

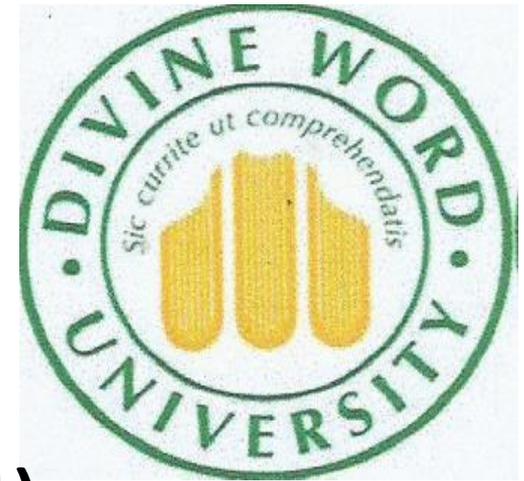
2016 PNG UPDATE SEMINAR

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Research Title

Significance of addressing violence against girls (VAG/W) in schools & its impacts on the implementation of UBE Policy in PNG

Research Methodologies & Instrumentation: Qualitative & Quantitative

The research was undertaken using a mixed method approach (both qualitative & quantitative)

1. Interviews; (a). Individual. (b). focus group

2. Surveys (questionnaire)- open & closed ended

3. Document analysis

Research settings

The research was carried out in two contextually different schools in PNG;

- ✓ One (JPIS) located in NCD &;
- ✓ The other (IPS) in Central province.

