National Education Media Policy

Department of Education
National Education Media Policy

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National Education Media Policy

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Secretary's Message

This is the National Education Media Policy for the Department of Education in Papua New Guinea.

The Department of Education is mandated to make education accessible to all people. Finding the best strategy to support the role of education in providing education services as widely as possible is vital.

The Department of Education has identified Information Communication Technology (ICT) through Education Media such as radio, television and Internet as a strategy to enhance teaching and learning and improve standards and delivery of quality education services. This will be achieved with a clear National Education Media Policy framework and mechanism.

Media has a strong social and cultural impact upon the society. This is predicated upon its ability to reach a wider audience regardless of geographical barriers and cross-cultural boundaries. The success of making the benefits of Education is largely dependent on the involvement of all stakeholders and partners interested in education and to ensure schools are equipped with facilities and resources for the utilization of Educational ICT Programs.

This policy will provide the focus and direction for managing, designing, developing and implementing Education Media Program to support the Department's endeavor to make the benefits of education available to all and to improve standards to achieve the goals of the National Education Plan and Universal Basic Education Plan.

The National Education Media Policy will assist policy and decision makers at the national and sub-national levels to support the implementation of Education Media Program. It will guide all personnel, committees, boards, institutions, offices and divisions within the National and Provincial Education system.

All executives, managers and officers at all levels of education who are involved are urged to support the implementation of the Policy.

Dr. Joseph Pagelio  
Secretary for Education
Vision

Our vision is developing students to be competent, literate, numerate, skilled and healthy to develop their communities and contribute to a better standard of living in Papua New Guinea through Education Media Program.

Mission

The mission of the policy is to:

• Establish an effective management system for the Education Media Program.

• Make education services available as widely as possible through the Educational ICT Program and ICT in collaboration with stakeholders, communities and partners.

• Ensure provision for capacity building for Educational Media Program.

• Develop and produce sufficient quality educational ICT Programs in line with Education Media Strategic Plan.
1. Introduction

The Department of Education (DoE) recognizes the importance of Education Media in addressing access and quality of education through the utilization of ICT in PNG. ICT is becoming a powerful tool for the delivery of basic education services and maintaining communication across all sectors.

The National Education Media Policy (NEMP) is developed to support and address some of the issues and challenges facing the development of education in the country. These issues include access, retention, curriculum relevancy, inclusive education, management, implementation and the standards and quality of education. Other cross-cutting issues such as gender, HIV/AIDS and climate change also affect the development of education in PNG. They are due to financial constrains, lack of awareness and training, inadequate resources and infrastructure, and geographical settings.

The introduction and utilization of ICT has the potential to reduce obstacles that impedes teaching and learning while at the same time opens up access and opportunities for more students to enroll and remain in school. ICT will also improve the quality of teaching and learning regardless of location, gender, learning disabilities and other educational issues. Furthermore, it will assist in the effective delivery of teacher training programs and resource materials. In addition it will support the DoE in efficiently managing educational institutions and provide cost effective modes of education service delivery to address these issues.

The successful implementation of this Policy will ensure that the DoE’s aims and objectives are achieved and that more boys and girls, men and women receive quality education to increase competency, literacy and numeracy and improve the standard of living in PNG.
2. Authority

The National Constitution (1975) makes explicit that all children in PNG have the right to education. The Constitution makes it clear that all citizens will have an equal opportunity to education to effectively participate in the development of the country.

The Education Act of 1983 (consolidated to No. 13 of 1995) empowers the DoE to develop the NEMP to provide and support the delivery of educational products and services to the people of PNG. Further, the Act gives power to the Department to utilise appropriate education media programs as a tool for providing the benefits of education as widely as possible to all regardless of their cultures, geographical isolations, races and ethnicities as embodied in Section 3 of the Act. The DoE, as the executive branch of the National Education System, has the responsibility to facilitate and develop appropriate educational ICT programs to support and enhance the delivery of education services to the people.

The National Education Plan 2005-2014 (NEP) sets out the key outcomes of Department of Education and states that ‘information communications technology systems and process be developed to support the management of educational programs’ (NEP 2005:95). Furthermore, NEP encourages the use of ICT including radio and television for ‘delivering teaching programs and supporting learning and assessment programs …….. through a distance mode when it becomes available and is affordable and sustainable’ (NEP 2005:94).

NEMP directly addresses the objectives and goals of the Universal Basic Education Plan (UBE Plan) and Education for All.

The PNG Vision 2050 - National Strategic Plan 2050 (NSP) includes the use of education media to support achieving the goal of the plan.
3. Definitions

The following terms used in this policy have been defined in the context of the Department of Education;

3.1 Education Media
The use and application of electronic Media and ICT including radio, television, computer, internet, video conferencing, teleconferencing, print materials, audio visual materials and multi-media materials for educational purposes. Learning through distance mode and through these means is part of Education Media.

3.2 Education Media Program
A program that covers all educational media projects, programs and activities such as management, production, development, training, planning, installation, monitoring and evaluation of educational activities leading to achieve the goals of the policy.

3.3 Information Communication Technology (ICT)
ICT refers to communication facilities and computers as well as latest digital technologies and software used to create, store, transmit, communicate, interpret and manipulate information in various formats (i.e, radio, TV, digital camera, projector, internet, teleconference).

3.4 Educational ICT Program
Educational resource materials which are produced, stored and delivered in various ICT forms. There are three types of Educational ICT program and these are Teaching & Learning Program, Training Program and General Information Program including awareness and Education News Program.

3.5 Instructional Educational ICT Program
One of the types of educational ICT program that is designed to provide step by step instructions to achieve a specific outcome.

3.6 Educational Media Awareness Program
A program that is designed, produced and used specifically to promote public awareness on DoE policies, programs and projects to encourage community participation, support, sustainability and ownership.

3.7 Electronic Media
The use of electronics by the user or audience to access information. The common electronic media sources familiar to the general public are better known as video recordings, audio recordings, multimedia presentations, slide presentations and CD-ROM. The equipment used in the electronic communication process includes radio, television, telephone, mobile phones, desktop computer and other handheld devices.

3.8 Multimedia
Multimedia is variety of educational media programs in multiple content forms (text, audio, video and graphics) digitized and stored in CD-ROM or DVD –ROM and links to the internet.
3.9 Stakeholder
A stakeholder is a person, group, organization, or system who affects or can be affected by an organization's actions. This includes DoE, Provincial Division of Education, District Education offices, Institution and Schools, parents and communities.

