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**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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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.

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