Distance Education in the South-West Pacific: Cultural Heritage Training 2001-2003

2001 FINAL REPORT

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Introduction

Papua New Guinea and Vanuatu are undergoing rapid cultural and social change as they head into the new millennium. The all encompassing transformations which are occurring in both of these countries pose a continuing and real threat to the rich cultural heritage which still survives to this day. Cultural institutions from both counties are grappling with the rapid changes and the increasing pressure being placed on cultural heritage. A lack of trained staff and limited resources has hampered the development of cultural resource management programs in both nations. To redress this deficiency the Distance Education in the South-West Pacific: Cultural Heritage Training Program 2001-2003 was developed in association with the respective institutions responsible for the protection of cultural heritage in both of these countries. The program offers professional assistance in not only training officers in cultural heritage issues through an intensive cultural heritage training workshop but also in developing strategies in raising the awareness of culture heritage in the community and education sector to ensure the sustainability of cultural heritage practice.

The Distance Education in the South-West Pacific: Cultural Heritage Training Program began its first year in Papua New Guinea and Vanuatu in partnership with the Papua New Guinea National Museum and the Vanuatu Cultural Centre respectively. Dr Glenn Summerhayes co-ordinates the program in Papua New Guinea and Stuart Bedford in Vanuatu. This report deals with the first of a three year programme.

Program Objectives

The objectives of this program are to train nationals of Papua New Guinea and Vanuatu in cultural heritage management through an intensive cultural heritage training workshop and develop strategies in raising the awareness of culture heritage in the community and education sector to ensure the sustainability of cultural heritage practice. More specifically:
1) Identification and recording of cultural and archaeological sites;
2) Archaeological assessment and excavation techniques;
3) Development of cultural heritage management policy;
4) Development of cultural heritage data base;
5) Heightening public awareness of cultural and archaeological sites;
6) Increase the role of cultural heritage in the education sector;
7) Production and distribution of reports throughout the community;

**Strategy Employed**

The strategy of the project was to take the existing managers of cultural heritage from their respective cultural institutions in Port Moresby and Port Vila, and update their skills and knowledge base in heritage management, and build upon their interaction with education providers such as secondary school systems and provincial centres of continuing education. A series of workshops and fieldwork training were arranged and was balanced with research into the heritage of their respective nations through survey of cultural and archaeological sites and excavations.

Apart from introducing the participants to archaeological research, cultural heritage concepts and values, a major aim here is getting the results of cultural heritage back to the community. This involves training the trainees in presenting results to schools, the local community, and using the mediums of radio and newspapers.

Thus this program is not only involved in the training of heritage management and the staff who are directly involved in heritage management, it also acts as as a workshop in developing strategies in community and education awareness. To make the project more sustainable distance education plays an important role. Distance Education is crucial in setting up and implementing cultural heritage training programs. The success in preserving the cultural heritage for island nations lies in education and the need to incorporate the existing educational structures in place today to develop a new education program on cultural heritage management.

The strategy of bringing people from different areas of expertise was to provide a linkage between not only the centres of excellence in heritage management and the Cultural Institutions of Papua New Guinea and Vanuatu, but also with the cultural officers within the far flung provinces of Papua New Guinea, or islands of Vanuatu, and the education sector of these island nations. It is our intention to promote heritage matters to the secondary and continuing education sector though participation in our workshops and fieldwork session, and providing updates on the internet not only to the schools that have access to the net, but also centres of continuing education that provide information to the more remote areas of community teaching. National Radio is currently the medium which reaches the greatest section of the populations in both nations. It is essentially the primary means of communication between central government, communities and government agencies. Broadcasting the aims of the Project and explaining the importance of cultural heritage management can enable a greatly enhanced profile for the Project through access to National Radio. The success of this project lies in training and
education incorporating cultural institutions, local level governments, the education sector, and media outlets. Distance education is crucial in this project’s success. Find below an outline of the program in Papua New Guinea and Vanuatu respectively.

### Papua New Guinea Program

#### THE WORKSHOP

The workshop was organised by Dr Glenn R. Summerhayes and Mr Matthew Leavesley of the Australian National University.

**The Participants.**

The participants had been selected from a number of areas.

1. The first group comprised the staff of the National Museum and Art Gallery, Port Moresby. Areas covered include Prehistory, Anthropology, Modern Art and Conservation.

   **National Museum and Art Gallery, Papua New Guinea**
   - Mr Herman Mandui, Acting Head of Prehistory
   - Mr Nick Araho, Head of Prehistory
   - Mr John Dopp, Head of Anthropology
   - Mr Francis Bafmutuk, Head of Conservation
   - Mr Joe Nalo, Head of Contemporary Art
   - Mr Kari Heri, Prehistory
   - Unfortunately the Deputy Director, Mr Simon Poraituk could not attend due to injuries sustained in a car accident.

2. The second group consisted of two representatives of the University of Papua New Guinea, the Head of Staff Development and the lecturer in archaeology, and an expert in radio broadcasting to tape all discussions and produce a CD.

   **University of Papua New Guinea**
   - Dr Bernard Minol, Head of Staff Development
   - Mr Vincent Kewibu, Lecturer in Archaeology
   - Radio media expert
   - Mr Henry Arifea, ex- NBC

3. The third group consisted of cultural officers from the island Provinces: New Ireland, Manus, East New Britain, West New Britain and North Solomons.
Island Provincial Cultural Officers
Mr Francis Rangatin, New Ireland
Mr Joe Mokuma, North Solomons
Mr Simon Paivut, East New Britain
Mr Andy Marsipal, Manus
Unfortunately, the cultural officer from West New Britain Mr Kisokau Stevens could not attend. Mr Francis Stevens, a private tourism businessman attended from that province.

