender inequalities (Azevedo and Goldemberg 2020; Billah 2021).

Some of the evidence from PNG on the impact of the pandemic is not based on sex disaggregated data and often lacks any gender analysis. As a result, it is difficult to fully understand the gendered impacts of the pandemic, including on specific subgroups of girls and boys across PNG. Connecting PNG-focused evidence with global evidence is therefore helpful in terms of illustrating how the impact of the pandemic in PNG is likely to affect girls' education. This combination of global and PNG-specific evidence on the impacts of the pandemic is outlined below.

3.1 LACK OF ACCESS TO TECHNOLOGY DURING HOME LEARNING

Students in urban areas were more likely to access digital learning during school closures than those in rural areas. UNICEF estimates that 80 percent of schools in PNG do not have access to electricity, with internet connection as low as 11 percent (UNICEF 2021b; Wilson 2021). A baseline study conducted by the PNG NDoE between April and May 2020 surveyed 401 schools, 1,145 teachers and 3,904 students. The study found that children in the National Capital District had the greatest access to all technologies (radio, television, computers, smart phones, mobile phones, WhatsApp and social media), while children in Western and West Sepik had the least access (Johnston et al., 2021). Although some children accessed smart phones and tablets very few students in rural provinces accessed education content through these digital resources (Johnston et al., 2021). This chimes with global literature on the use of digital technology for education during the pandemic. Global evidence also points to significant gender differences, with girls less likely to have access to technology at school and home due to gendered assumptions about girls' competence, enjoyment of technology and concern over online safety (Webb, Barringer, Torrance and Mitchell 2020).

3.2 INCREASE IN PAID AND UNPAID WORK

Evidence from PNG shows a sharp increase in care and domestic work among mothers – and some evidence also highlights an increase in work among children, particularly girls.

Data from CARE's qualitative rapid gender analysis of the COVID-19 pandemic in November 2020 suggests that during school closures, increased housework was often taken on by children, and more so by girls (CARE, 2020c). Qualitative evidence collected on behalf of the NDoE between November 2021 and January 2022 focused on the gendered impact of COVID-19 pandemic in PNG and suggests that expectations around girls' roles in domestic household chores, and looking after siblings, may have increased girls' risk of dropping out of school (Costa, 2022). Among young people who participated in the study, more girls than boys reported participating in household tasks, with 30 percent of girls spending at least five hours a day on domestic responsibilities (Costa, 2022). This pattern of increased domestic load for girls is echoed in global reports on the gendered impacts of the pandemic and related school closures (Billah, 2021).

Some evidence points to increased child labour as a result of the pandemic. In PNG, poverty, which has been exacerbated by the pandemic, is highlighted as a key driver of children leaving schools and entering paid work (Costa, 2022). Qualitative evidence suggests a perceived increase in child labour, including in subsistence agriculture and engagement in informal markets, as well as increases in adolescent girls being exploited through prostitution, especially in urban areas (Costa, 2022). Boys were also reported to be working more hours to support families who were experiencing economic hardship (Costa, 2022). Econometric analysis based on two high frequency phone surveys conducted in December 2020, and January 2021 from a sample of 2,449 people in PNG, showed that children from poorer households were more likely to have engaged in paid work. In this study, children nine years old and above were more likely to work than younger children (World Bank and UNICEF, 2021). This pressure for children to do paid work is in direct competition to time available for school, whether accessed remotely or in person when schools reopened.

3.3 REDUCED ATTENDANCE AFTER RETURN TO SCHOOL

Qualitative data from PNG suggests that girls received little encouragement or support from their parents to return to school, driven by parental attitudes towards their education, as well as other discriminatory gender norms that persist in the country, such as expectations around girls' domestic responsibilities (Costa, 2022).

Evidence also highlights increased rates of absenteeism once schools reopened, with especially high rates among girls at secondary level. Analysis of two surveys carried out in 2021 suggests that although initially there were no gender differences in terms of absenteeism, by the end of 2021 some differences had emerged, with boys more likely to be absent from primary and early childhood education (ECE), while girls were more likely to be absent from secondary schools (Johnston et al. 2021; NDoE 2022). These studies indicated that many students went back to school after a delay, rather than as soon as they reopened, with gendered patterns remaining. It is important to note that, in PNG, poor attendance is common, and it is often an indicator of early school dropout, which can lead to early marriage and pregnancy for girls (KII). The pandemic is reported to be the final catalyst in driving vulnerable children out of schools, in particular girls, children with disabilities, children from rural areas and children living in poverty (Costa, 2022; KII).