3.10 Partner
A partner is person or group who shares a common interest or participates in achieving a common goal. This includes stakeholders, other Government Departments, Provincial Government, Local Level Government, Church Education Agencies, Development Partners, Non-Government Organization and Business houses.

3.11 Modes of Education Media
There are different modes of education media for the delivery of education services such as teaching and learning, communication, training and awareness. Each mode has different characteristics.

3.11.1 Radio Based Education
Using radio as a resource for educational purposes. For example, using radio as a tool for teaching and learning (e.g. radio science programs).

3.11.2 Television Based Education
Using TV as a resource for educational purposes. For example, using TV as a tool for teaching and learning (e.g. Grade 8 Math Model lesson programs, Science Kisim Save Series).

3.11.3 Computer Based Education
Using computer as a tool for interactive teaching and learning. The user can access information and for self pace learning at any time.

3.11.4 Teleconferencing
A teleconference is a telephone or video meeting (video conferencing) between participants in two or more locations in real time (live) to interact via two-way video and audio transmissions simultaneously. Teleconferencing uses communications network to connect participant’s audio or video. Sometimes audio conferencing, telephone conferencing and phone conferencing are also referred to as teleconferencing.

3.11.5 Text Based Education
Information by letters, pictures, figures and diagrams which is delivered through printed materials for educational purposes.
4. Background

The School Broadcast Section which is known today as the National Education Media Centre (NEMC) was first established in 1984 within the former Curriculum Development Division. Its role was to produce and coordinate schools broadcast programs for primary schools. The TV section, created in 1988 to work alongside the School Broadcast Section, produced TV programs which were distributed on video tapes to high schools. The amalgamation of the School Broadcast and TV sections, and the inclusion of the ICT due to the Education Reform, saw the establishment of the NEMC in 2001, and the production of radio and TV programs broadcast and distributed on audio and video tapes, CD's and DVD's. A TV model school was established in the National Capital District (NCD) to support the production of model lesson programs in 2007. ICT is also being utilized in other Division and Institutions of the DoE.

In 2003 four ICT Centers were built by AusAID in Primary Teachers Colleges (Madang, Gaulim and Holy Trinity) and PNG Education Institute (PNGEI) to provide ICT programs for pre-service and in-service teacher training. ICT Coordination and Standard Unit (formerly Corporate Data) was established in the Policy, Planning and Research Division (PPRD) to develop and provide support for ICT system in Education.

Educational Media programs were introduced into PNG in the early 1960s through the radio programs to support teaching and learning in schools. This was based on a number of issues that were identified as problematic in schools including English language proficiency and student lack of motivation to learn.

Based on the 1970 review, the radio programs, Language and living and Once Upon a Time were produced. These programs were broadcast to Australian Dual Curriculum Schools in 1971. Further changes were made to the Curriculum for the Territory Primary Schools radio broadcast series which included health, social studies, culture and current events and were re-written to fit PNG context. The main aim of these programs was to improve listening skills, enhance teaching, learning and add a variety to the normal classroom teaching.

From 1984 to 1991 a number of new radio broadcast programs were developed for Grades 1 to 6. These programs were jointly designed and developed by the Schools Broadcast Section of DoE and the National Broadcasting Corporation (NBC) with the support of USAid. The aim was to develop individuals so that they can use the resources within their communities to improve their livelihood. In 1990's DoE's TV section introduced TV programs which were distributed on video tapes to high schools.

The Education Reform in 1992 which was instigated by the introduction of the new Philosophy for Education resulted with changes to the DoE and school organizational structures, the curriculum and the delivery of education services. These changes were made to address the key priority areas of the DoE. One of the changes was to have a curriculum that was relevant for PNG.
In 2002, the NEMC embarked on rewriting primary radio programs consistent with the Outcome Based Curriculum (OBC) specifications and frameworks. TV Programs for Primary and Secondary were produced and broadcast but it was not until 2004 when they were televised using outcome based specifications. This was aimed to improve teacher competency and enhance learning.

The DoE has introduced two major Projects supported by JICA Projects (Project for Recording of Live Classroom Broadcast and Enhancing Quality in Teaching through TV Program) since 2002 on Distance Education through the utilization of Television. The two projects have had positive impacts according to the findings in pilot and model provinces. The project is currently being expanded to other provinces as an EQUITV Program (Program for Enhancing Quality in Teaching through TV Program) by the DoE.

The implementation and utilization of Education Media activities since the 1960's have been conducted on an ad-hoc basis through instructions and directions with no clear guidelines and directions. However, over the years the DoE has seen the value of Education Media and the capacity to improve teaching and learning and to involve a wider audience and create more effective communication to enhance the delivery of education services. The NEP 2005-2014, calls for the DoE to investigate the effective use of ICT and establish a broadcast system in education and to develop Educational ICT Programs for use in teaching, learning, training and awareness. A policy was required to guide the DoE and line divisions and institutions throughout the education system on the use of ICT. An NEMP working committee comprising of representatives from the DoE and the Teaching Service Commission was formed in 2008 to develop this Policy.
5. Purpose of the Policy

The main purpose of this policy is to provide direction and guidance for all stakeholders and partners in establishing an effective and efficient management system in development and implementation of Education Media Program in the country.

6. Scope of the Policy

This Policy applies to all stakeholders of the National Education System. It can be used as a guide by other education institutions and schools outside the National Education System. This Policy covers all partners who are interested in supporting Education Media Program. This Policy also encourages provinces and institutions to develop Education Media Policies consistent with the scope of this policy in order to control the use of Educational ICT programs and ICT system.

7. Goal of the Policy

The goal of the policy is to increase access, improve teaching and learning, raise the education standards and improve the quality of education through quality and sustainable Education Media Program.
8. Objectives

There are ten (10) key objectives in this policy. The objectives are to;

8.1 Establish Management System
Establish effective and efficient Education Media management systems for the implementation of all education media plans, programs and activities to ensure ownership, harmony and sustainability across all sectors.

8.2 Capacity Development
Increase the capacity of individuals, organizations and institutions in terms of human resources, facilities and systems to effectively implement the Education Media Program at all levels of education.

8.3 Promote the Use of ICT in Education
Promote and expand the use of appropriate, effective and efficient ICT systems as a tool for delivering education services, teaching and learning in all institutions at the national, provincial and district levels and to encourage the use of ICT at homes and other sources.