4. The fourth group consisted of all Directors of the University Centres of the island provinces.

Island Provincial University Centres
Ms Judith Kuam, Acting Director New Ireland
Mr Joe Lera, Director North Solomons
Mr Kalai Menai, East New Britain
Mr Aaron Kepo, Manus
Mr John Pamanani, West New Britain

5. The fifth group comprised representatives of the New Ireland Provincial Government and Community, a paramount chief, an education officer and the ex-Tourism Officer who had been in the front line for heritage matters in the New Ireland Province.

New Ireland Provincial Government
Mr Demas Kavavu, Paramount Chief, and ex-Premier of New Ireland.
Ms Saperi Anis, Education Department
Mr Noah Lurang, ex-Tourism and Cultural Officer

5. The sixth group comprised members of the local community government from Tatau Island, Tabar. These are local community leaders who participated in the survey and recording. It is important for these local leaders to participate and learn about their responsibilities on local heritage issues.

Tatau Island, Tabar
Chief Joel
Mr Edward Sale, Master Malaggan Carver
Mr King Paivut
Mr Ken Paivut
Ms Selina Paivut
Mr John Waikate, ex medical orderly
Mr Bernard Tapo, School teacher

6. The last group comprised local members from major communities from Anir and New Hanover, New Ireland, who took part in detailed discussions of heritage training both before and after the workshop on Tabar.
Mr Jo Manil, Deputy Leader Tanir, Member for Anir
Mr Paul Nebil, Magistrate Ambitle Island, Anir
Mr Paul Vingilmat, Village Councillor, Anir
Mr Charles Singorak, Catholic Catechist, Feni Mission
Loui Tomvar, Community elder, Warantaban, Ambitle Island, Anir

Schedule

The workshop was held in Kavieng and Tatau village, Tabar Islands, both in New Ireland Province from the Monday 22\textsuperscript{nd} October to the Friday 11\textsuperscript{th} November.

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Arrived in Kavieng</th>
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<tbody>
<tr>
<td>Kavieng</td>
<td>Introduction to Kavieng, the cultural centre, research committee and the administration, the local University Centre, tours of cultural heritage sites of significance</td>
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<tr>
<td>Left Kavieng and arrived in Tabar</td>
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<tr>
<td>Tabar</td>
<td>Introduction to Tabar, discussions with local government about local heritage issues, workshop discussions on archaeology, PNG heritage legislation, heritage management, and training in identification and training of archaeological sites</td>
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<th>WEEK 2</th>
<th>Tabar</th>
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<tr>
<td>Tabar</td>
<td>Workshop and fieldwork continued, with excursions to Mapua Island, Simberi Island, and Koko village, Big Tabar.</td>
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<tr>
<th>WEEK 3</th>
<th>Left Tabar and arrived at Kavieng</th>
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<tr>
<td>Return to Kavieng</td>
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<tr>
<td>Visit and conduct workshop at Utu, Mangaai, Mongup and Medina High Schools</td>
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<tr>
<td>Workshop on the internet; media; school curriculum</td>
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Results of project.

These will be discussed under the following headings:

Train Papua New Guineans in the identification and recording of cultural and archaeological sites and archaeological assessment and excavation techniques;

Through a combination of guided tours of important archaeological and cultural sites of Kavieng and Tabar, lectures, discussion groups and intense instruction, all members of the team became conversant in the following range of skills:

- techniques of site survey and recording (including oral histories);
- recognition of cultural remains, including archaeological remains;
- the purpose and value of archaeological research;
- basic principles of archaeological excavation and recording techniques;
- artefact recognition, particularly important during site survey;

The workshop was structured into a series of sessions in which the following themes were addressed:

The background to the archaeology of Papua New Guinea was given by myself, Matthew Leavesley, Herman Mandui and Nick Araho. This covered a summary of 40,000 years of history, ending with the recent past. Gaps in our knowledge of the past were outlined, and areas where research should be directed were highlighted. Practical examples demonstrating the relationship between archaeology and oral history were given, with each member of the team offering examples of “oral histories” from their culture.

The nature cultural heritage impact studies was presented by Herman Mandui. The case example given was the construction of the Gulf road. Cultural heritage managers and developers must work together.

An intensive session of site recording and survey was presented in which all participants were instructed in completing the “National Traditional and prehistoric site survey sheet”. Each heading was discussed which necessitated training in map reading, the use of a Geographical Positioning System, grid co-ordinates, topography, and the assessment of the state of a site. This was followed up by extensive fieldwork in which a number of sites were recorded on Tatau, Mapua, Simberi and Big Tabar Islands (which make up the Tabar Island group). Further fieldwork was undertaken back in Kavieng where a number of prehistoric and historic sites were reviewed and recorded. These included the newly discovered Lapita site at Bagail, on the outskirts of Kavieng, the wartime gun emplacements scattered around Kavieng township, and an item left by a failed French expedition and settlement originally at the southern end of New Ireland in the later nineteenth century.

Each participant independently recorded a number of sites and discussed their recordings with the workshop.