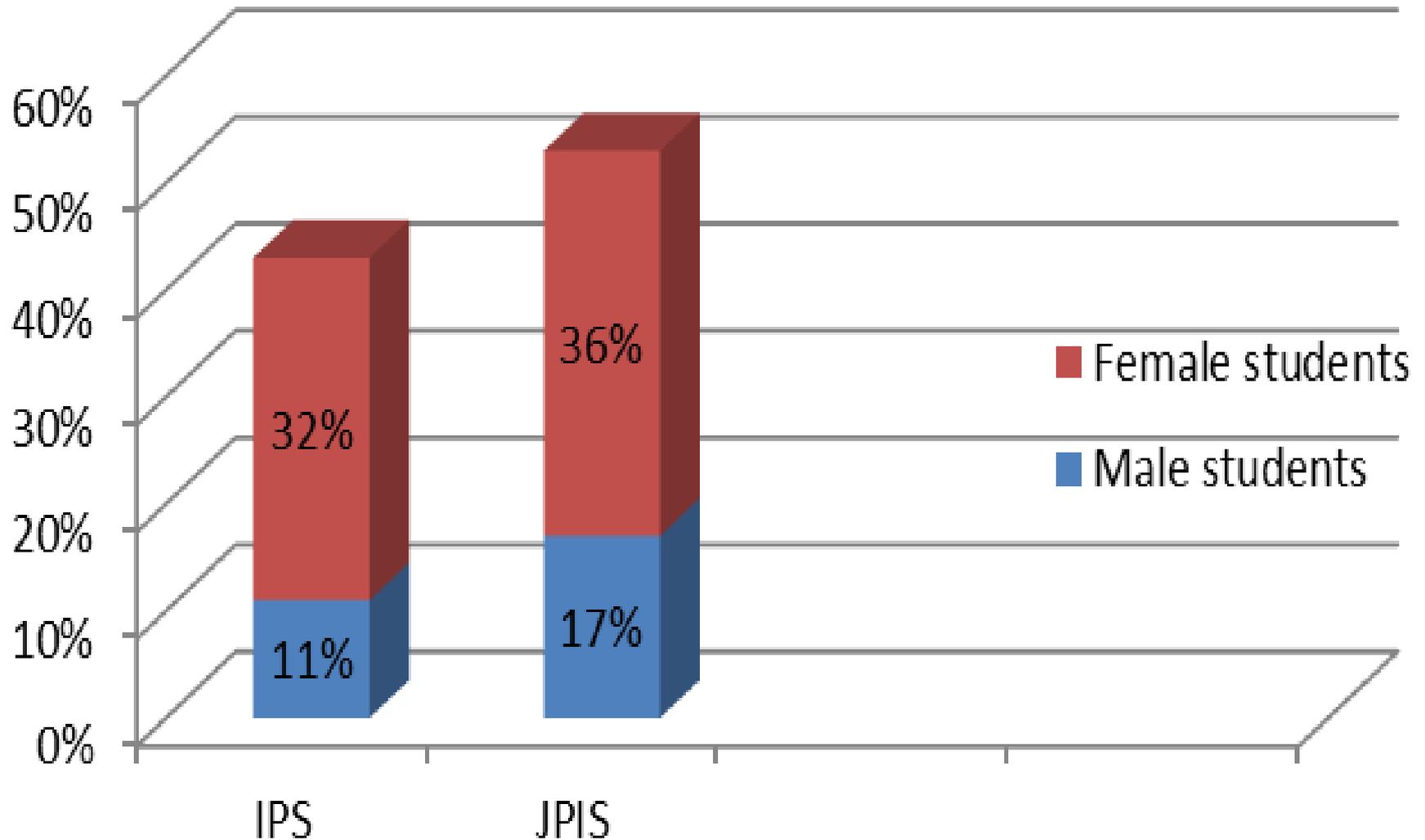
Research participants

1. Individual interviewees: Adult school leaders (4)

2. Surveys: Student leaders & students (101) . See next slide for participants by sex

Total participants=**105**

Survey participants of IPS & JPIS



| School | School leaders (Interview) | Students (Survey) |
|------------------|---|------------------------------|
| IPS | 2 (Head teacher & Deputy Head Teacher) | 45 |
| JPIS | 2 (Deputy Principal & Class Teacher) | 56 |
| Sub-total | 4 | 101 |
| Total | 105 | |

Research Aim (s)

To assess;

1. the effectiveness of school leaders in addressing Violence against Girls/Women (VAG/W) in schools
2. how the school leaders' efforts contribute to the Government's UBE policy implementations in PNG.

Research Questions

- (a) How aware are school leaders & students of policy interventions regarding VAG/W in PNG & its impacts on UBE?
- (b) What are school leaders' views about various forms of VAG/W?
- (c) To what extent does the participants' position in the school affect their awareness and their views?
- (d) What are practices that have reduced violence in school?

Rationale & Significance of the study

To discuss the strategies, approaches & ways school leaders in the two schools undertake to handle VAG/W in their schools & to consider the effectiveness of these practices.

Data analysis

1. Thematic analysis was used to analyse the qualitative data .
2. Descriptive statistics analysis was used to analyse the quantitative data from the surveys.
3. Content analysis was used to analyse data from document analysis

Literature review preview

In PNG, the 'patrifocal/patrilineal structure' legitimises men over women – sons over daughters, fathers over mothers, husbands over wives & boys over girls (Kewa, 2008; Meggit, 1977).

Sadly VAG/W is mostly inflicted by a male who has a close & trusting relationship with the woman - it is the husband, boyfriend, father, brother or uncle, or the leader or male teacher (Kewa, 2008, pp.20-21).

VAG/W in schools is one of the most pressing educational as well as developmental issues (Hoffman, 2005), making violence management a vital approach towards human development (Miller, 2008; Ohsako, 1997; Goldstein & Conoley, 1997).

This leaves school leaders the enormous task of addressing VAG/W appropriately & in a responsible manner (Miller, 2008; Goldstein & Conoley, 1997).

For example, Ohsako (1997) further stated that: “Violence cannot be overcome by avoiding it, or simply condemning it as immoral: it can only be coped with by managing the problem” (p.7).

Findings

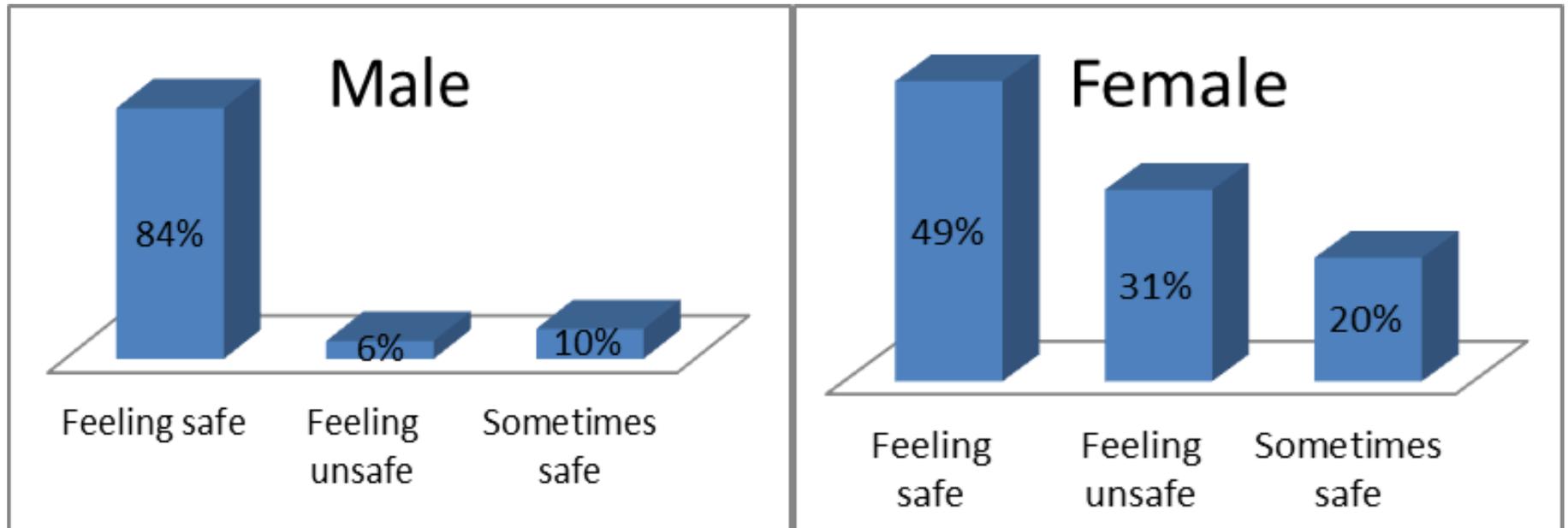
Responses from participants are presented in codes constituted by letters & numbers. For example, a female student participant's number 49 in Jack Pidik International School would be represented as JPIS/FSt-49.