8.4 Design and Develop Educational ICT Programs
Design and develop relevant Educational ICT Programs at all levels.

8.5 Quality Production and Archiving
Establish an effective management system and appropriate equipment and facilities for the production and archiving of education media resource materials in print and electronic format for teachers, students, communities, partners and stakeholders.

8.6 Delivery and Access of Educational ICT Programs
Ensure that accessibility of Educational ICT Programs is available through a variety of delivery modes (or transmit and broadcast) in urban and rural areas in PNG. This will be made possible through the acquisition and installation of ICT facilities and equipment. This will be a shared responsibility of all stakeholders and partners.

8.7 Advocacy and Awareness
Advocate and conduct awareness at all levels to promote DoE policies and plans through Educational ICT Programs and activities that enhance community participation, ownership and sustainability.

8.8 Relationships with Media and ICT Providers
Establish a mutual understanding with other media and ICT providers to support and strengthen the delivery of education services to the school and the communities.

8.9 Establishment of a DoE Broadcasting System
Pursue with appropriate government authorities and agencies the establishment of a broadcasting and communication system in the Ministry of Education and DoE to improve delivery of education services.
8.10 Conduct Monitoring and Evaluation
Monitor, evaluate and report on Education Media Program. The lessons learnt from the study will assist with the improvement of the Education Media Program.
9. Principles

The policy sets out nine (9) guiding principles consistent with the National Education Act (consolidated to No.13 of 1995) and Teaching Service Act of 1988 (consolidated to No. 20 of 1995) and other national policies, plans, international conventions and agreements that govern the development and growth of education in the country. This Policy will guide the DoE to;

9.1 Enhancement of Teaching
Promote the use of a variety of teaching strategies and methods to enhance teacher competency, performance, effectiveness and self learning through Educational ICT programs and resources.

9.2 Enhancement of Student Learning
Enhance students’ acquisition of knowledge, skills, values and attitudes appropriate to improve student performance regardless of locations, diverse cultures, languages, gender or other factors which inhibit student centered learning and critical thinking.

9.3 Improving Enrolment and Retention
Improve student enrolment and retention by creating an enjoyable teaching and learning environment with the support and participation of the community through the Educational ICT awareness programs and the Education Media Program.

9.4 Strengthening Management and Capacity
Provide and enforce ownership, good governance, transparent and acceptable practices and increase capacity for Education Media Program through an effective and efficient management system.

9.5 Accessibility of Educational ICT Programs
Provide equal opportunities for schools and communities to have access to variety of Educational ICT Programs supported by education institutions, schools, stakeholders and partners.

9.6 Ownership and Sustainability
Promote ownership and sustainability of Education Media Program at all levels as it becomes available and affordable.

9.7 Promoting Harmonization and Networking
Strengthen networking among line divisions of DoE, stakeholders and partners to promote working relationships in achieving the Government's objectives of improving and delivering quality education in the country.

9.8 Supporting other DoE Policies
Support other DoE policies within the context of the NEP and the Universal Basic Education Plan including inclusive education and cross-cutting issues through Educational ICT awareness programs and the utilization of ICT by line divisions and other stakeholders.
9.9 Promoting Culture
Promote a wider understanding, appreciation and preservation of diverse cultures, traditions, norms, beliefs, identity, values and practices through Educational ICT Programs.
10. Key Priority Areas for the Policy

The key priority areas in this policy are consistent with the NEP 2005 – 2014 which address Access, Quality Curriculum and Monitoring, Quality Teacher Education and Training and Management.

10.1 Access
DoE will ensure that greater accessibility to education is provided for all students and teachers through the delivery of Education Media Program. This will open up opportunities for more students to enroll and remain in school regardless of their location, gender, disabilities and other factors. To improve accessibility and retention in schools, this Policy will;

- Encourage teachers to apply for teaching positions in remote schools by providing services such as electricity, electronic and communication facilities, and regular access to training and resource materials through Education Media Program.
- Make sure learning takes place in the 'absence' of a teacher by using Educational ICT Programs including TV lessons and radio programs.
- Create an enjoyable learning environment for students to complete school as a result of improved teacher competency.
- Provide opportunities for students to have access to resource materials through Educational ICT programs to gain knowledge, develop skills, values and attitudes, and improve learning.
- Ensure line divisions, institutions and other stakeholders to implement awareness programs on the value of schooling through the Education Media Program and other means.
- Facilitate a wider community awareness that will result in increased parental and community support to students, teachers and schools.
- Allow for the communities to have access to Education Media Program to improve living standard.
- Establish and enforce agreements with Provincial and Local Level Governments including Districts and schools concerning the expansion of Education Media Program.
- Direct all concerned stakeholders to adequately cater for equipment and infrastructure development and maintenance in schools.

10.2 Quality Curriculum and Monitoring
Every child will be provided opportunities to receive quality and relevant education. The DoE, through Education Media will make sure that there is an availability of appropriate and relevant Education Media Program to deliver educational ICT programs with suitable subject contents to schools and competent personnel in a friendly learning environment. This Policy directs DoE to;

- Develop and produce a variety of effective, flexible and open Educational ICT Programs to improve student learning and teacher performance.
- Develop materials in line with the National Curriculum Framework and based on the syllabuses. These materials shall be consistent with existing policies including the ICT, HIV/AIDS, Literacy and Awareness, Special Education, Technical and Vocational Education and Training, and Gender Policies.
• Exercise stringent system of quality assurance in the production of Educational ICT Programs and resource materials.
• Ensure that the curriculum is culturally relevant and gender inclusive, is addressing cross-cutting issues and is periodically reviewed and audited.
• Apply current DoE Monitoring and Evaluation process in the development, production, delivery and utilization of materials.

10.3 Quality Teacher Education and Training
Quality teaching is critical to quality learning. To support quality teaching to improve students learning, training will be provided through a variety of delivery modes including Educational ICT training programs for teachers and staff. NEMC, in collaboration with the Teacher Education Division, other line divisions and partners will support and strengthen systems and mechanisms for the delivery of pre-service and in-service training programs through the Education Media Program. This Policy requires DoE to;

• Develop appropriate pre-service and in-service Educational ICT training programs for teachers and staff.
• Upgrade technical capacity of teachers and staff through media training programs.
• Adapt residential training program into distance mode.
• Identify, develop and deliver educational ICT instructional programs including entrepreneurial and adult education skills.
• Develop and strengthen mechanisms for the delivery of pre-service and in-service Educational ICT training programs in PNGEI, PTCs, resource centers and other training institutions.
• Training of resource personnel for specialist areas such as planning, designing and production of Educational ICT Programs and materials, and ICT system.
• Develop leadership training opportunities in Education Media and ICT for advocates for gender, HIV/AIDS and other cross-cutting issues.
• Ensure teachers and staff are competent in the management and implementation of Education Media Program for sustainability.
• Continually review and update education media training programs and mechanisms.

