Barriers to Quality Education for Girls in Obura Wonenara

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OVERVIEW

Better Governance for Education Project is a CARE International project based in Goroka, Eastern Highlands Province.

Main components of the Project

Outcome #1
- Communities
- Women and girls are supported to participate meaningfully in education and sub-national governance

Outcome #2
- Governance
- Stronger sub-national governance structures and processes enable more equitable resource allocation;

Outcome #3
- Service Delivery
- Improved service delivery in the basic education sector
Problem Statement

What are the Barriers and Hardship that implicates quality education for girls in most remote rural and disadvantage communities in Obura Wonerna?
Political map of the Eastern Highlands of Papua New Guinea
Methodology/ Approaches

- Gender Equality & Diversity Training;
- Community Scorecard – Participative Tool
- Teachers & the school Board of Management (BOM) trainings
- Semi-Interviews
- Focus Group Discussion's;
- Parents Support Network
- Modified sports and cluster games
- Celebrating Commemorative International Events Day (Eg; International Day of a Girl Child)
Poverty
Even if education is free, the cost of uniforms and or supplies can make education inaccessible.

Gender Inequality
Girls are often kept home from school to help with family care & housework.

Lack of safe private Girls –only latrines
Stigma and other factors mean 5 in 10 girls miss school during their period.

Child marriage & Early pregnancy
Child bride are almost always forced to drop out of school.

Parents Do Not Support their children to go to school
The value and the importance of education was almost never made know.

Long distance to school
Girls are at an increased risk of experiencing violence or harassment.

Fear - Girl child being raped or sexually abused.
Analysis and Identifying

Votes by BOM/P&C

- Poor health & sanitation for girls
- Low retention among female students
- Poor Learning facilities
- Long distance to primary school

<table>
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<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Priority</th>
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<td>Low retention among female students</td>
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<td>Poor Learning facilities</td>
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<td>11</td>
<td>31</td>
<td>2</td>
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<tr>
<td>Long distance to primary school</td>
<td></td>
<td>11</td>
<td>26</td>
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</tbody>
</table>

Total Votes: 102
Interventions By Project to address the Priorities

Trainings and Activities

 School
  o School Board of Management Roles and Responsibility Trainings
  o BOM Gender Diversity Trainings
  o Teacher Trainings – quality & girls retentions
  o Provide Student School Learning Materials – for all students
  o Supported 3 Infrastructure Projects – classroom and WASH Facilities

 Parents and Communities
  o Parents Support Network Training
  o Sports Activities
  o Gender Diversity Trainings
  o Women and Girls Leadership Trainings
  o Parents Champion Awards
  o Law and Order Awareness

 GIRLS
  o Health and Hygiene Training
  o Girls leadership training
  o Retention Packages – school materials, hygiene packs etc…
  o Start-up Kits in High School – materials and items to generate income
Participants per Activity

- 2 BOM Management meetings
- Schools SLIP Reviews
- 3 communities - participation in project planning
- Literacy Volunteer TOT
- Phonics Training TOT
- Parents Support Network
- Student Receive start up kits
- 4 Community GED trainings

# OF PARTICIPANTS

# OF ACTIVITIES
Results

- Redistribution household work and changes in gender roles and responsibilities - Gender Equality & Diversity Training

- Improved self esteem, respect and reduced anti-social behaviors - Modified Sports and Cluster Games

- Increased space for women and girls to voice out their needs and concerns - Leadership Trainings

- Increase # of Girls in Class - due to distribution of reusable pads, promotion of hygiene facilities

- Parent Support Network – parents identifying early pregnancy risk and support for family planning methods

- Improved sanitation facilities through community projects and supported by district MP

- More Girls passing out in Grade 8 then before

- Increased number of child literacy schools – training and teacher support
Monthly Returns

Monthly Returns for May 2017

Monthly Returns for May 2019

# of students in 2017

58 Girls 71 Boys

# of students in 2019

118 Girl 139 Boys
The Project contribute to many positive evidence based results in Obura Wonenara and can be adopted by other development actors and government.

The barriers can be addressed though long term engagement and consistent support. This require long term commitment from governments and donors to achieve lasting change.

PNG Government must carry out gender analysis and adopt gender sensitive approaches: Identify and address the unique barriers that keep girls out of school, while working with boys and men to break these barriers.

Continues engagement with both girls and boys contributed to build an equal playing field through which all girls be supported.
Recommendation

- Gender analysis should be carried out in all stages and this include design of infrastructure and implementation of education curriculum at the elementary and primary level, so that both boys and girls will access to quality education,

- To ensure basic infrastructures, hygiene and water facilities in all schools

- Enhancing the capacity of education service providers at district level and empowering the community, specially women, girls and people with disability to hold the service providers accountable – this can be done through participatory assessment, community score card and many bottom up approaches etc

- Social norms that remain as a barrier to girls education/ need to be address at all levels – this require working with individuals and community as a whole

- Partnership is crucial and NDoE to work with NGOs/INGOs, faith based organisations and communities to improve the education service provision for girls and boys
Thank you

Find out more on;