Train Papua New Guineans in the development of cultural heritage management policy

It was through group discussions that the initial training in the development of cultural heritage management policy began. The participants identified, outlined and discussed the major issues affecting them in successfully implementing cultural heritage policy. The aim here is to identify how the nation could implement and sustain the efficient and effective management of cultural heritage policy, and develop a strategy plan to that end. Through group discussion, the major issues that hindered the effective management of cultural heritage were identified, and strategies identified to overcome the difficulties. This is the first step in training these officers in the development of sustainable cultural heritage management policy.
The major problem that arose out of group discussions is based on the roles and relationships of and between the National and Regional Institutions. In particular:

1. The need for a clear and defined role for provincial cultural officers, with support from the National Institutions. The major National Institutions relevant here are firstly, the National Museum and Art Gallery of Papua New Guinea who develop and maintain a cultural data base and manage the Cultural Properties Act at the National Level; and secondly, the National Research Institute, who manage the research programs of overseas academics in Papua New Guinea. The two other institutions that were discussed at the meeting were the National Cultural Commission and the University of Papua New Guinea. The role that these two played were outside the terms of this workshop, although copies of this report will be forwarded to them for comment.

2. The need for clear guidelines and protocols on all issues relating to cultural heritage, including managing foreign research in their province, for provincial cultural officers.

3. Common to these needs was a sense of urgency for building links between the National and Provincial structures.

**Defined roles, guidelines and protocols**

Regarding the first two points outlined above, the roles, definitions and responsibilities of the respective parties were outlined at the workshop. The role of the National Museum and Art Gallery is defined by an Act of Parliament (the National Cultural Properties (Preservation) Act), while that for the National Research Institute is set out in its policy document “Research in Papua New Guinea”. The roles of the provinces are, however, not well defined. To add to the complexity, the role taken by the provincial government in cultural heritage management varies between provinces.

In defining the role of provincial cultural officers in implementing cultural heritage policy, it was agreed that the provincial officers take a more active role in managing the cultural heritage. Thus the workshop started to define the role that the provincial cultural officers could take, as officers not only in support of the national institutions, but also as joint managers of a regional database of cultural and archaeological sites. This would involve developing and maintaining a local regional cultural site database that would help update the National database. They would also be responsible for the local level governments in their province, thus providing a buffer between the local and National Government institutions.

The relationship between the provinces and the National Research Institute (NRI) in respect to managing foreign researchers is more complicated. The NRI must firstly, affiliate the researcher to an appropriate research institution. For instance, all archaeology material culture researchers must affiliate with the National Museum and Art Gallery of PNG. Secondly, the NRI must seek and obtain provincial approval for a foreign researcher to undertake research in that province. When both of these actions has been achieved, then the NRI will advise the Department of Foreign Affairs to allow a research visa to be permitted. The procedure by the NRI is the same with all provinces. Each
province, however, deals with the National Research Institute in a different way. The procedure of provinces, however, varies and it is here that policy developments could be implemented in particular at management level. For instance, some provinces take an active management role in monitoring the activities of researchers, while others do not. Each province has different procedures for approving foreign researchers, including different approval bodies. For example, within Manus province the University Centre manages foreign research. Within New Ireland, on the other hand, there a Research Committee in theory meets and approves research, which is subsequently managed by the Culture and Tourism office.

Problems exist in defining a pan-provincial policy. It was noted that the degree for uniformity between provinces was up to the individual provinces, and that any changes should come from a bottom up approach. That is, the National government can not prescribe measures to the provinces – the provinces must initiate new directives. Yet, despite this there is a need for National Standard Policy of Research, with uniform protocols and checklists at National, provincial and community level. One example was presented at the workshop that a research committee, similar to that from New Ireland, be adopted. It is made up of people from the following offices:

Administrators office
Tourism and Culture
Representatives of provincial leaders
Education Department
Provincial planning

Recommend:
It is recommended that the provincial officers who attended the workshop bring to the attention of the provincial administrators this problem, and ask for comments leading to a research council within each province. The comments are expected by April 2002.

Building Links
Regarding the last of the three points outlined above, the building of links, it was decided that the development of a cultural heritage policy must start with an effective dialogue between the National and Provincial structures. To this end the workshop was a successful beginning to build and develop links between the Provincial Cultural officers and the National Museum. From this Distance Education measures must be developed to maintain a flow of ideas between the National and Provincial levels.

Recommend
To achieve this position the following strategies were employed:
i. It was decided that the National Museum would provide advice and assistance in helping provinces to start recording and maintaining a database on heritage listings within their provinces in order to manage their protection. Officers from New Ireland, Manus, East New Britain and North Solomons will travel to the National Museum and Art Gallery in Moresby for an orientation course of the museum, the national database, and cultural holdings in store. This will be undertaken by February 2002. Those officers are
expected to return to their provinces and begin to develop their own database which will supplement, BUT not replace the National Registry. The Head of Anthropology, Conservation and Prehistory will travel to the North Solomons to help implement this database and provide assistance in building a new cultural centre for the province as the old centre was destroyed during the war. Mr Mokuma, the cultural Officer has requested this help. The Head of Contemporary Art will travel to Manus to undertake similar work on their database. All people travelling will provide a report on their visit listing the outcomes and benefits.

ii. The National Museum and Art Gallery, through distance education by the development of its web page and the provision of materials to the provincial officers, raise awareness of the National Cultural Properties (Preservation) Act.

Development of cultural heritage database

The need for developing a cultural heritage data base was outlined in discussions on developing cultural heritage policy. The workshop addressed the development of a cultural database first by first a series of introductory background lectures on databases in general, and secondly by a detailed explanation of the databases available at the National Museum and Art Gallery. All data items were discussed, with documentation to be provided. This was followed by a short talk on data entry. The officers from the National Museum and Art Gallery led discussions on the aim of the database, and their management, hardware requirements and data entry. All participants were given practical instruction in the use of computers and the internet Mr Matthew Leavesley using the computers at the Culture and Tourism office. Leavesley has constructed a web page of the project (http://arts.anu.edu.au/swp/). See Appendix 1 for a hardcopy of the web site.