10.4 Management and Administration
The NEMC is the central coordinating body for all Education Media Program. Prudent efficient and effective management is imperative to the successful implementation of the NEMP. An appropriate management system based on good governance and transparency at all levels for the implementation of this policy is of paramount importance for sustainability. This Policy directs DoE to;

• Develop efficient and effective strategies and control mechanisms to support the management of Education Media Program.
• Establish an Educational Media & ICT Management Committee and establish sub-committees to manage education media activities.
• Develop and review the Education Media Program/activity plans, guidelines, strategies and procedures periodically for improvement.
• Develop an appropriate system for finance and budget.
• Review Department structure to accommodate and enable the effective implementation of this policy.
• Strengthen and/or establish an efficient and effective networking and communication system through all forms of ICT for all sectors.
• Develop a code of ethics and apply ethical practices consistent with existing national and global practices.
• Determine and ensure minimum basic supplies of equipment and resource materials for school needs.
• Assess and determine the annual cost of delivering educational ICT programs.
• Develop an appropriate centralized data storage system for inventory and archiving for all Education Media Activities.
• Liaise with appropriate authorities for the future development of ICT to strengthen links between national, provincial and institutional levels.
• Establish and manage an efficient and effective broadcasting/transmitting system for Educational ICT Programs.
• Create better employment conditions and an enjoyable working environment to maintain the deployment of qualified personnel.
11. Roles and Responsibilities

All Education Media Program plans and programs are guided by the NEMP. To achieve the ultimate Goal of this Policy and the National Goals and directive principles established in the constitution, a clear understanding of respective individual and organizational roles and responsibilities is required.

11.1 Department of Education (National Level)

The DoE is responsible in overseeing the overall management and implementation of the NEMP. Its prime responsibilities are to;

- Approve and endorse the Education Media Programs and Plans.
- Provide direction and guidance to all implementation agencies.
- Ensure adequate funds for the implementation of Education Media Activities.

11.2 Curriculum Development and Assessment Division

Curriculum Development and Assessment Division (CDAD) has the overall responsibility in the development, procurement, delivery and the quality assurance of all curriculum materials including the Educational ICT Programs. CDAD oversees the management of the Education Media Activities through the Educational Media & ICT Management Committee.

The roles and responsibilities of CDAD include:

- Incorporating and providing appropriate policies and plans, consistent with this Policy and in consultation with all divisions and other stakeholders, to guide the development of Education Media in the country.
- Conducting regular Educational Media & ICT Management Committee meetings.
- Having the Assistant Secretary, CDAD as the chairperson of the Education Media & ICT Management Committee.
- Providing regular reports for Secretary Staff Meeting (SSM) and Top Management Team (TMT).
- Disseminating information to all line Divisions, Institutions and other stakeholders.
- Planning and budgeting for funds within DoE annual budget, and to identify funds from other sources that will enable Education Media Activities to be implemented successfully.
- Providing advice and assistance in the content development of Educational ICT Programs.
- Providing quality assurance mechanisms for Education Media Program.
- Monitoring the operation of NEMC to ensure the Education Media Activities are implemented as planned.
- Liaising with the Research and Data Analysis Unit (RDAU) and NEMC to ensure Education Media Activities conducted by the CDAD are monitored and evaluated.
- Developing and reviewing of Educational ICT Programs and resource materials.
• Providing monitoring and evaluation reports to the Department through the Educational Media & ICT Management Committee.

11.3 National Education Media Centre
In this Policy, the NEMC's responsibility is to coordinate and implement all Education Media Activities within the education system.

The specific responsibilities include;

• Coordinating Educational Media & ICT Management Committee meetings.
• Having the Manager, NEMC as the Executive Officer of the Educational Media & ICT Management Committee.
• Coordinating and developing Education Media Activity plans.
• Coordinating and developing procedures and guidelines in the implementation of Education Media Program and activities.
• Coordinating and implementing Education Media Activities with other stakeholders and partners.
• Designing, producing and reviewing Educational ICT Programs periodically.
• Coordinating broadcast materials with other media organizations.
• Coordinating the procurement and installation of media and ICT equipment.
• Providing technical and professional assistance related to education media and ICT.
• Coordinating, developing and implementing Education Media training programs in consultation with appropriate divisions and other organizations.
• Coordinating and promoting the expansion of Education Media activities.
• Develop and review Education Media and ICT Ethical Guidelines periodically.
• Procuring and up-grading NEMC equipment and facilities.
• Supporting other Divisions' programs including Flexible Open and Distance Education (FODE) and Technical Vocational Education and Training (TVET) Division in coordinating and producing Educational ICT Programs related to distance mode, vocational and technical education.
• Conducting the monitoring, evaluation and research of Educational ICT Programs.
• Providing reports including monitoring and evaluation to the Department through the Educational Media & ICT Management Committee.

11.4 Teacher Education Division
The Teacher Education Division (TED) is part of the Teaching and Learning wing. Through the Division's functions, objectives and management committees the Division is to provide, facilitate and coordinate pre-service and in-service training programs and activities. TED is to improve and strengthen the existing quality assurance mechanism for all pre-service and in-service programs throughout the Education System.

In collaboration with the NEMC, TED is to;

• Support initiatives of Education Media through the TED's objectives, plans and policy documents.
• Work in partnership with the NEMC and other divisions and institutions to identify and develop pre-service and in-service media programs consistent with
the requirements for professional development of teachers and for certification purposes.
• Be represented on all media committees for the designing and development of education media in-service and pre-service programs.
• Secure affordable percentages for Post Graduate Education Media courses.
• Ensure that Teachers Colleges and Resource Centers are sufficiently resourced and maintained to implement Education Media Activities.
• Liaise with RDAU and NEMC to monitor and evaluate Education Media Training Programs including resources.
• Provide monitoring and evaluation report on Education Media Training Programs to the Department through the Education Media & ICT Management Committee.
• Be represented in the Education Media & ICT Management Committee.