Six major themes emerged from the data, including:

1. School leaders' & students' understanding of the concepts of safety & freedom.

According to the study, female students understood the concepts “safety” & “freedom” well.

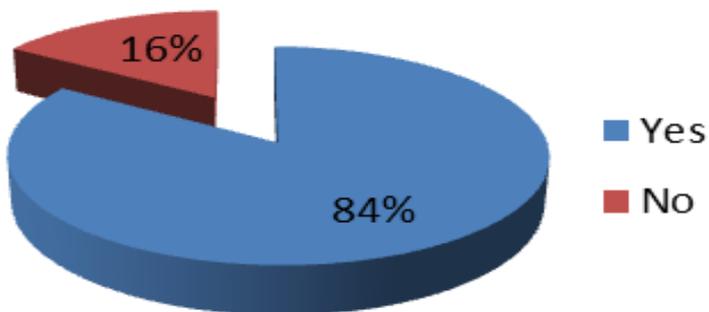
For example, when asked to explain “feeling safe”, a female student participant said; “It means no violence, no fighting or rough games against girls” JPIS/FSt-17



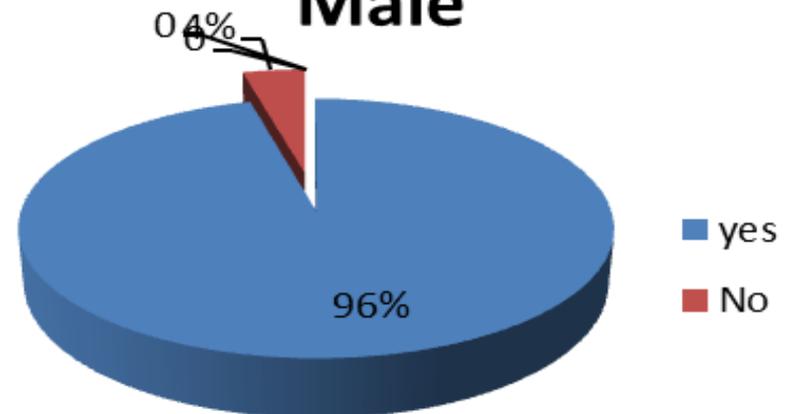
2. Measure of the level of discipline at the schools

The study established very high level of student discipline prevalent in both schools. For instance: ***Effectiveness of discipline experienced***

Female



Male



3. School leaders' understandings of UBE policy & Violence & Gender Equity policies in education

The study confirmed that all the school leaders fully understood the concepts of UBE & other gender equity policies.

For example, according to one of the school leaders;

“Basically it means every child, regardless of whether they are male or female needs to go to school in order to acquire the basic skills of learning required at those age levels.....Basically that’s what universal basic education means & that is to facilitate the learning of the three R’s, Reading, wRiting & aRrithmetic (IPS/M/HT-1).