The workshop was the first step in developing the database, with computers arranged for the National Museum and Art Gallery, and Manus University Centre. As noted above, travel arrangements have been made for provincial cultural officers to travel to the Museum in Moresby, and museum officers to travel to provinces, to follow up and further instruct officers in the cultural database among other things. Mr Joseph Mokuma and Andy Marsipal, cultural officers from the North Solomons and Manus respectively, will travel to the National Museum and Art Gallery, in Port Moresby. Mr John Dopp, Head of Anthropology, and Mr Herman Mandui, Head of Prehistory, of the National Museum and Art Gallery will travel to the North Solomons. Mr Joe Nalo, Head Modern Art, will travel to Manus.

Recommend

The development of the database will be carried out using distance education techniques. To enable this, Mr Matthew Leavesley will travel to Moresby in April 2002 to train the key personnel in the National Museum and Art Gallery in developing and maintaining the projects internet site, and to use this site as a vehicle for the dissemination of information to the cultural officers, and education providers.

Heightening public awareness of cultural and archaeological sites, and the production and distribution of reports throughout the community, and
The trainees were introduced to methods for raising public awareness of cultural activities and to promote cultural heritage and archaeology to the community. A session on “Getting your views to the media” was held, and all participants were introduced to the media, both radio and newspaper. Mr Tonko Nonau, Head of Radio New Ireland, gave a presentation to the participants and a guided tour of the operations. Mr Henry Arifeae, who has a lifetime of experience in National Radio, gave an intensive session on the uses of radio, radio technique and presentation, and radio appraisal. This was followed by a recorded radio program on the workshop, its aims, the players and the outcomes. This was subsequently broadcasted over the following four weeks on Radio New Ireland. The listeners of New Ireland radio had already known of the training program as Mr Francis Rangatin, the Provincial Cultural and Tourism officer, had broadcast numerous community announcements concerning our workshop. Mr Rangatin also released a press release on the workshop. It must be stressed, that New Guinea is a rugged country with the bulk of the population living in isolated rural communities without electricity. The radio is often their only means of communicating with the distant towns. The use of the radio in distance education cannot be over emphasised.

The participants were also exposed to newspaper media with the museum personnel discussing “how to write newspaper releases”. Summerhayes and Leavesley have written pieces for the two local newspapers the “Post Courier” and the “National”. Summerhayes also gave two extensive interviews with the editor of the Museum and Art Gallery of Papua New Guinea’s monthly newsletter, and copies are attached. This newsletter has a wide distribution to concerned Papua New Guineans, and also to researchers round the world.

All participants were deeply involved in extensive group discussions with local communities. Official community meetings were held on the

i. Tabar Island group: Tatau, Sos and Lava communities on Tatau Island; Simberi community on Simberi Island, and Koko on Big Tabar;

ii. Mainland New Ireland: Lemakot, Medina,

iii. Community meetings were also held with communities in New Hanover (Lavongai) and Anir (Feni, Natong, Warantaban, Kamgot, and Bulam). Only Summerhayes, Leavesley and Mandui participated in these.

Teaching participants community participation was made easy by the enthusiastic part played by all local communities. For instance, on arriving on the beach at Tatau village, Tatau Island, the participants of the workshop were welcomed by a traditional Malagган welcoming ceremony (see photos in the web page). On Tatau Island, the workshop was also privileged to be welcomed into two traditional mens enclosures to witness the making of malaggans. The first, by Edward Sale, a master Malaggan carver at Lava village. The second by Chief Joel Pitchia at Tatau village. We were also privileged to take part in a Malaggan ceremony at Tatau village where the workshop as a whole exchanged a pig with the local community. Members of all communities visited partook in the workshop and exchanged ideas with the participants. All members of the community were consulted before undertaking survey work, and many of the community
joined us. We were fortunate in having Paramount Chief and ex-Premier of New Ireland, Mr Demas Kavavu on the workshop. Mr Kavavu’s knowledge of custom in most areas of New Ireland greatly enhanced our position within the communities visited.

At Lemakot, we were invited to witness a performance of the GiriGiri Theatre and dance group. They perform for many communities within New Ireland and Papua New Guinea, and have also performed abroad. Summerhayes was asked to give a talk to the Lemakot community after the dance group finished.

**Recommend:**

It is recommended that further newspaper reports on all future outcomes of the project including the setting up of a web page, helping developing the curriculum for secondary and university centres, visits by provincial officers to Moresby or Museum officers to the provinces. Summerhayes and Leavesley to write up a Paradise Magazine article on the workshop in Tabar, and include in particular the wish of Mr Edward Sale to set up a carvers school on Tatau Island.

Each provincial cultural officer and/or Director of the University Centre is encouraged to set up and manage a regular radio segment on Cultural Issues.

**Increase the role of cultural heritage in the education sector.**

This is probably the major objective of the workshop as it relates and partly overlaps with all the above objectives. Putting archaeology and cultural heritage back into the school curriculum is of primary importance. To this end, the gatekeepers of knowledge in the provinces, the university Directors, and the Head of Staff Development at the University of Papua New Guinea, Dr Bernard Minol, were invited to the course. Also, Mr Henry Arifaea, and expert in radio and recording was invited to record all discussions and produce an edited CD for distribution to schools. Each participant proved successful in each of the above objectives, being quick to grasp the importance of cultural heritage studies, and maintaining provincial management of cultural issues.