11.5 Standards and Guidance Division
The Standards and Guidance Division (SGD), through the School Learning Improvement Plan (SLIP) is responsible for facilitating the supervision and the monitoring of the implementation of the approved curriculum at all school levels. SGD ensures that all curriculum requirements, including educational ICT programs are met by all schools within and outside (approved permitted schools) the education system. Through the use of Guidance and Counseling Media Programs, School Counselors and Guidance Officers will provide counseling to minimize discipline problem and provide Guidance for career pathways.

Within these responsibilities SGD in facilitating this Policy, through the Standards and Guidance Officers, will be able to;

• Supervise, monitor and provide appropriate advice to schools on the effective implementation of the Education Media Activities.
• Encourage the schools to include the Education Media Activities as a component of the SLIP.
• Carry out school and teacher appraisals on the implementation of the Education Media Activities through the internal and external reviews of the SLIP and report on the implementation of these activities to appropriate authorities.
• Be directly responsible for maintaining and improving standards through the provision of appropriate advice to teachers, schools, communities, provinces and DoE concerning the management and implementation of Education Media Activities in schools.
• Develop a counseling and guidance Educational ICT Program for the school system.
• Liaise with RDAU and NEMC to ensure Education Media Program is monitored, evaluated and reported to the Department through the Education Media & ICT Management Committee.
• Be represented in the Education Media & ICT Management Committee.

11.6 Policy, Planning & Research Division
The Policy, Planning and Research Division (PPRD) is responsible for policy formulation, development of plans, and the monitoring and evaluation in the education system. Importantly, through the Secretary and on behalf of DoE, the
PPRD advises the Minister for Education and, through the Minister, informs the National Executive Council (NEC) on the impact and sustainability of the Education Media Program. In this Policy PPRD will be able to:

- Provide support and advice on the development and review of Education Media Policy, Program, Plans and Guidelines to CDAD and concerned divisions.
- Conduct monitoring, evaluation and research activities to support Education Media Program.
- Develop, establish and provide appropriate ICT system in the Education system.
- Provide assistance and support to CDAD and other divisions in the development and delivery of Educational Multi-Media Programs.
- Support the development and establishment of Education Media web site.
- Establish and provide appropriate liaisons with donor agencies to support the Education Media Program.
- Ensure Education Media Program are monitored and evaluated in liaison with NEMC.
- Provide monitoring and evaluation reports to the DoE through the Education Media & ICT Management Committee.
- Be represented in the Education Media & ICT Management Committee.

11.7 Coordination, Communications and Legal Services Division

The Coordination, Communications and Legal Services Division (CCLSD) develops and communicates to the public the important developments of DoE and major policy shifts prescribed in the National Education Plans. CCLSD produces and distributes regular news and information for effective community awareness. It provides legal advice and assistance on education matters including Education Media Activities in order to comply with legislative requirements and National Objectives in Education Media Management. The roles and responsibilities of CCLSD include:

- Coordinating and collecting information for Educational ICT Programs.
- Providing media content, information and support in the production of Educational ICT Programs.
- Disseminating media issues and information to concerned divisions and other stakeholders.
- Examining all media press release for factual information and consistency.
- Providing legal advice for the implementation and review of the Education Media Policy.
- Liaise with RDAU and NEMC to ensure Education Media Activities and Educational ICT Programs are monitored and evaluated.
- Provide monitoring and evaluation reports to the DoE through the Education Media & ICT Management Committee.
- Be represented in the Education Media & ICT Management Committee.

11.8 Human Resources & Organization Development Division

The roles and responsibilities of the Human Resources & Organization Development Division (HRODD) relate to human resource development and management within the public service structural component of the education system. HRODD supports
the Education Media in developing the capacity of the DoE to perform its functions efficiently and effectively. In this Policy, HRODD will be able to;

- Provide opportunity for capacity development for DoE staff particularly for implementing and managing the Education Media Program.
- Consult NEMC in developing and providing resources and educational ICT training programs for DoE staff for capacity development.
- Develop ICT awareness programs for teacher entitlements and conditions of employment in partnership with NEMC and the Teaching Service Commission.
- Ensure Educational ICT Programs incorporate gender and HIV/AIDS policy in consultation with line divisions and other stakeholders.

11.9 **Finance and Administration**

The Finance and Administration Division (FAD) coordinates the allocation and expenditure of government funds including funds provided through assistance from development partners. The roles and responsibilities of FAD are to support all divisions in carrying out their functions. Thus FAD is expected to assist and support in the delivery of Education Media services. In this Policy, FAD will be able to;

- Provide advice and information for budgeting and financing of Education Media Activities.
- Compile, monitor and evaluate the allocation and expenditure of Education Media Activities.
- Provide an integrated budget and planning system for Education Media to ensure consistency in the achievement of National Objectives.
- Ensure Education Media Activities comply with current government financial requirements including the management of the NEMC Trust Account.

11.10 **Teaching Service Commission**

The Teaching Service Commission (TSC) is responsible for the employment conditions of teachers throughout PNG. TV model teachers working with NEMC will be subject to the terms of employment conditions, salaries and entitlements of the TSC as determinations under the Teaching Service Act. Admissions, appointment and promotion of TV model teachers will be conducted in consistent with the appointment procedures. TV model teachers have the right to make appeals to the commission on appointment irregularities and salary entitlement discrepancies. With this Policy, TSC through the National Capital District (NCD) and other Provincial Divisions of Education (PDoE) will;

- Provide advice on terms and condition of TV model teachers.
- Advise Education Media & ICT Management Committee on the challenges faced by TV model teachers in order to address the issue for effective teaching and learning.
- Liaise with and support RDAU and NEMC to ensure Education Media Programs are monitored and evaluated.
- Assist in providing monitoring and evaluation reports to the DoE through the Education Media & ICT Management Committee.
- Be represented in the Education Media & ICT Management Committee.
11.11 All DoE Divisions and Institutions

The general responsibilities of all DoE Divisions and Institutions are to address both global and national cross-cutting issues including Gender, HIV/AIDS, Literacy, Climate Change, Self-Reliance, Transparency and Good Governance. Thus all DoE Divisions and Institutions have the responsibility to:

- Incorporate initiatives of Education Media Policy into the Divisions' program objectives, plans and policy documents.
- Ensure that Divisional and institutional staff are aware of their responsibilities in the implementation of Education Media Program.
- Incorporate Education Media Activities into Divisions' budget and activities.
- Implement Education Media Activities through their roles and responsibilities.
- Encourage gender equity and inclusive education through Education Media Activities.
- Ensure that all sectors are sufficiently resourced in implementing the Policy.
- Utilize Education Media Activities and interact with schools and personnel by carrying out awareness programs on crosscutting issues.
- Report on Education Media Program conducted by the Division in annual reports.
- Maintain and support TV model schools in the NCD and/or PDoE.

