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Abstract

Despite political rhetoric to the contrary, higher education (HE) in Papua New Guinea remains heavily Westernized, resulting in an alienation of HE, and its students, from the development needs of the country. Taking the discipline of psychology as an example, indigenization is not a complete solution to this alienation, since many of the issues faced by countries like Papua New Guinea, from poverty to disaster relief to capacity development itself, can only be met through a combination of relatively global, Westernized forms of knowing, alongside relatively local, or indigenous forms of knowledge. Knowledge flow and capacity development in Papua New Guinea may hinge on designing more culturally pluralistic forms of HE, which will instill a greater capacity for critical thinking in the nation's graduates, including future faculty. (HRK / Abstract übernommen)