Within New Ireland, the whole workshop visited four High schools, spending half a day at each: Utu, Mangai, Medina and Mongop. At each High school the entire school was addressed. Summerhayes gave a lengthy introduction into cultural heritage followed by talks by representatives of the National Museum, cultural officers, University Centres, and Dr Bernard Minol. Each addressee stressed the importance of cultural studies to Papua New Guinea. The representative of the National Museum presented each school with a number of archaeological and anthropological publications from the museum. The purpose of these talks was not only to get the message of cultural heritage and the role of the National Museum and Art Gallery across to teachers and students, but also to get the participation of museum, university centre and cultural officer staff involved in the art of communicating to schools.

Community Schools were also visited and talks given by the workshop: Tatau, Simberi, and Mapua Community Schools. Other schools visited outside the Tabar Island group.
included Feni Community School, Babase Community School, and Lavongai Community School. A book titled a “History of Papua New Guinea and Pacific Neighbours” was donated to the Tatau Community School, while publications from the National Museum and Art Gallery were donated to all other community schools.

**Recommend**

It was accepted by participants of the workshop that there is a need for cultural studies (culture, archaeology, and custom) in the Secondary School Curriculum, the University Centre Curriculum (covering grades 5 and 6) and the Open Universities. It is through Distance Education that the latter two curriculum are presented to the students. It was agreed that Dr Glenn Summerhayes:

1. Visit Mr Joseph Lera at the North Solomons Open University Centre and help structure a new curriculum for the new open university Centre
2. Dr Summerhayes obtained copies of reading material from Ms Judith Kuam, Acting Director of University Centre Kavieng. It was agreed that he review and assess the current curriculum and all publications and recommend updating or re-writing.
3. Dr Summerhayes contacts the Department of Education, Curriculum Development Unit, and offer to review the Secondary Curriculum in resect of Cultural Studies, including archaeology.

**Acknowledgements:**

*New Hanover*
Doris Boskuro, Agnes Boskuro, Miller Aini, John Aini, and Edward Vang.

*Tabar*
Tatau
King Paivut, Ken Paivut, Selina Paivut, Chief Joel Pitchia, Francis Paivut, Freda Lalu, Headmistress of Tatau community school and Sarah Tumchik, teacher at Tatau community school.

Big Tabar – Koko village
Bruno Penot from the village development committee, Ben Lombu, a village elder and Linus Vunagoi, village elder.

*New Ireland*
John Kau, Director of Fisheries College, Kavieng, Papua New Guinea, Gerad Pentecost and John Chan, PTB, Kavieng, Peter and Jenny McKewan, Kavineg, Leo and Rondi Badcock, Kavieng, Fr Bruno, Lavongai Mission, Tonko Nonau at Radio New Ireland, Kavieng, Lawrie Evans, International School, Kavieng, Jo Donlik, Deputy Head Utu High School, Clement Kiapkuli, Science Teacher Utu High School, Elsah Bagou, Deputy Head Mangaii High School, Mr Leo Varmur, Headmaster, Mongup High School, Mr George Parcascos, Deputy Headmaster, Mongup High School, Mr Robert Aneisia, Arts Teacher, Mongup High School, Mr Leonard Aduk, Mongop High School, Mr Tobias Yinanb, Headmaster Medina High School.
Vanuatu Program

The proposed training program in Vanuatu continues on from earlier work that began in 1996. The Australian National University-Vanuatu Cultural Centre Archaeology Project was commenced in 1994 with a training component being introduced in 1996 (Bedford has been involved with this program since its inception). Some of the funding for that and later projects to 1998 was provided by the Sasakawa Pacific Island Nations Fund administered through Professor Yosi Sinoto of the Bishop Museum. The training program has to date been focused on the island of Efate. This focus has been due to it being the island most affected by expanding development which often threatens the islands cultural heritage. The program on Efate was very well received by both staff from the Vanuatu Cultural Centre and local communities. Although only preliminary in nature the program provided the staff of the VCHSS\(^1\) and Cultural Centre with detailed training in the field. All cultural centre fieldworkers\(^2\) from Efate have participated in the training program and have been made aware of techniques required for survey and the identification of sites. A much greater understanding of what constitutes an archaeological site along with experience of a variety of excavation techniques has also been achieved.

The proposed 2001-2003 Distance Education in the South-West Pacific: Cultural Heritage Training Program is designed to focus on the northern islands of Vanuatu which are severely under-resourced in terms of trained personnel and previous educational programs. The increasing threat from mining activities and other development on these islands makes the need for training and survey particularly urgent as little of the cultural heritage of these islands has been recorded. These islands have also been targeted by the Vanuatu Cultural Centre (see attached documents) for the above reasons but their focus was also influenced by a plea made by Cultural Centre fieldworkers at their annual

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\(^1\) The Vanuatu Cultural and Historic Sites Survey (VCHSS) was established in 1990 and maintains the national inventory of important sites in Vanuatu. Its aims are as follows:
- build and maintain a database of sites of cultural, archaeological and historic significance in the country
- conduct surveys to identify and document these sites
- train ni-Vanuatu staff in techniques of survey planning and execution, including archaeological excavation
- disseminate survey results, through both written and oral reports
- assist the protection and conservation of important sites in the country.

The VCHSS organises and undertakes site surveys through the locally-based fieldworkers (see below) of the Cultural Centre.