11.12 Provincial and District Levels

The Education Acts, 1983 (consolidated to No. 13 of 1995) and the Teaching Service Acts, 1988 (consolidated to No. 20 of 1995) stipulate the roles of the Provincial Administration and PDoEs, and the District Administration and Education Office in implementing government policies including education policies. These Provincial Government Agencies, through this Policy, have the responsibility to:

- Incorporate initiatives of the PDoE's and District's educational policy objectives, plans and programs.
- Liaise with the Provincial Government and Local Level Government in consultation with the NEMC for the establishment of a transmission system that includes power supply in the Province for wider access of Educational ICT Programs to schools.
- Establish an Education Media & ICT Steering Committee as a sub-committee of Provincial Education Board (PEB) in the Province and/or District.
- Appoint Education Media Coordinator at the Province and District levels.
- Ensure Provincial Government and Local Level Government, District Administration allocate sufficient annual budget for the expansion and implementation of Education Media Activities. This should be done in consultation with Parliament and Provincial members.
- Establish an equipment and resources supply and service system for the sustainability of the Education Media Activities in schools.
- Conduct awareness programs to increase participation of Provincial Government, Local Level Government, District Administration, District Education officers, communities and parents to support the Education Media Activities.
• Budget for and conduct capacity development programs for head teachers, teachers and staff for special training on Education Media Activities.
• Provide reports to relevant authorities regarding Education Media activities.
• Distribute Media Resource Materials to all schools as planned.
• Enhance communication network within the Province, District and schools to support and improve Education Media activities.
• Develop and maintain inventory of all valuable assets and personnel in the PDoE and District Education Office.
• Ensure Standard Officers monitor and provide written reports to PEB, through the Provincial Education Media & ICT Steering Committee on the implementation of Education Media Activities in the schools.
• Ensure SLIP incorporates Education Media Activities in schools and ensure schools gain full ownership of all associated learning materials and education media equipment, including the running costs and maintenance.
• Ensure schools develop inventory systems and maintain records of valuable resource materials and education media equipment.
• Ensure security of education media equipment is provided by schools.

11.13 School Level
Each school has the responsibility to provide a good teaching and learning environment for students and teachers. The provision of Education Media Activities will support schools in their endeavor to improve student welfare and the teaching and learning environment. By continuingly accessing Educational ICT Programs and activities, the school will;

• Incorporate initiatives of the school's policy objectives, plans and programs.
• Incorporate Education Media Activities in the SLIP.
• Develop School Education Media & ICT Management plan and guidelines to sustain and expand the program.
• Ensure funds are made available for regular use of Educational ICT Programs.
• Conduct regular school in-service training for teacher professional development on Educational Media Activities including ICT in consistent with the SLIP.
• Ensure that staff and students take proper care of education media equipment and facilities.
• Ensure proper inventory of education media equipment and resources and ensure regular maintenance is carried out.
• Establish proper facilities are available for teaching and learning, and storage of education media equipment and resources.
• Conduct annual internal review (and participate in the external review) to monitor and evaluate the school Education Media Program as part of the SLIP.
• Ensure teachers fully utilize the Educational ICT Programs in classroom teaching and learning, and for educational purposes including training and awareness.
• Administer, manage and sustain efficiently and effectively Education Media Activities through the Board of Institutions and the Head of Institutions.
• Plan and conduct awareness and educational programs on Education Media Activities to promote community support.
• Provide financial and other reports of all Education Media Activities to the community and relevant authorities for accountability and transparency purposes, and good governance.
11.14 Community Level
The community, through the Parents and Citizens Associations (P&C) and other interested groups, has the responsibility to support and participate in all aspects of education provided by the DoE and PDoE throughout the country. With this Policy, the community will:

- Assist in creating a conducive and healthy environment for the Education Media Program and its activities in partnership with the school and the district.
- Take proper care and security of education media facilities, equipment and resources within the school.
- Organize fund raising activities through P&C and other interested groups to support Education Media Activities in the school.
- Participate in Education Media Activities conducted by the school such as awareness, educational and fundraising activities.
- Provide advice and suggestion in the management of Education Media Activities through P&C and other interested groups.
- Take ownership and sustain Education Media Program in the school.

11.15 Other Stakeholders and Partners
The provision of quality education in schools and institutions requires the involvement of all stakeholders and partners such as Church Agencies, Non-Government Organizations, Development Partners and Government Agencies. To effectively and successfully implement this policy, all stakeholders and partners must improve education service delivery, and teaching and learning through the Education Media Program and activities. This Policy requires all stakeholders and partners to support and work together to implement the Policy through the provision of funding, technical assistance, capacity development, facilities and equipment and other activities. The involvement, support and assistance should be consistent with the existing DoE’s development strategies and management systems.
12. Implementation of National Education Media Policy

The implementation of the NEMP is the responsibility of every citizen, division and institution within the National Education System. However, it is the major responsibility of the CDAD and NEMC to directly implement this Policy through Education Media Program and activities. Education Media Strategic Plans, including Divisional Annual and Short Term Plans, for the Education Media Program is to be developed using the guidelines set out by this Policy.

DoE and PDoEs are to take a leading role and provide support and encouragement to assist schools to achieve the goal and objectives of the NEMP. The major stakeholders and partners such as other Government Agencies and Development Partners are to support DoE and PDoEs to ensure the implementation of this policy results with a sustainable and systematic establishment of Education Media Program.

13. Capacity Development

To effectively implement and sustain the Education Media Program and Activities, capacity development programs must be developed to upgrade and increase the capacity of individuals, organizations and the institutional environment and conditions within the education system.

