FROM PROTOTYPE TO A MODEL:
ENTREPRENEURSHIP IN
SECONDARY SCHOOL TEACHER EDUCATION
(ESSTE) IN PAPUA NEW GUINEA.

A Research Study presented to the
Department of Development Studies
Massey University.

In partial fulfilment for the
degree of
Master of Philosophy.

by
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26th of March 1993
ABSTRACT

One purpose of this thesis is to challenge the current conventional curriculum in secondary school teacher education at Goroka teachers college in PNG and suggest that examples of more appropriate innovations are already present, which need to be given serious consideration.

The arguments presented are as follows, education in developing countries like Papua New Guinea still has a school curriculum that is largely academic, verbal, non-practical, and even non-vocational. Alienation from traditional village and community life is one major negative outcome of such curriculum practices. However, there are changes which could be introduced to orientate, at primary, secondary and tertiary level, towards a more appropriately balanced curriculum.

‘Community education’ has been widely trailed in PNG but ‘enterprise education’ approaches (a recent term for innovative curriculum under APEID) are discussed as a possible alternative which can be adopted by the PNG education system and in a particular Goroka Teachers College.

Goroka Teachers College has also developed a prototype programme in 1990 which encourages ‘community’ and especially ‘enterprise education’ as part of an informal education and training process of secondary school student teachers. This study attempts to consolidate on the positive experiences of that project with a view to reforming the ideals of that programme with a possibility to continue its trailing process.

The second purpose of this research study is to argue that local communities need assistance from resources both human and otherwise that especially higher education institutions like GTC could share with them. This could be done if not formally, then informally to create planned enterprising activities of a sustainable, and income generating nature. The spin off benefits are numerous as would be discussed in the study. One obvious one for GTC at least, was a vastly improved college-community relationship especially in 1990.

The Humilaveka Village Technology project which was undertaken at GTC as presented in this study and the arguments that support its case, was an example of such an initiative.
ACKNOWLEDGEMENT

I am greatly indebted to Assoc. Professor Crosbie Walsh for the general administration of my graduate studies in development Studies at Massey University, and his valuable assistance with this research study.

My sincere gratitude also goes to Emeritus Professor Don Bewley, whose wealth of experience and knowledge of the area of the study, I could not have done without, in order to complete this research study.

‘A Bikpela Tenk yu’ also goes to fellow PNG graduate students who assisted me in various ways. Paul Ngabung for providing invaluable information on the operation of the Commission of Higher education in Papua New Guinea. Victor Walep for his time in discussing his ideas on community service work at Agriculture colleges in PNG. Patrick Modekewa for providing information on the PNG national department of education and in particular community school teacher education. Michael Kapari whose support and help, the the HLK poultry project at GTC could not have done without.

I am sincerely grateful to the New Zealand Ministry of External Relations and Trade, for their financial assistance towards my studies and in especially towards the completion of this research study.

Lastly but not the least, it goes without saying that my wife Meriba Mauli and sons Jerald and Greg had sustained my efforts, with their presence and love through out the ordeal of completing my studies, which culminated in the completion of this research study.

For those whom I have not acknowledged (unintentionally), I also Thank you.
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