PAPUA NEW GUINEA

Participation in the activities of Member States for the promotion of policies, infrastructures and training in the field of communication

Assessment of communication training needs

by Ely D. Gomez

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ASSESSMENT OF COMMUNICATION TRAINING NEEDS

by Ely D. Gomez

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ACKNOWLEDGEMENT

This report would not have been possible without the assistance and co-operation of all the persons contacted by the consultant at Port Moresby and in the provinces of Morobe, Madang and Eastern Highlands. For giving willingly their time and effort, the consultant was able to accomplish her mission in her very brief but intensive assignment in Papua New Guinea.

Special mention is given to Messrs. K. Kwarara, Michael Sengiromo and Andrew Lunge of the Office of Information in Port Moresby. Grateful acknowledgement is also given to Messrs. Tobias Welly, Edwin Benjamin and Tapia Weoa, Provincial Government Liaison Officers in Morobe, Madang and Eastern Highlands Province, respectively.

To all these people, the consultant is very much indebted.
I. TERMS OF REFERENCE

1. The Government of Papua New Guinea, through its Office of Information in the Ministry of Media, requested Unesco to provide the services of a consultant to assess the country's communication training needs.

2. The terms of reference for the specialist mission required the consultant to undertake the following specific tasks:

   (i) make a survey of existing communication personnel and approximate levels of training;

   (ii) identify short-term and long-term training requirements;

   (iii) identify training resources;

   (iv) prepare a training plan;

   (v) prepare the elements for a project proposal;

   (vi) identify methods for following up short-term training requirements or developing existing training facilities to absorb these new requirements.

II. METHODOLOGICAL APPROACH

3. The Government of Papua New Guinea (PNG) identified the governmental and non-governmental agencies/institutions/offices to be contacted at Port Moresby and in the provinces of Morobe, Madang and Eastern Highlands (Appendix A). However, several important agencies which had to be visited were not included in the study programme. The consultant therefore suggested the inclusion of visits to such agencies as the Department of Primary Industry (Agriculture, Forestry, Fisheries), Education, Community and Family Services, and Commerce and Industry. Furthermore, arrangements had to be made for consultation with knowledgeable informants such as the administrators from the National Planning Office, UNDP, Unesco and others (Appendix B). These modifications in the study programme and the time constraints led to the cancellation of the visit to the Northern Province.

4. It was evident from the beginning that an empirical study to assess communication training needs in the country could not be done in one month's time. In view of this, data for preparing this report were gathered using the following methods:

   (i) interviews with training officers or with persons responsible for staff development and training in the users of media agencies and media agencies;

   (ii) interviews with administrators of other media groups/agencies;

   (iii) review of relevant literature;

   (iv) review of communication/extension curricula/syllabi;

   (v) interviews with extension workers in the provinces;
(vi) questionnaire administered to selected extension workers;
(vii) discussions with national and provincial decision-makers/planners;
(viii) discussions with representatives of some churches;
(ix) discussions with staff of universities, colleges and other training institutions.

5. For better organization of the report, the agencies contacted were classified into three:

(i) **User agencies or users of media agencies** - included here were the Departments of Primary Industry, Health, Education and other clients of media agencies. Communicators in these agencies are referred to in this report as extension workers.

(ii) **Media agencies** - included here principally were the Office of Information and the National Broadcasting Commission (NBC). Communicators in these agencies are referred to as professional communicators or media practitioners.

(iii) **Training agencies** - referred to agencies or institutions which offer formal or regular training courses in various aspects of communication.

6. It should be noted that the categories are not necessarily mutually exclusive, i.e. originators of information could also be disseminators of information and vice-versa. Similarly, training agencies could also be media agencies or user agencies.

7. The report is not concerned with technology training, i.e. training of persons dealing with "hardware" such as electronic technicians, operative and engineering personnel. Thus, the University of Technology which offers a course in Communication Engineering is not included in the report.

III. COMMUNICATION TRAINING SITUATION

**User agencies**

8. The following government agencies were identified to carry out extension/communication functions and have front-line extension staff:

<table>
<thead>
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<th>Number of Extension Workers</th>
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<tr>
<td>A. Department of Primary Industry</td>
</tr>
<tr>
<td>Rural development officers</td>
</tr>
<tr>
<td>Rural development technicians</td>
</tr>
<tr>
<td>Rural development assistants</td>
</tr>
<tr>
<td>Fisheries officers</td>
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<td>Foresters</td>
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</table>
B. Department of Health

Health extension workers 204
Health education officers 41

C. Office of Business Development
(Department of Commerce)

Business development officers 310

D. Office of Home Affairs
(Now Department of Community and Family Services)

Community development officers 200-300

E. Department of Education

Adult education officers 20

A. Department of Primary Industry (DPI)

9. DPI extension workers are charged with the responsibility of implementing the department's main objective which is to promote the national use of the country's arable, pastoral, marine and forestry resources in order to:

   (i) increase income-earning opportunities in the rural sector;

   (ii) produce primary products for export;

   (iii) increase domestic food production and promote import;

   (iv) promote marketing and secondary agro-industries; and

   (v) give special attention to less developed areas.