This includes capacity development of the DoE, PDoE, District and school personnel with appropriate knowledge, relevant and quality skills and attitudes to implement Education Media Activities. In capacity development, the organizational and management systems including leadership and decision-making process concerning human and physical assets must be developed to meet the demand to excel in the management, administration, development, and expansion of the Education Media Program and the utilization of ICT. In capacity development, existing management structures and policies must be reviewed and/or developed to improve or establish a conducive environment necessary for sustaining the implementation of this Policy.

All divisions and institutions have the responsibility to ensure that capacity development programs are implemented as planned. Capacity development programs can be categorized into:

- Human Resource Development
- Communication and Networking
- Maintenance and Infrastructure
- Programs and Materials Development
- Facilities and Equipment
- Finance and Budgeting
- Income Generating
- Access and Delivery Systems
- Management System and Structures
- Policy Review and Formulation
14. Financing

The financing of the implementation of this policy is a shared responsibility of all stakeholders and partners at all levels. This includes the National Government and DoE, Provincial Governments and PDoEs, Local Level Governments and Districts, schools and communities, and Development Partners.

DoE will ensure adequate funding for Education Media Activities is made available as requested through the recurrent and development budget through project/program submissions. The donor funding will supplement DoE prioritized Education Media Activities.

The DoE, through CDAD, will play a greater role in the planning and preparation of the budget to ensure the objectives of this policy are achieved. As the coordinating Division, CDAD through the NEMC in consultation with other divisions, and other stakeholders and partners will develop Education Media Financial and Budgetary Plan. Other Divisions must also allocate funding specific to their functions through their recurrent budget according to Education Media Financial and Budgetary Plan.

PDoEs, District Education Offices and schools will develop an Education Media financial and budgetary plan that integrates the National Government, Provincial Government, Local Level Governments, schools, communities, churches, and parental participation. The plan should encourage the user pay system and self-reliance activities to support their implementation plans.

15. Monitoring and Evaluation

The DoE will be responsible for conducting and tracking the Policy’s performances and assess the results and impacts of the key priority areas against the desired outcomes. The aim of monitoring and evaluation will be to identify successes and failures that will be used to measure the performance and progress of Education Media Program and Activities. Indicators will be identified and appropriate monitoring and evaluation tools will be developed to collect performance information. In this context, the monitoring and evaluation activities will be developed based on the goals contained in this policy.

Monitoring and evaluation will aim to gather factual information that concerns this policy. The type of information gathered will indicate positive and negative results for consideration for improvement.

Monitoring and evaluation data will be collected, analyzed and reports will be written and presented to the appropriate authorities in the DoE to make informed decisions on the development of Education Media Program. The reports presented will serve as the basis or standard by which this Policy's performance will be assessed and measured.

Monitoring and evaluation is vital to the development and improvement of education therefore all divisions, schools and personnel are required to carry out self monitoring, evaluation and reporting of Education Media Activities.
16. Ethics

The Education Media Program undertaken within the National Education System must follow standard education media ethical responsibilities. The enforcement of ethical conduct remains the responsibility of the NEMC to ensure the professional conduct and standards of DoE information through ICT including broadcast or transmit systems.

In order to continue to maintain public trust, freedom of speech, production and distribution, access, the credibility of Educational ICT Programs, the education media programmers, planners and producers will follow ethical guidelines for Education Media Program. (Refer to Annex)

17. Review of National Education Media Policy

After a period of five (5) years the NEMP will be reviewed to ensure it remains relevant to the recent development and innovations of Education Media Activities. The review will produce an up dated NEMP to reflect the changes in the use of ICT. This Policy will be reviewed based on the monitoring and evaluation reports’ recommendations and national needs for changes in the Education Media Program.
18. References

These policies and plans are properties of the Department of Education.

Department of Education, The Annual Divisional Plans

Provincial Government Policies:
Provincial Governments, The Provincial Education Plans, Provinces

PNG Government Policies ;
Government of PNG, (1997) Provincial Education Act
Government of PNG, Department for Community Development (1991) The National Women's Policy
Government of PNG, Department for Community Development (2010) The Lukautim Pikinini Act

Other reference resources ;
UNESCO, (2002) Open and Distance Learning Trends, Policy and Strategy Considerations
UNDP, ICT in Education by Victoria L. Tinio
### 19. Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AusAID</td>
<td>Australian Agency for International Development</td>
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<tr>
<td>BOM</td>
<td>Boards of Management</td>
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<tr>
<td>CCLSD</td>
<td>Coordination, Communications and Legal Services Division</td>
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<tr>
<td>CD</td>
<td>Compact disk</td>
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<tr>
<td>CD-ROM</td>
<td>Compact disc read-only memory</td>
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<tr>
<td>CDAD</td>
<td>Curriculum Development &amp; Assessment Division</td>
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<tr>
<td>DOE</td>
<td>Department of Education</td>
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<tr>
<td>DVD-ROM</td>
<td>Digital versatile disk read-only memory</td>
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<tr>
<td>EQUITV</td>
<td>Enhancing Quality in Teaching through TV program</td>
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<tr>
<td>FAD</td>
<td>Finance and Administration Division</td>
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<tr>
<td>FODE</td>
<td>Flexible Open and Distance Education</td>
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<tr>
<td>HIV/AIDS</td>
<td>Human immunodeficiency virus / Acquired immune deficiency syndrome</td>
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<tr>
<td>HRODD</td>
<td>Human Resources &amp; Organization Development Division</td>
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<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
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<td>LLGs</td>
<td>Local Level Governments</td>
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<td>NBC</td>
<td>National Broadcasting Corporation</td>
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<td>NCD</td>
<td>National Capital District</td>
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<td>NEC</td>
<td>National Executive Council</td>
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<td>NEMC</td>
<td>National Education Media Centre</td>
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<td>NEMP</td>
<td>National Education Media Policy</td>
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<td>NEP</td>
<td>The National Education Plan 2005-2014</td>
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<td>NSP</td>
<td>The National Strategic Plan 2050</td>
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<td>OBC</td>
<td>Outcome Based Curriculum</td>
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<tr>
<td>P&amp;C</td>
<td>Parents and Citizens Associations</td>
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<tr>
<td>PDoE</td>
<td>Provincial Division of Education</td>
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<td>PEB</td>
<td>Provincial Education Board</td>
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<td>PNG</td>
<td>Papua New Guinea</td>
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<td>PNGEI</td>
<td>PNG Education Institute</td>
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<td>PPRD</td>
<td>Policy, Planning and Research Division</td>
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<tr>
<td>PPRD</td>
<td>Policy, Planning and Research Division</td>
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<tr>
<td>PTCs</td>
<td>Primary Teachers Colleges</td>
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<td>RDAU</td>
<td>Research and Data Analysis Unit</td>
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<td>SGD</td>
<td>Standards and Guidance Division</td>
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<td>SLIP</td>
<td>School Learning Improvement Plan</td>
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<td>SSM</td>
<td>Secretary Staff Meeting</td>
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<td>TED</td>
<td>Teacher Education Division</td>
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<td>TMT</td>
<td>Top Management Team</td>
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<td>TSC</td>
<td>Teaching Service Commission</td>
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<td>TVET</td>
<td>Technical Vocational Education and Training</td>
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<td>UBE Plan</td>
<td>Universal Basic Education Plan</td>
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<td>USAid</td>
<td>United States Agency for International Development</td>
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<td>UNESCO</td>
<td>United Nations International Children's Fund</td>
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<tr>
<td>NPIC</td>
<td>National Policy on Information and Communication</td>
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<td>JICA</td>
<td>Japan International Cooperation Agency</td>
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Annex

