

Equitable Agricultural Extension through
institutional youth engagement in Papua
New Guinea: A Case study in Kokopo
District, East New Britain Province

Sub-thesis presented for a bachelor of Arts Degree with Honours

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Social Work Strand

Outline

- Introduction
- Literature review
- Methodology
- Findings
- Discussion and analysis
- Conclusion and recommendation
- Reference

Quote

“ The ultimate good of farming is not the growing of crops, but the cultivation and perfection of human beings”

“Masanobu Fukuoka”

Introduction

- What is equitable agricultural extension through institutional youths engagement?

Problem statement:

- Lack of services and benefits
- Less involvement of government and agencies

Research Aim and Objective:

- Explore agricultural extension
- Identify the challenges that prevent the development of youth in building skills

Research Questions:

- What is importance of equitable agricultural extension?
- What is institutional youth engagement in agriculture?
- What are the barriers to youths involvement in agricultural work in PNG?
- What are the solutions to sustainable agriculture for youths in PNG?

Literature Review

- Equitable agricultural extension through institutional youths engagement
 - Defining equitable agricultural extension
 - Institutional youth engagement in agriculture
 - Understanding the relationship between equitable agriculture and community empowerment theory

Methodology

- Study used qualitative research approaches
 - ✓ Document analysis (Bowen, 2009)
 - ✓ Semi-structured interview (Pektovea et al.,2009; Pratt & Loizos,1992)
 - ✓ Focus group discussion (Kitzinger, 1995)
 - ✓ Key informants (Kumar, Stern &Anderson, 1993)
- ✓ Semi-structured questionnaires were developed and administered to relevant stakeholders (administration, councilors, youths, men and women) in the Kokopo District (Raluana, Kokopo/Vunamami Urban, Bitapaka, Duke of York)

Findings

- Importance of agriculture (perkins et al, 2003), (Ramdwar and Ganpat,2010), (Anderson,1997)
- Agricultural Institutional extension (Ferman, 2005), (Hart, 1992), (Andrews, 2013)
- Partnership and institutional programs (Baur, 2020), (May,2004)

Discussion and Analysis

- The institutions illiterate leaders and lack of planning (Geetha, 2016), Kumara & Geetha, 2006),
- Challenges in engaging youths in agriculture (Kerua & Glyde, 2016),
- Kinship Ties and Cultural Norms

Conclusion and Recommendation

Conclusion

- Equitable agricultural extension partnership
- Institutional youth engagement
- Enablers and barriers to integrating both male and female youth in agriculture
- Impact and challenges of agriculture in ENBP and PNG
- Agricultural work and its impact on youth in PNG

Recommendation

- Ensure accessibility of the agricultural services offered to the male and female youths
- Focus on improving youth's understanding of the agricultural sector
- Focus on improving agriculture institutions and enroll youths to take up agriculture
- Improving partnerships with institutions and government agencies in the agricultural sector
- Research in agriculture and youths engagement

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Thank you

- Q&A??