There appears to be large regional and age-related differences in attendance levels. Attendance varies significantly across regions, with, for example, 91 percent of teachers in the National Capital District reporting low attendance, 79 percent in Morobe, 62 percent in Western Province, and 48 percent in West Sepik (Johnston et al., 2021). The highest percentage drops in regular attendance have been reported at ECE level, which reduced by 38 percent, compared to an eight percent reduction in attendance at secondary level (Petai, 2021). Furthermore, 69 percent of the 83 schools in PNG where students with disabilities attend classes recorded a reduction in attendance among these students, citing 'COVID-19-related reasons' as the cause (Petai, 2021). However, this data was not sex disaggregated.

3.4 LEARNING LOSS

Evidence suggests that students, parents and teachers feel that the pandemic has negatively impacted on students' learning.

Research shows parents believe their children's learning has been affected by missed lessons, that it may be hard for them to catch up, and that some children had lost interest in school during closures (CARE, 2020c). However, sex disaggregated data on learning loss has not yet been published, meaning it is not currently possible to explore any differential impacts on girls and boys (KII). Practitioners also reported that uptake of home learning materials was low, in part because of low parental literacy rates and lack of time to engage with and encourage children's learning (KII). In the NoDE baseline study the majority of girls (64 percent) and boys (66 percent) expressed concern about falling behind in their studies (Johnston et al. 2021). The study also found a correlation between these concerns and low levels of participation in home learning, with children in West Sepik being both most worried about falling behind in their studies and the least engaged in home learning activities during school closures (Costa 2022). It is, however, unclear from the evidence cited what the cause of this low level of engagement was, but it may be at least partly explained by data presented earlier around a lack of access to home learning materials.

Many head teachers and teachers expected a spike in students needing to repeat the 2020 academic year.

This is because of school closures, long absences from school and missed curriculum, all leading to students falling behind. One study in particular found that up to 10 percent of students would need to repeat the year, but one in twenty teachers predicted extremely high rates of repetition of between 75 and 100 percent. However, this study did not include sex-disaggregated data or further analysis in terms of gender or socioeconomic factors, so it is not possible to identify differential impacts on certain students (Johnston et al., 2021). Interviewees from PNG underline the likelihood that many young people who had missed substantial amounts of school due to pandemic-related educational disruptions would trigger the 30-day limit of absenteeism that is a requirement of certification for all children in the national education system (KII).

3.5 RESPONSES BY DEVELOPMENT PARTNERS TO SUPPORT GIRLS' EDUCATION

Various development partners in PNG have initiatives underway to support girls' education throughout the COVID-19 pandemic. Key initiatives are presented in Box 1 below.



BOX 1: RESPONSES BY DEVELOPMENT PARTNERS TO SUPPORT GIRLS' EDUCATION

UNICEF, Save the Children and World Vision are key members of the education cluster in PNG, taking a lead role in supporting the NDoE to deliver the COVID-19 Education Emergency Response Recovery Plan. These actors take a holistic view of education that includes a focus on education quality and adaptation during the pandemic, but also support for water and sanitation in schools, protection and parenting support, and addressing girls' education as part of broader education programmes. Save the Children also provide targeted support for girls at key transition phases where they are likely to drop out, such as primary to secondary levels.

The UN Capital Development Fund are supporting efforts to address broader drivers of education drop out, through financial and literacy education programmes designed to mitigate the need for girls and boys to engage in paid labour to support family income.

The International Committee of the Red Cross are promoting girls' education and engaging with some of the drivers of school disengagement among girls through efforts to strengthen prevention and response to tribal conflict in PNG.

Launched before the pandemic by the NDoE, but noteworthy, is the government initiative of free Flexible Open and Distance Education (FODE) mechanisms to allow students who have dropped out of school to re-engage with education. This could be important for adolescent girls who have dropped out of school during the pandemic (Department of Education 2019).

