The Intersectional Nature of Educational Inequality in the Global South - A Case of Papua New Guinea

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Abstract

Since the ‘Education for All Agenda’ was ratified at the Jomtien conference in 1990, the world has moved to implementing the agenda. Papua New Guinea believes that education is the solution to its social, economic, and political problems, and in taking ownership of and working towards implementing the programme. However, Papua New Guinea’s education system concentrates on improving girls’, education and special education. This has resulted in improved enrolment numbers and higher retention rates nationwide but has failed to deliver quality education to all students specifically marginalised children of both genders. This essay argues that delivering quality education to all children should be addressed through an intersectionality approach. Firstly, intersectionality is defined and the ways that intersecting factors cause marginalisation and discrimination within different groups around the world and in Papua New Guinea are described. Secondly, the essay discusses how Papua New Guinea’s culture contributes to segregation. Finally, it discusses how Papua New Guinea can approach intersectionality issues and improve its education system to achieve Sustainable Development Goal (SDG) 4, i.e. to provide inclusive and equitable education and to promote lifelong learning opportunities for all.

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