Ethics
The Educational ICT Programs undertaken within the national education system must follow standard education media ethical responsibilities. The ethical conduct remains with the producers who must maintain the professional obligations to be ethical and protecting DoE information that goes on air to be broadcast or televised.

In order to continue and maintain public trust, freedom of speech, production and distribution, access, the credibility of Educational ICT Programs, the education media programmers, planners and producers will follow the following guidelines to broadcast or televise DoE programs.

1. Accuracy and Balance
Accuracy and balance is about broadcasting and televising DoE policies, plans, programs, projects and education news precisely and fairly. DoE Educational ICT Program producers and broadcasters will strive to ensure education programs are honestly, accurately and fairly are disclosed with all essential facts.

The executive producer will ensure that facts on DoE information provided are not distorted and reported dishonestly. He or she will provide balanced coverage by providing fair opportunity to DoE divisions, units, branches, schools and institutions affected to give their approval before broadcasting. Further, the executive producer will ensure that personal interest, belief, commitment to cultural, provincial and regional affiliations must not sway accuracy and fairness to broadcast DoE information that may cause disunity.

2. Conflict of Interest
Conflict of interest concerns broadcasting of DoE information that may cause disagreement or embarrassment that may affect fairness and accuracy. This includes DoE media officer or officers using DoE education media equipments and resources for personal gain without proper approval.

3. Inform Consent
Informed consent is about participants agreeing for their photos (moving, still), audio visual (sounds), text (words) and interviews to be used in DoE Educational ICT Programs. This may include statement of risks, safety, and welfare. Each participant will not be coerced for their photos to be taken and give information against his or her will. The education media officers will explicitly explain to the participants the rationale for the education media program and allow them to choose whether or not to participate. In this regard, the education media officers will ensure informed consent form is completed at each location before an individual can participate. Those who have volunteered will be encouraged to do so.
4. **Standard of Language**
Standard of language involves using of recognized and accepted general standard of decency in language. That is in broadcasting education media programs, appropriate language will be used with consideration of the context in which the language and behavior (including drama, humor), timing of the transmission and the audience of the Educational ICT Programs.

5. **Deception**
Deceptions’ are referred to as half-truths and lie told to produce Educational ICT Programs by officers and others by misinterpreting their true intentions to deceive the public about DoE programs. Media officers or their agents will abstain from producing deceptive programs, practice or technique or recordings which are not clearly identified. At the national, provincial, district and school levels, the media officers will inform participants the purpose of Educational ICT Programs. It will be the responsibility of the officers to be open and honest, straightforward and will not withhold information that the participants need to know about. Therefore, the media officers or agents will not lie to access information that may later have serious effects, for example, causing participants and the department embarrassment and shame.

6. **Confidentiality**
Confidentiality, concerns the keeping of secrets and confidential information until at such time when the education media programs are presented. Use of electronic media is not a secured means of using it in our national education system. Every attempt will be made to ensure the security of DoE Educational ICT Programs, users must be aware that this security is not guaranteed, particularly when Educational ICT Programs are communicated or given to external party such as radio and television providers. DoE through Education Media Centre will ensure the confidentiality of the DoE materials is send to third parties using the appropriate means of communication.

7. **Defamation**
DoE Educational ICT Programs must not be used to send or produce materials that defame the character of the Department of Education, office of the secretary and divisions or individuals within the department. The consequence of a defamatory comment may be severe which may cause physical, cultural, psychological, and legal problems. This may include causing harm to department's credibility, a person's career, causing scandal, discomfort, and invasion of privacy.

8. **Interviews**
Interviews for radio, television and other DoE Educational ICT Programs must be arranged, conducted and edited fairly, honestly and accurately. The potential participants are entitled to know in advance the format, subject and purpose for the interview. The interview can be live or can be recorded.
The presentation and editing of an interview must not distort or misrepresent the views of the person interviewed or give false impression of the dialogue. The edited interviews must be sent to the interviewee to verify the content before broadcasting the document.

9. Content
The content of DoE Educational ICT Programs should appropriate and relevant to the audience. Violence and aggression should not be portrayed in still and moving pictures aimed at the teachers, students and the public. This will include sounds, horrific themes and anti-social behaviours that will cause disturbance to the students.

10. Safety
The focus of Educational ICT Programs are teachers and students. Education media programs should not contain any graphic representation of students taking part in unsafe acts or in unsafe situations or encourage them to practice and participate in unsafe activities. Education media will avoid showing products being used in an unsafe and dangerous manner.

11. Presentations
Educational ICT Programs will be presented in a manner acceptable to the DoE requirement and standard. This will include recorded radio and television teaching and learning intended for teachers and students.

12. Copy right
DoE has copy right to all Educational ICT Programs produced. Persons or organization outside the department wishes to use the Educational ICT Programs must get permission for the department. DoE will take appropriate actions to those who deliberately cause.

The DoE education media products and services produced and televised or broadcast must be protected.

The copy right of third parties (for example, data base, software, cartoons, documentations, articles, music files, graphic files, video files and text) must not be used without proper authorization. The Doe Educational ICT Program executive producer will ensure those copy rights are not infringed.

13. Complaints
All complaints about DoE Educational ICT Programs production that is offensive of inappropriate must be raised it with the Head of National Education Media Centre or Assistant Secretary, Curriculum Development and Assessment Division.