\(^2\) The Vanuatu Cultural Centre has some 80 volunteer fieldworkers around the country who collect information about their local cultures and record it using various media.
conference held in Port Vila. It was generally felt that training of a similar type that had been undertaken on Efate was urgently required in the northern islands.

The training program has been designed to further develop and enhance the already established structure of site survey and recording that is employed by the Vanuatu Cultural and Historic Sites Survey (VCHSS). Vanuatu Cultural Centre fieldworkers from the outer islands who have not previously participated in earlier training on Efate have been encouraged to join the new program. Wider community awareness was also a major objective of the program.

**Strategy**

It was proposed that a six-week workshop and training program be carried out on the northern island of Malakula in 2001. Further programs of a similar nature will be targeted in different areas and islands in 2002 and 2003. The program is jointly coordinated by Dr Stuart Bedford and Ralph Regenvanu director of the Vanuatu Cultural Centre and the staff of the VCHSS.

The field seasons (training and workshops) are to be undertaken for the training of Vanuatu National Museum staff and Cultural Centre fieldworkers. This involves both survey and excavation, and workshops on community requirements in relation to cultural heritage management. In conjunction with the field season visits to schools and government offices and departments are to be organised to highlight the aims of the project. At the conclusion of the field season a report will be supplied to the Vanuatu Government and educational institutions around the island. At the conclusion of the three-year program the production of a booklet (translated into the three national languages) explaining archaeological sites and cultural heritage management is planned. This would be distributed to schools in an effort to heighten general community awareness.

A range of skills will be taught to the participants of the program, depending in part on their literacy and other educational skills and in part upon their previous experience. Two ni-Vanuatu, namely Marcellin Abong and Richard Shing have recently begun training as archaeologists at universities in Paris and Port Moresby. This proposed program will give them increased experience in the field and it is planned that they will in the future take on an increasing role in the running of the program. As the training program progresses returning participants returned will be able to explain the work to those who were participating for the first time. Cultural Centre staff will be able to undertake small-scale test excavations as part of the evaluation work of the VCHSS. Training will continue in the form of ‘refresher’ courses as staff gain experience of field situations.

For National Museum Fieldworkers such skills mean that they can assist professional archaeologists, from both the National Museum and other institutions, on excavations and surveys in their home islands. In addition, Fieldworkers can play a crucial liaison role between VCHSS staff and others involved in Cultural Heritage Management and local communities, explaining what cultural heritage and archaeological work entails and its aims and values. After participating in the program, all trainees are expected to be fully conversant with the processes involved in archaeological work and are able to explain them to their home communities, who sometimes confuse archaeology with mineral exploration activities. The Fieldworkers are thus able to heighten local
awareness and understanding, particularly as the pace of development increases in Vanuatu.

A crucial part of the program is the dissemination of information to the local community. As well as the benefit of trained fieldworkers communicating information to their respective regions, reports and finally the information booklet will be produced for distribution. Regular reporting of the programs progress will also be presented on the Vanuatu Cultural Centre’s web page: http://artalpha.anu.edu.au/web/arc/vks/vks.htm and on the Project specific website http://arts.anu.edu.au/swp/

Training Program and workshop

A timeline of the program and associated events is presented below which is followed by a more detailed discussion of objectives and the outputs achieved to date.

Timeline

18th July 2001, Port Vila. Initial preparation for Malekula, Vanuatu fieldwork. Bedford met with the Director of the Vanuatu Cultural Centre Ralph Regenvanu and VCHSS staff to finalise the details of the training workshop that was to be held in Malekula. This meeting was the conclusion of regular contact, planning and discussions which dated back to January 2000 when the initial application was made to the Sasakawa Foundation. The final numbers of Vanuatu Cultural Centre (VCC) Fieldworkers that were to attend the workshop, and from which islands they were to come from, was decided. Press releases were also planned.

19th-22nd July 2001. Bedford flew from Port Vila to Malekula to discuss the project with Chiefs and communities from different areas in the North East. Met by Numa Fred the Director of the Malakula Cultural Centre. Visited Senal Village on mainland Malekula and the adjacent Uripiv Island (19th). Recently excavated Telecom trenches on the island revealed disturbed archaeological deposits.

Visited Rano Island (20th) and completed an initial reconnaissance along with discussions with Chiefs and the local community. Later in the day a similar visit was undertaken on Norsup Island. The night was spent on Uripiv Island where a large community gathering was being hosted by the Central Malekula MP John Morrison Willy. This provided a further opportunity to discuss the project with the wider community. MP John Morrison Willy and the Chiefs of Uripiv Island expressed their support for the project.

A more detailed survey of both Uripiv and adjacent Uri Island was undertaken on the 21st of July. All of the communities visited expressed much enthusiasm for this type of work to be carried out within their area. Returned to Port Vila on the 22nd.

23rd-29th July 2001. Final logistics of the fieldwork and workshop were organised. Survey and excavation equipment along with recording gear were prepared and some materials were packed to be shipped to Malekula. A radio interview outlining the objectives of the Sasakawa funded Cultural Heritage Training Program was prepared
with Abong Thomson. It was subsequently broadcast on National Radio on the 28th of July.

30th July 2001. Attended the Presidents cocktail held on Vanuatu Independence Day and discussed with the Minister of the Interior, Mr Joe Natuman, the objectives of the Sasakawa Funded Project. He expressed enthusiasm for the project and asked that he be kept regularly updated.

