

*PNG formal Education system disempowers
young women and promotes inequality in
villages*

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Overview

Theoretical framework

PNG Education

Village Context

PNG Young women in the village

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What does it mean?

Conclusion



Evaluating empowerment and participation of women for community development and social change: a comparison of mining-affected and non-affected communities in Papua New Guinea (PHD topic).



Lealea – Central



Kugmumb – Western highlands

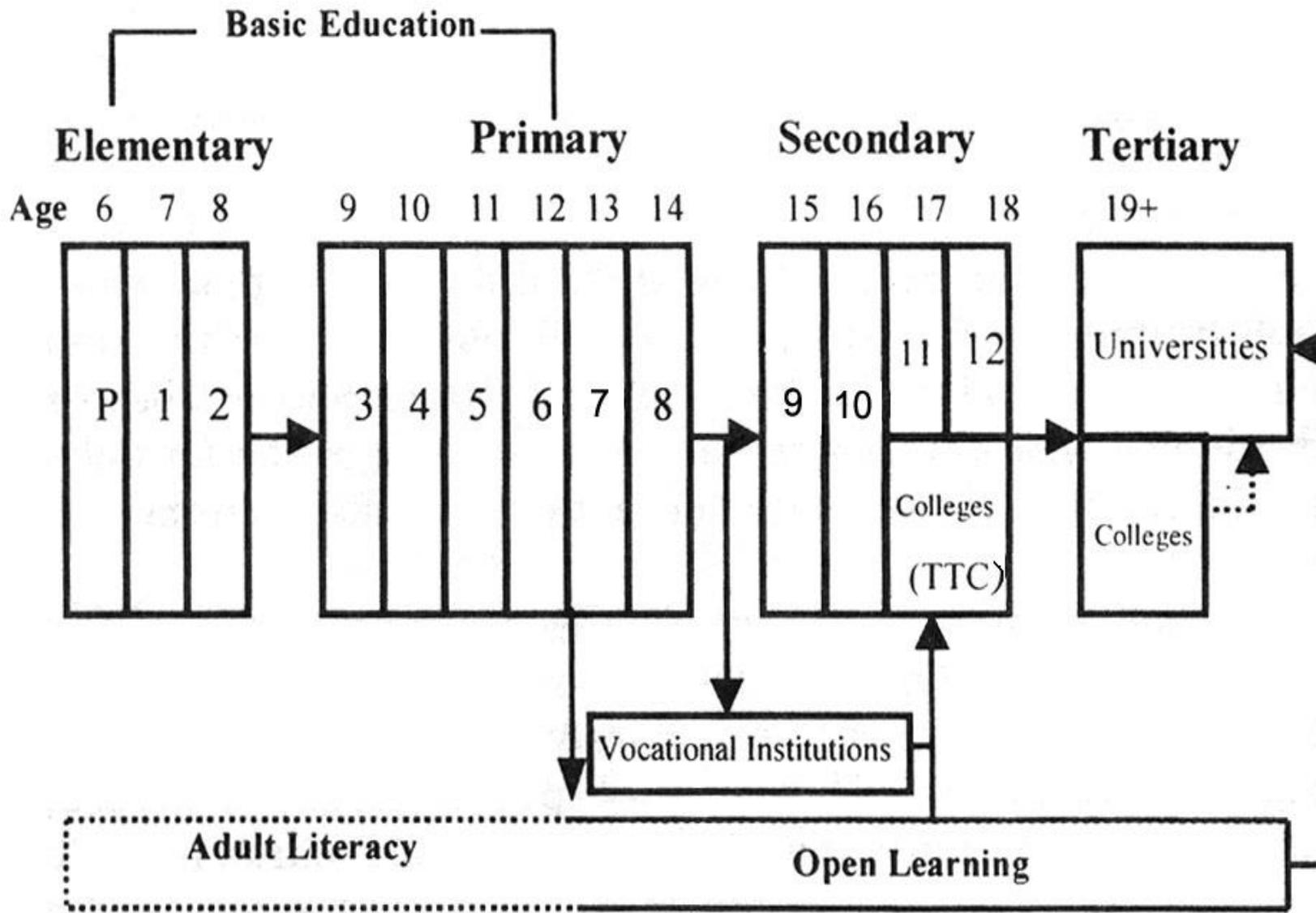
Framework

- ▶ The capability approach originated from Amartya Sen's: "Development as Freedom" ([1999b](#)) and has been developed into practical approaches for different sectors.
 - ▶ In education, the capability approach is applied to explain the different values education can have for human development ([Brighthouse & Unterhalter, 2010](#)).
 - ▶ Education is a foundational capability; it is an essential feature for the development of other capabilities.
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- ▶ Capabilities concerning education are on two levels: the capability to participate in education and the capabilities gained through education ([Deprez & Wood, 2012](#)).

PNG Education

(NDOE, 2000)



Philosophy

- ▶ The aim of PNG Education to integrate and maximise: Socialisation, Participation, Liberation, and Equality ([Matane, 1986](#))

Benefits

- ▶ Among PNG youth, as with youth in other parts of the world, education is seen as a road to a good future and livelihood

With education one could

- ▶ run a business,
 - ▶ find a paid job,
 - ▶ Improve health and education
 - ▶ Social mobility and exposure
 - ▶ etc
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Problem

- ▶ *How many times have we heard stories like this: 'I sent my child to school for 6 years but he has not learned anything'. 'He cannot find a job and is causing trouble in the village'. 'Last year he went to Moresby to look for a job and ended up in jail'. It seems schools are not fulfilling the expectations of many parents . . .'* ([Matane, 1991, pp. 139–145](#))

Approximately 85% of the population (Grade 1– Grade 10) will remain in their own communities.