THE IMPACT OF THE PANDEMIC ON GIRLS' WELLBEING

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The closure of schools during the pandemic has highlighted the crucial role they play in supporting children's physical and mental health and wellbeing.

A growing number of reports are revealing the mental health impacts of pandemic-related stress and social isolation, particularly for girls, which some authors are connecting to pre-existing gendered vulnerabilities in society (Billah, 2021). Boys are also experiencing poor mental health and wellbeing as a result the pandemic (Billah, 2021), but global and regional evidence often shows that this tends to be of a different nature to girls, highlighting the importance of disaggregated data, something which is often lacking in PNG-related evidence.

4.1 INCREASED GENDER-BASED VIOLENCE AND VIOLENCE AGAINST CHILDREN

Girls and boys have experienced an increase in violence in the home during the pandemic.

A UNICEF rapid assessment survey in PNG in 2020 found that over a quarter of respondents (27 percent) reported increases in domestic violence against women and children during the State of Emergency as a result of COVID-19 (UNICEF 2020b). The same assessment also found that 36 percent of respondents reported an increase in physical discipline against children since the start of the pandemic (UNICEF 2020b). Similarly, a U-Report poll in PNG found that 41 percent of parents confirmed that children in their family suffered from violence due to COVID-19-related lockdowns (U-Report 2020b). Data from a national counselling helpline in PNG also showed a staggering 75 percent increase in calls during the pandemic, including from adolescents making calls related to sexual violence (Loop PNG, 2021). Alongside this, qualitative reports submitted to the UN special rapporteur on violence against women in PNG revealed that lockdowns made it more difficult for women to escape violent situations at home (Eastern Highlands Family Voice, Wide Bay Conservation Association, Voice for Change, and Femili PNG 2020).



Students from Caritas Technical Secondary School in various classrooms, East Boroko, PNG. Photo taken by Ness Kerton for AusAID.

Qualitative evidence from PNG suggests that pandemic-related stresses have led to a higher risk of neglect and violence at home as well as increased bullying when schools reopened (Costa, 2022). This evidence highlights concerns among teachers about student welfare in relation to violence and abuse at home, including emotional abuse and hunger. Teachers also expressed concern about the stigma children would experience on return to school related to sexual abuse, disease and child marriage (Johnston et al., 2021). This concern was confirmed by practitioners who reported an increase in bullying and harassment in overcrowded classrooms, that also include increased over age student repeaters, in schools trying to maintain social distancing when they reopened (KII). Global literature also notes the heightened risk which pregnant adolescent girls are facing in relation to bullying and violence by students and teaching staff on return to school after they reopen (School-related gender-based violence Global working group 2020).

Qualitative gender analysis in PNG also highlights concerns about increased violence and harassment against women and girls in public spaces, including increased accusations against them of sorcery, as well as incidents perpetrated by police officers abusing their increased powers to enforce pandemic-related restrictions (CARE 2020c; Eastern Highlands Family Voice et al. 2020).

4.2 REDUCED SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR)

Evidence points to a decrease in access to health-related services during the pandemic, including sexual and reproductive health services (U-Report, 2020b; World Bank and UNICEF, 2021).

Reasons given by young people for reduced access to sexual and reproductive health services included fear of getting Covid-19, no transport or distrust of health services (U-Report, 2020b; World Bank and UNICEF, 2021). This was reiterated by interviewees, who also claimed that sexual health services had been deprioritised during the pandemic which further limited young people's access (KII, UNFPA).

A follow-up survey to the NDoE baseline in PNG, reported increased instances of early pregnancies during school closures (NDoE, 2022). Qualitative data and interviews with practitioners suggest that early pregnancy is both a driver of dropping out of school and a consequence of it, with lack of supervision at home during school closures as a contributing factor (Costa, 2022; KII UNFPA; KII Save). Early pregnancies can result in forced marriage, with adolescent girls at higher risk of not returning to school due to social stigma and discrimination (Costa, 2022). Qualitative findings from PNG recorded perceived increase in both child marriage and early pregnancy, with adolescents citing these as reasons for friends or siblings not returning to school (Costa, 2022).