31st July 2001. Flight to Lakatoro with Vanuatu Cultural and Historic Sites Survey (VCHSS) staff (Willy Damelip, Richard Shing and Andrew Hoffman). Unfortunately Marcelin Abong was in Germany at the time curating an exhibition. Met at the airport by Numa Fred and other Malekula fieldworkers, including Jimmy Sananbath (NW Malekula), Dick Dickenson (Maskelyne Islands) and Dani Fraser (Uripiv Island). Bought supplies and hired several small boats for transport to Uripiv Island. Other fieldworkers from other islands in Vanuatu, principally from the north arrived over the next few days. These included Fred Leo (Pentecost), Takau Mele (Senior Chief of Malo, Aore and Tutuba), Philip Talebu (Ambrym), Zelotis Werere (Banks Islands [Motu Lava]), Franklin Woleg (Banks [Gaua]). The manager of the VCHSS Martha Yamsiu also joined the group on Uripiv Island.

31st July - 19th August 2001. This whole period was spent principally on Uripiv Island where both surveys and archaeological investigations were undertaken. The VCC fieldworkers experienced all aspects of the above investigations. The surveys and mapping focused on the nasaras (ceremonial complexes) on the island of which there are seven. Mapping of the structures and the recording of associated oral traditions were carried out under the instruction of VCHSS staff member Willy Damelip. Archaeological excavation on the island revealed deep cultural deposits dating back to the initial settlement of the island some 3000 years ago. This presented both the participants of the workshop and the wider community with a valuable and tangible example of the spectacular nature of some of the archaeological deposits of which previously they had been completely unaware. Joined by Yoko Nojima, a Japanese PhD student (Hawaii) who has a wide experience in the study of cooking methods in the Pacific.

20th-28th August 2001. The workshop moved further up the coast to Wala Island for this period of time being fed and housed in Serser village. This was designed to further highlight the Cultural Heritage Program amongst as many communities as possible and also give the VCHSS staff and VCC fieldworkers the opportunity to utilise the skills learnt on Uripiv Island, in a different area. Wala Island is also an area which is experiencing increasing numbers of tourists and was therefore seen as an ideal location to discuss heritage issues with the local community. A total of 8 Vanuatu Cultural Centre Fieldworkers participated in the workshop on Uripiv Island and this increased to 10 on Wala Island where we were joined by Fidel Yoringmal and George Lorens (both of Wala Island). A great many members of the local communities from both Wala and Uripiv were also employed on the project. Again the archaeological excavations revealed deep cultural deposits, including deposits associated with the islands earliest inhabitants, which the local community were previously unaware. Many expressed amazement when the
archaeological deposits were explained but also great appreciation that the Program had enhanced community knowledge and awareness.

29th-31st August 2001. The last days of the workshop on Malekula were spent in the north-west of the island. The group had the opportunity to attend another con-currently run workshop on the sustainable management of cultural resources, specifically focusing on the pressures of tourism on cultural heritage. A number of caves with some of the most spectacular rock art in the Pacific were the specific subject of the workshop. Issues were discussed and the VCC fieldworkers also had the opportunity to visit the caves.

31st August 2001. Returned to Port Vila. Several days spent in discussions with VCHSS staff and the Director of the Vanuatu Cultural Centre Ralph Regenvanu relaying the results of the fieldwork program, the ongoing commitments in relation to the Cultural Heritage Training Program, and planning for 2002.


Discussion and Conclusion

The workshop and training program carried out in Malekula in 2001 has been a resounding success on a number of fronts. These will be generally addressed as per the objectives and outputs as outlined in the Distance Education in the South-West Pacific; Cultural Heritage Training Grant Agreement.

Staff training

One of the principal objectives of the Program is the training of ni-Vanuatu in a wide range of skills in relation to cultural heritage management. All VCHSS staff and VCC fieldworkers involved in the training program on Malekula are now fully conversant with a wide range of skills including the identification and recording of cultural, historic and archaeological sites, archaeological assessment, excavation and recording techniques. This included instruction on the use and method behind the VCHSS site recording forms, the use of a GPS, tape-recorders for recording oral narratives, and the mapping of sites using basic tape and compass techniques. The need and methodology involved in heightening public awareness of cultural and archaeological sites was also emphasised and discussed at length with all fieldworkers from different islands discussing examples of threats to cultural heritage on their own islands and how it was dealt with locally. All agreed that the work of the VCHSS needs to be further promoted throughout the country and that the VCHSS should be contacted as soon as possible for advice or be encouraged to visit when such situations arise. Particular note was made of the need for government agencies who are in charge of development projects, and the VCHSS to work together.

After participating in the project the VCC fieldworkers, many of whom had no previous awareness, are now familiar with what constitutes an archaeological site and the processes involved in archaeological work which they can then explain to their home communities. This will further facilitate heightened local awareness and understanding
of archaeology and the implementation of cultural heritage protection. The VCC field workers greatly increased their knowledge and skills.

The VCHSS staff, some of whom had not previously worked outside of Efate, also greatly enhanced their skills and as the training advanced they took on an increasingly supervisory role. Moving into new areas provided them with the opportunity to utilise and test newly learnt skills. Being intimately involved in such a project also made staff more aware of the different aspects of managing a large project, including such factors as general project management and planning, time scheduling, and resource management. The Training Program has further developed and enhanced the already established structure of site survey and recording that is employed by the Vanuatu Cultural and Historic Sites Survey (VCHSS).

The Project was also very fortunate to have Yoko Nojima, a Japanese PhD (Hawaii) join us on Uripiv Island and on Wala Island. She was able to contribute to the training with her experience relating to cooking methods through time throughout the Pacific and was able to identify different methods in the archaeological record.