15% or so will find formal employment ([NDOE, 2000](#)).

- ▶ . Although recent educational reform's overall effect on young people was still being monitored, it was already shockingly clear that 92.2% of those who enrolled in Grade 3 would drop out along the way. Only 7.8% would eventually finish Grade 12. Eventually only 0.7% of the population would obtain university level education ([ILO, 2011](#)).

Context/villages



Lealea

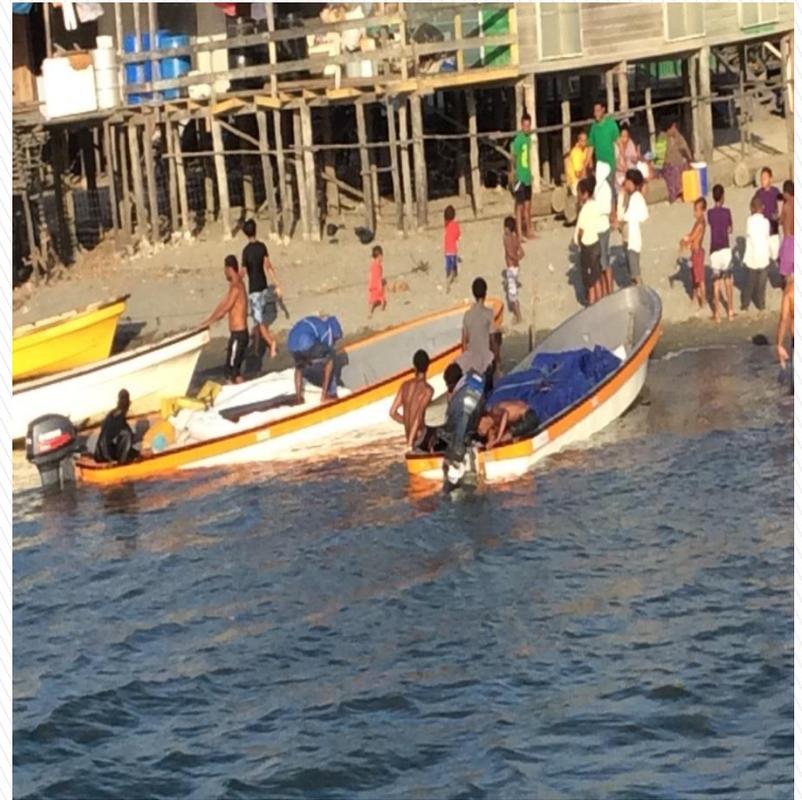


Kugmumb

Village livelihoods



Subsistent gardening –
Kugmumb



Fishing – Lealea

Village infrastructure



Lealea



kugmumb

Gendered Expectation



Good girl

- Parents
- community

PNG young women in the village



Carrying water



Laundry and swim in the river

Roles

- ▶ Pigs (domesticating)
- ▶ Gardens
- ▶ No partying
- ▶ Cooking
- ▶ housework

- Less gardening or none
- ▶ Housework
- ▶ Swimming
- ▶ Less /no pigs
- ▶ Facebook
- ▶ Music
- ▶ Town

Before

Today

Case study

Kala

- ▶ pushed out at age 16
- ▶ Gr.10
- ▶ Babysit in Lae
- ▶ Got a casual job
- ▶ Married to married man
- ▶ Got 2 children
- ▶ Husband died
- ▶ Accused her for the cause of death
- ▶ Beaten and abused by community

Dala

- ▶ Pushed out at age 17
- ▶ No job
- ▶ No gardening
- ▶ LNG casual employment
- ▶ No interest
- ▶ Waiting for feedback from application to do casual job in POM

- ▶ *‘staying in the village and doing nothing was getting stressful and challenging so I had to look for a casual job in the city. I met Joe , a married man with kids already. I decided to live with him because I wanted to get away from the pressure of not meeting my parents expectation in continuing education that would provide a job.’ Kala*

'When I finished my Gr 12, I could not get a full time job so I did casuals at the LNG site when construction was on. Most people including members of my family abandoned their gardens. Now that there is no more job at the site because construction is over, many mothers, women and myself too are lazy to go gardening again. I just hang around in the village and do chores, Facebook, ...' **Dala**

What does it mean?

- ▶ The aims and Philosophy of education in PNG are very appropriate and relevant and have delivered some positive outcomes
 - ▶ Ironically, the system is not empowering young women who return to their villages after secondary school
 - ▶ These young 'pushed out' women are confused and displaced and disillusioned. '.
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- ▶ Secondary school separates the girl from the everyday transactions of the village ...'(Sykes, 1996, p. 107).

- ▶ Their future prospects are not clear
- ▶ In the village it is not easy.
- ▶ There is no formal or recognised organisation that can get all the girls in this category to come together where they can be helped. There is no government support system to support such people.

Hence they don't have a voice.



- ▶ Nussbaum (2000) and Sen(2001) view that education empowers and frees individuals from low self esteem and maintain that human capabilities are the basic social minimum of what individuals are able to do, and be, which is informed by an innate idea of life which promotes dignity and self-worth.
 - ▶ However, this is contested as they are more in favour of western liberalism (which is all about the individual, and erases the social and political).
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Conclusion

- ▶ There is no equality
 - ▶ There is little participation
 - ▶ Class society immerging
 - ▶ Individualism is promoted
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