Difficulties managing menstrual health during the pandemic was also evidenced. Barriers which predated the pandemic, such as lack of basic water facilities in schools to manage menstrual health, were already contributing to increased absences from schools by girls in PNG. These poor facilities have compounded health risks faced by students during the pandemic (PNG NDoE, 2021 in Costa, 2022). The lack of basic water facilities continues to be reported as a reason for menstruating girls not returning to school or having reduced attendance (NDoE, 2022).

4.3 MENTAL HEALTH CHALLENGES

Data shows worsened mental health among children, youth and adults, with increases in prevalence of stress, anxiety, depression and mental health needs.

Data from the national counselling helpline in PNG, shows an increase in calls related to mental health by 263 percent between April 2020 and March 2021, compared to the previous year (Loop PNG, 2021). This was supported by U-poll which revealed 13 percent of respondents said that school closures, lack of financial resources and lack of social interactions with friends were making them sad and depressed. Slightly fewer female respondents said this compared to male (nine percent compared to 12 percent) (U-Report, 2020d). The Pacific Humanitarian Team's Humanitarian Response Plan refers to emerging evidence that shows that as a result of the pandemic, children's mental health and psychosocial support needs have increased across 12 neighbouring countries to PNG. Humanitarian partners on the ground have collected reports of increased youth suicide, substance abuse, domestic and child abuse, as well as increased stress, anxiety and depression as a result of the pandemic and restrictions to control the spread of COVID-19 (Pacific Humanitarian Team, 2021).

Some evidence also suggests that access to mental and psychosocial services has worsened during the pandemic. Twenty-three percent of households with children reported a decrease in mental health and psychological support in their community, with minimal variation across respondent's characteristics and location (World Bank and UNICEF, 2021). A U-Report poll reported that only 23 percent of young people (20 percent of female respondents) said that support services for depression or feeling sad existed in their communities (U-Report, 2020d). This same poll among young people in PNG found that most respondents either reported a lack of support services in the community (43 percent) or did not know about them (34 percent). The NDoE baseline reported that 33 percent of schools in the survey had a counsellor working with them. Secondary schools (64 percent) and FODE/Technical and Vocational Education Training institutions (63 percent) were far more likely to report having counsellors than early childhood centres (12 percent), elementary (28 percent) or primary schools (39 percent) (Johnston et al. 2021). The baseline report noted that secondary schools were generally larger and had more staff which may be a factor in this favourable quota (Johnston et al. 2021). Practitioners reported that socially there tended to be little discussion around mental health. Girls are expected to be strong and resilient in the face of hardship, and boys feel they must fulfil masculine stereotypes that discourage them from expressing emotions (KII).

4.4 RESPONSES BY DEVELOPMENT PARTNERS TO SUPPORT GIRLS' WELLBEING

The PNG government became a signatory to the global End Violence Partnership in February 2021, the first in the Pacific to join this partnership.

This political commitment should strengthen the enabling context for development partners to actively engage in this area. A few key initiatives being implemented by development partners to support girls' wellbeing during the pandemic are presented in Box 2 below.



BOX 2: RESPONSES BY DEVELOPMENT PARTNERS TO SUPPORT GIRLS' WELLBEING

UNICEF and ChildFund are already integrating wellbeing interventions into their education work through psychosocial support training for teachers to identify and support children with mental health issues.

Equal Playing Field, World Vision and Save the Children have been focussing on education around respectful relationships, gender roles and power dynamics.

Equal Playing Field and World Vision have been working on safe school frameworks that include protection policies and support to local health workers on safeguarding in response to greater child wellbeing concerns after the COVID-19 pandemic.

Through the Spotlight initiative UNFPA are engaging directly with the National GBV secretariat to strengthen reporting systems, support services and data collection systems around GBV.



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CONCLUSION AND RECOMMENDATIONS

The pandemic has compounded inequalities in adolescent girls' and boys' education and wellbeing in PNG.