4. Views of various forms of VAG/W & how they are resolved.

The study established that the students confidently provided appropriate understandings of the concepts VAG/W

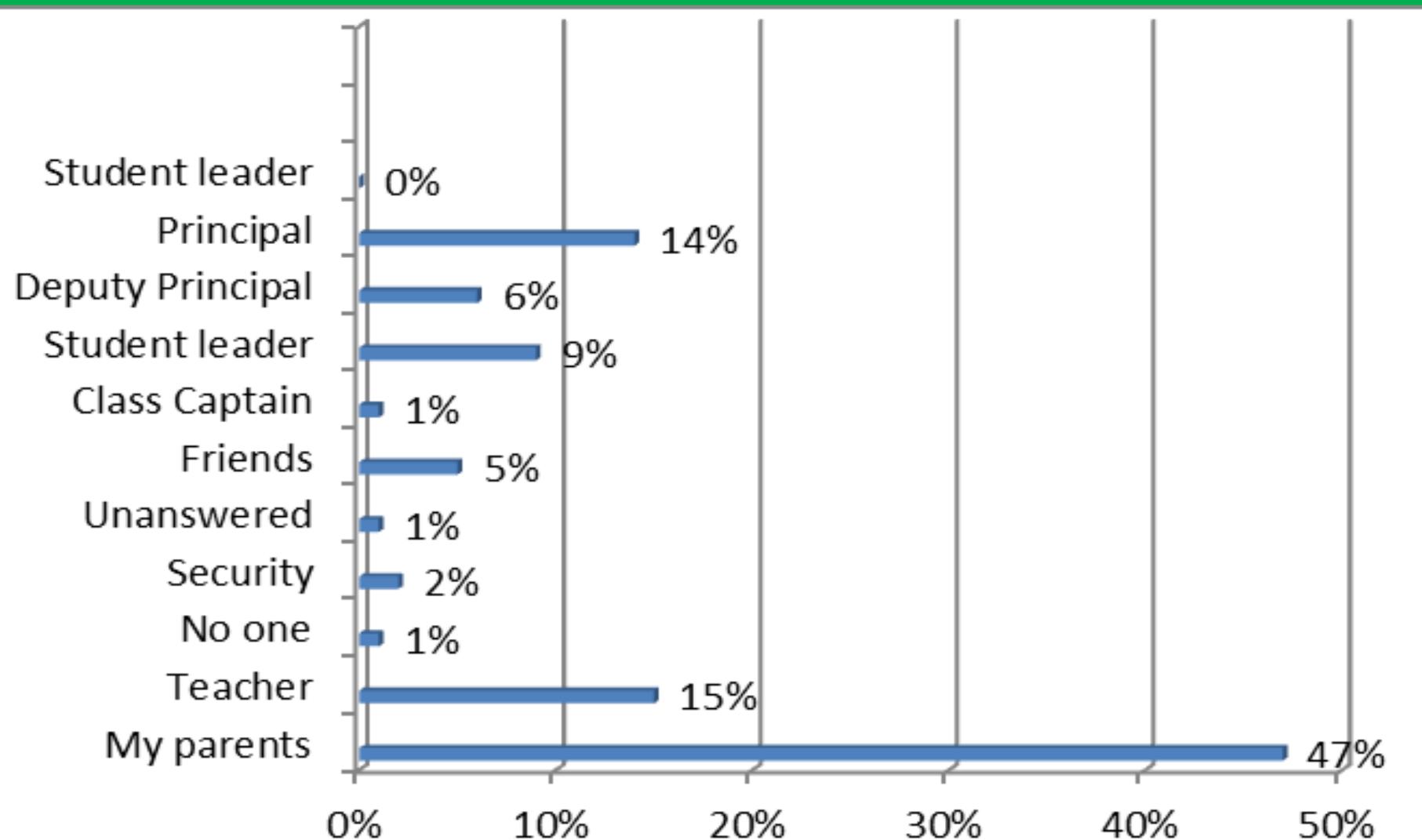
For example;

Female student participant 78 defined VAG/W as: “Males inflicting pain on females and they seem to dominate everything & girls just give in without a fight. It sucks big-time, if you ask me to explain” (IPS/FSt-78).

5. School leadership initiatives & strategies employed to address VAG/W.

The study discovered effective leadership efforts & interventions such as well informed, reliable and easy step-by-step processes of reportings. However, despite this 47% stated of reporting to their parents in the villages who have no contextual knowledge of the problems.