Wider Community Awareness

Heightened community awareness is also a major objective of the Project. Wider community interest was very high particularly of course on those islands on which we worked. But news travelled fast and we were repeatedly visited by inquisitive locals from further afield. We were also able to hire a generator and video equipment on Wala Island to show a locally produced film "Footprint blong Bubu" (Pathways of the Ancestors) to the local community and school groups. Its content had much in relation to the archaeological material that was being uncovered on the islands.

At all times local communities gave their full support and encouragement. The deeply stratified archaeological remains were a revelation and the communities were grateful for enhancing their awareness. The importance and strategies of preserving significant cultural sites was discussed with local communities.

All schools in the area were encouraged to visit the sites where we worked. Some of the schools that toured included Uripiv Primary School, Lakatoro Junior Secondary School, Norsup Junior Secondary School, Walarano Primary School and Aulua Secondary School. Again the response from all schools was extremely positive. They explained that they did not have ready access to information on the archaeological history of Vanuatu or the Pacific and would very much appreciate any printed material.

A further component of heightening awareness amongst the wider Vanuatu community were the series of national radio broadcasts on the project and press releases. As outlined in the introduction National Radio is the only form of communication to which the whole of the country has access. To have had regular features on National Radio has greatly enhanced the effectiveness of the Program. Much of this success can be attributed to the participation of Abong Thomson former Vanuatu National Radio presenter, now employed by the Vanuatu Cultural Centre, who recorded the interviews.

Ongoing work and results
A final detailed radio interview summarising the results of this year's project and the plans for 2002 was broadcast in mid-September. The interview included a summary of the project, along with the views of all participants and some of the community leaders involved. All were very positive and in the case of all of the VCC fieldworkers from other islands there was a hope expressed that one day a similar program could be run on each of their own respective islands. Newspaper articles also appeared (see attached) in the National newspapers.

The Government report is also nearing completion and it is expected to be completed in February 2002 when final results are collated. The first component of the proposed booklet is also now progressing with a cartoon format, as per an earlier VCHSS publication, having been decided on. Illustrations are now being prepared, incidentally by one of the VCC Fieldworkers from Wala Island, Fidel Yorigmal who was involved with the original VCHSS booklet.

Further to the dissemination of information will be a report with accompanying photos which will be posted on the Vanuatu Cultural Centre’s web page:http://artalpha.anu.edu.au/web/arc/vks/vks.htm. and the Project specific web hosted by the ANU: Http://arts.anu.edu.au/swp/

The following years work plan in Vanuatu has already been discussed and costed by Bedford, Summerhayes and Regenvanu. Discussions and explanations of the Program's objectives were relayed to various chiefs and landowners in other areas of Malakula during the 2001 field. All were supportive of the 2002 field season being held within their areas.

Further areas to explore in 2002 are the high school curriculum and how cultural heritage, including archaeology can be more emphasised. The production of printed material (ie booklets) which can be widely distributed appears to be the most easily achievable goal for this project to 2003.

Acknowledgments

The Project's smooth running would not have been possible without the full support of all staff at the Vanuatu Cultural Centre, and particularly so the staff of the VCHSS (Martha Yamsiu, William Damelip and Richard Shing) and the enthusiastic fieldworkers from the various islands, who were attentive for the full period of the workshop. The staff of VanAir at Norsup, Malakula were very helpful in coordinating flights and shifting large amounts of gear. On Malakula itself Fred Numa, Director of the Malakula Cultural Centre, guided us through some five weeks of community discussions and negotiations. Having him as the liaison person greatly lessened any suspicion that the project might have initially attracted. All members of the local communities contributed to the success of the Project. In particular the Project wishes to thank the Chiefs on Uripiv Island, including John Young Regenvanu, Chief Oded Samson, Elder Ken; Uri Island, MP John Morrison Willy and Chief Don; Wala Island, Chief Don Malep, Chief Albert and John Kalorib.

Two other members of the training team who were essential to the running of the Project on Malakula were Andrew Hoffman an Australian volunteer at the Vanuatu Cultural Centre and Yoko Nojima, a Japanese PhD student (Hawaii).
Outcomes and benefits of the Distance Education in the South-West Pacific: Cultural Heritage Training Program 2001

The program has been successful in teaching the participants to be conversant with the following range of skills:

- techniques of site survey and recording (including oral histories);
- recognition of cultural remains, including archaeological remains;
- the purpose and value of archaeological research;
- basic principles of archaeological excavation and recording techniques;
- artifact recognition, particularly important during site survey;
- communicating to others the importance of cultural heritage

A beginning has been made to develop of a core of trained personnel who are fully conversant with all facets of cultural heritage management and who are gaining the skills needed to run similar programs independently in the future. Greater awareness of cultural heritage in general will be generated throughout local communities along with government institutions. This will in turn encourage its long-term preservation. Other aspects of the project objectives have also made advances over the last year and will be further enhanced in 2002 and 2003. They include:

- the production of reports throughout the communities;
- review and assessment of cultural heritage management policy;
- development and/or updating of cultural heritage data bases
- the continuation of training in cultural heritage management
- continuing the development of distance education in providing access to cultural heritage education

Conclusion

Through the above program these island nations will have a greatly increased chance of recording and preserving their cultural heritage for the benefit of present and future generations. By providing support to this program The Sasakawa Pacific Island Nations Fund has proved to be leading contributor to the preservation of Pacific Island Cultural Heritage.