Although completion and attendance rates were poor for both boys and girls in PNG prior to the pandemic, girls were significantly more likely to drop out of education at secondary level, and experience high rates of sexual harassment and violence in the community and at school. Evidence gathered for this case study, which is echoed in emerging global evidence, highlights how existing disadvantages for girls have been exacerbated by school closures and pressures brought on by the COVID-19 pandemic. Existing rural-urban divides and poor educational access of children with disabilities have also been heightened because of limited access to appropriate learning materials and support. Learning from other pandemics indicate that the longer-term

impact of missed education, increased violence and poorer wellbeing for girls are likely to have a personal, community and national level legacy which lasts well beyond the end of the pandemic (Billah, 2021).

It is important to note that the UNFPA campaign to celebrate the 50th anniversary of the constitution is a valuable backdrop to re-energise development beyond the pandemic. It re-emphasises the value of building on traditional wisdom, promoting education based on mutual respect and dialogue, rejecting violence, and celebrating equality.

The following recommendations, grouped thematically, were generated through the interviews with key informants. Many of these recommendations will require efforts by a range of organisations and can only be realised through intentional cross sector collaboration and work with partners at national, sub-national, and local levels.

IMPROVE DATA COLLECTION TOOLS AND PROCESSES



- Data systems between inspectorate and Education management information systems to be better aligned, allowing for timely response to teacher absences, misconduct, or teaching quality.
- Upskilling teachers and health workers to use data systems.
- Better data capture on children with disabilities to enable better planning and support to children with a variety of learning needs.
- Better data collection on marginalised populations to inform choices about project locations.

LAUNCH COMPREHENSIVE VIOLENCE PREVENTION EFFORTS



- System strengthening to provide effective reporting and response services for girls affected by GBV and violence in general.
- National education curriculum to include emotional development and healthy relationships.
- Working with men and boys alongside efforts to support girls to address gender inequalities, equitable education, and violence prevention in school settings.

ENGAGE COMMUNITY LEADERS IN GIRLS' RIGHT TO EDUCATION



- Community engagement to include parenting awareness to highlight the parental role in supporting 12 years of girl's education and wellbeing and safety.
- Encourage use of distance learning programme for girls who have dropped out to catch up with education.

EDUCATION SYSTEM STRENGTHENING TO BE INCLUSIVE AND SAFE



- Work with the school board of management parent-teacher associations, communities and district councils to address GBV and embed inclusive and gender responsive education.
- Targeted efforts to support girls who are likely to drop out of education including supporting girls who are pregnant or have children but want to return to education.

DEVELOPMENT OF TEACHING QUALITY



- Teacher training- to support teachers to use more blended learning practices to accommodate remote, face to face teaching and varied materials.
- Teacher training to include gender sensitive pedagogy and inclusive training techniques.
- Teachers training to include non-violent class-room class-room behaviour management techniques.

EXPAND SRHR SERVICES AND CURRICULA FOR YOUNG PEOPLE



- Provision of comprehensive sexuality education for young people and access to non-judgemental sexual health GBV services.

PROVIDE EDUCATION SUPPORT TO HIGHLY MARGINALISED COMMUNITIES



- Support dialogue between donors, affected populations and development partners to direct support to remote geographic locations where the need is greatest.
- Extend partnership support to all districts rather than concentrating on a small number of regions (currently in 6 regions).

TECHNOLOGY & INFRASTRUCTURE



- Acceleration of the development of technology infrastructure to enable better communication, and access to education resources.

FUTURE EVIDENCE GENERATION



- Understanding the role religion and tradition play in gender inequalities and girls' education in PNG.
- Understanding the issues that lead to poor transition between primary and secondary, and into tertiary and technical and vocational education and training education for girls.
- Campaigns that lead to successful social norm changes in PNG.

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ANNEX 1: KEY INFORMANT INTERVIEW

1

REFERENCE	ORGANISATION	KEY INFORMANT(S)	TITLE
KII NDOE	PNG National Department of Education	Philip So'on	Assistant Secretary Guidance and Counselling Division
KII NDOE	PNG National Department of Education	Thomas Podarua	AS ICT Division (co-Chair EIE TwC)
KII UNICEF	UNICEF	Michelle Mefee	Education officer
KII UNFPA	UNFPA	Marielle Sander	Country representative
KII WV	World Vision	Imelda Catalan Ochavillo	Education Portfolio Manager
KII Save	Save the Children	Marni Silalahi	Education Technical Advisor
KII Save	Save the Children	Emma David	Child Protection Technical Advisor



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