People to whom violence victims report

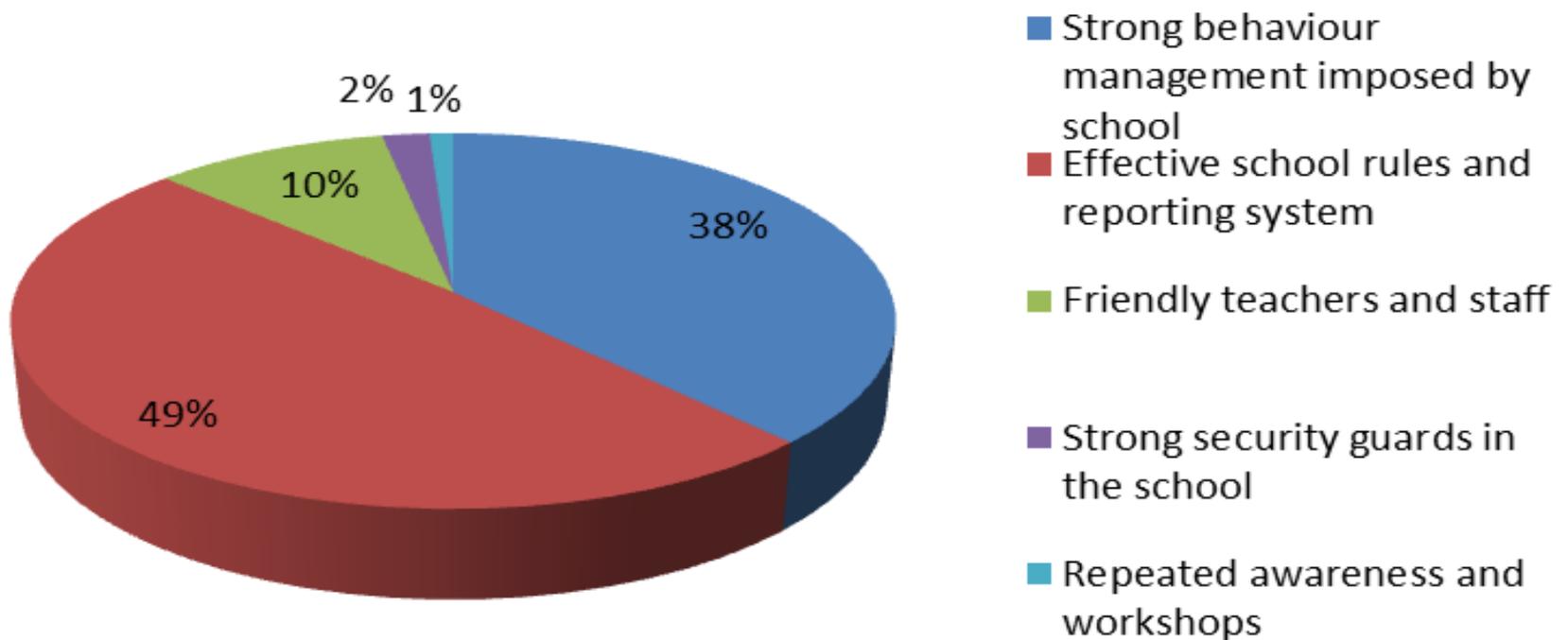


6. Practices, policies & approaches that have helped reduced VAG/W in the schools.

According to the study, school leaders have understood well that addressing VAG/W is a central goal & have embraced appropriate approaches & policies to manage VAG/W

Practices that have reduced VAG/W

What practices have reduced violence in your school?



CONCLUSION

This research has put into perspective the work of school leaders in two schools deemed successful in working towards universalizing basic education for girls by addressing VAG/W.

The commonly held views of the school leaders was that they were fully aware and understood well the concepts of UBE & other gender equity policies. School leaders in this study were well aware that, in practice, PNG is not free from violence & its related issues of gender inequality.

Such a level of understanding was important for school leaders to view education as not a right of males only but everyone's right irrespective of their sex, religion, ethnicity, tribal affiliations & nationality.

The study concluded that the students in the two schools were well versed in the school rules, policies & codes of conduct & the subsequent penalty attached to each rule if they failed to comply. This created a favourable school environment for girls to study without harm, risk or threat & violence of all forms.

Recommendations

While the findings may guide specific practices at the schools involved in the research, I would suggest they also provide an important point at which to begin further discussions, changes of practice & policy in other schools & the education system, & ongoing research that builds upon these findings.

Therefore, schools more generally need to hear about how schools such as these attend to VAG/W, and to build on these good practices by working towards creating more favourable environments for girls' learning.

Finally, the utilisation of the three data collection instruments gives this study some level of trustworthiness & credibility. The relatively small data set can also be seen as a limitation & further research is needed in this area to establish a more nuanced research base related to this study, but across PNG schools.

References

- Goldstein, A.P., & Conoley, J.C. (1997). *School violence intervention: A practical handbook*. New York, USA: The Guilford Press.
- Kewa, C. (2008). *Being a woman in Papua New Guinea: From grass skirts and ashes to education and global changes*. [Papua New Guinea]:Christina Kewa,c2007 Copy Press .

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