10. Pre-service training of DPI extension agents is provided in four agricultural colleges, one forestry college and one fisheries college. A Certificate in Tropical Agriculture is obtained in two years. A Diploma in Agriculture is acquired after following a one-year post-certificate course and having three years of field experience. The course in fisheries is taken in two years and in forestry, three years.

11. Degree courses in agriculture and in forestry are also offered in the universities.

12. The majority of the rural development assistants have no formal training in agriculture other than in-service courses.

13. The curriculum of the agricultural colleges has an extension component composed of six courses having a total of 15 units. However, only one course, Methods and Materials in Rural Adult Education, touches on certain communication aspects such as preparation of teaching aids and materials. Similarly, the degree programme in agriculture has only one course in extension which is even titled as Agricultural Economics II.
14. The Education and Training Branch of DPI is responsible for providing in-service training to its field workers. The emphasis of the training programmes is mostly on technical subject matter content related to agriculture, fisheries and forestry. There are some courses in management but very few in extension and communication techniques.

15. The Department lacks qualified staff who are trained in the field of communication; hence, it cannot provide a regular and systematic in-service training programme in extension and communication.

16. Rural development officers in the provinces stressed the importance of having a strong communication component in the agriculture curriculum. They also indicated an urgent need to provide in-service training for extension workers in specific communication skills to make them more effective communicators.

B. Department of Health

17. The provision of a comprehensive health service for all the people in designated health centre areas in the country is the responsibility of the health extension worker. He sees to it that health care and improvement services are provided to the village people.

18. There are 204 health extension workers at present. It is projected that there will be 271 health extension officers by 1981 and 332 by 1985.

19. The College of Allied Health Sciences in Madang Province offers a three-year diploma in health extension, which provides the career training for health extension officers. The students spend the first and third years in the College where they are given theoretical as well as practical training and their second year at Kainantu, Eastern Highlands Province where they work in the Community Health Practice Centre.

20. The health extension curriculum includes a subject in health education, a portion of which is devoted to methods and media in health education. Specific topics discussed in the course include communication; diffusion of ideas; use of drama, contrived experiences, demonstration and field activities; and script writing and production of health broadcast programmes. The lecturer who teaches the course has very little training in communication but has expressed a very strong desire to undergo in-service training in it.

21. At Kainantu, the health extension students do not put into actual use what they have learned in the classroom. They seldom use communication media in their work at the health centre or in their practical work in the rural areas.

22. Communication of health information is also a function of the Health Education Section of the Department of Health. Its three sub-sections - service, media and training - carry out this function.

23. Its service unit provides technical support to the district health officers and educators, service to the special health programmes, materials for health education broadcasts, and conducts research on health education.

24. The media unit provides teaching aids and materials, co-ordinates with the Office of Information and the National Broadcasting Commission, and conducts media research.

25. On the other hand, the training unit conducts courses leading to a diploma in health education, provides training for community and health workers, and co-ordinates with schools and other training institutions.
26. The diploma course in health education has a unit in audio-visual aids with an allocation of 190 teaching hours. Students learn how to produce audio-visual aids such as posters, films, slides and tape recordings.

27. Of the health education staff, only two have had some training in communication. One attended a three-month course in the School of Management in Australia where he learned some communication skills. The other attended also a three-month course in broadcasting at the Asian Institute of Broadcasting for Development in Malaysia.

28. Health educators also carry out primary health education activities in the rural areas. Although there are only about 40 health educators at present, it is expected to increase to 71 in 1985.

29. Provincial health educators disseminate health information to the people through radio. They produce the 30-minute Radio Doctor programme which is aired in the National Broadcasting Commission's provincial radio network.

C. Office of Business Development (Department of Commerce)

30. The Office of Business Development, an office under the Department of Commerce, aims to assist and promote the development of business and small-scale industry by Papua New Guineans. It encourages as many nationals as possible to undertake economic activities by providing business advisory and training services.

31. More than 300 business development officers (BDO) in the field carry out the task. More specifically, the functions of the BDOs are as follows:

   (i) to assist Papua New Guineans in starting businesses;
   (ii) to assist/train local businessmen in running their own affairs;
   (iii) to promote local business opportunities;
   (iv) to promote business education programmes at all levels.

32. The Laloki College offers a three-year certificate course in Business Management which is designed to cater specifically to the needs of business development officers. It requires students to take two extension courses to enable them to transfer their professional knowledge and skills to their clients and the business community.

33. In addition, one-week in-service training programmes in extension held at provincial centres are also conducted for BDOs to enable them to become better extension workers.

34. In co-operation with the National Broadcasting Commission, some staff members of the Office of Business Development attended an 8-day course in radio programme production. The plan is to have at least 20 business development officers attend a radio training course every two years.

35. The Office of Business Development produces a 15-minute weekly radio programme aired over the national and provincial radio stations.
D. **Office of Home Affairs** (now Department of Community and Family Services)

36. The Office of Home Affairs is charged with the following functions:

(i) planning and initiation of programmes for community development;

(ii) assessment of social situations with particular attention to rural communities, urbanization, migration from rural areas and the development of youth;

(iii) administration of social and child welfare legislation;

(iv) provision of field services covering casework, counselling and assistance to group activities;

(v) promotion of sport, provision of balanced sports and recreation programmes for the nation.

37. Its three divisions - Recreation, Welfare Services and Community Development - carry out these functions.

38. At the provincial level, the Provincial Community Development Officer (PCDO) takes charge of the provincial offices of the Office of Home Affairs. His main role is to identify and establish priorities for people's felt needs which he can either refer to the appropriate agencies or he can offer assistance and guidance in the solution of the people's problems.

39. Most provincial offices have community development officers (CDO) which number about 200 to 300. In addition, welfare officers, youth workers, women's activities officers and sports co-ordinators also work under the Provincial Community Development Officer.

40. The CDO looks after the improvement of living standards in the towns and villages, the development of community groups and projects, provision of housing and the resettlement of squatters, recreation and sports, youth work and child care.

41. To be a trainee CDO, the students must have a Grade 12 Certificate or higher qualifications. Before her appointment as CDO, she must undergo a formal period of traineeship. Those with a university degree in social work get appointed as CDOs without undergoing a period of traineeship.

42. Both pre-service and in-service training programmes for the CDOs put very little emphasis on communication.

E. **Department of Education**

43. The government encourages non-formal education programmes because a majority of the population do not have access to formal schooling. In 1976, the estimated proportion of the people aged between 7 and 54 years who had formal schooling was only 15 per cent.

44. The Department of Education has two main kinds of non-formal education activities: (1) those administered in a formal setting as part of the education system (e.g. Vocational Centres) and (2) those administered in an informal or community setting as in the case of the Village Development Centre Pilot Project.
45. Vocational centres are multi-purpose training centres which provide not only vocational and agricultural training but also serve as bases for co-ordination of all rural development projects in an area. They provide courses in practical skills which are designed to suit the needs of the community.

46. There are a total of 89 vocational centres with 268 staff members currently involved in administering non-formal education programmes of various kinds in the country. Total enrolment in 1979 was estimated to be more than 5000.

47. Lack of trained staff and improper approaches to instruction seem to be the major problems faced by the vocational centres.

48. The Village Development Centre Pilot Project, initiated in 1977 by the Department of Education with World Bank assistance, aims to test the feasibility of converting five vocational centres in four provinces into more effective village development centres. It involves extensive extension work because of the shift in emphasis from formal teaching to a non-formal education approach. The projects are based on the expressed needs of the communities.

49. Lack of proper training of staff is the major problem of the project.

50. Non-formal education activities are also carried out by 20 provincial adult education officers, whose main task is to organize non-formal education programmes for the rest of the population not yet involved in non-formal education activities. Each officer is assigned per province.

51. Adult education officers are trained to be classroom teachers and not adult educators. Therefore, they need training which will give them a broad outlook of the entire educational system.

52. Communication problems confronting the adult education officers include the following: lack of awareness of the different communication media and how they can be used, and lack of basic training in communication skills, particularly interpersonal communication skills.

Field workers

53. In order to get a better picture of the communication training needs at the field level, the consultant, through the Office of Information, requested the Provincial Government Liaison Officer in the three provinces visited to arrange a meeting with the various categories of field workers at the provincial headquarters. In those meetings, the consultant explained the purpose of her mission, after which the field workers were requested to fill in a questionnaire.

54. Thirty-two field workers were able to answer the questionnaire: 20 in the province of Morobe, 5 in Madang, 5 in Goroka and 2 in Central Province. Although data collected came from a selected sample, they nevertheless revealed some interesting findings which should be mentioned in this report.

Profile of field workers

55. Of the 32 field workers who answered the questionnaire, 5 were rural development officers/technicians, 5 health education/extension officers, 5 community development officers, 5 provincial government liaison/information officers, 3 rural extension/broadcast officers, 3 provincial staff development officers, 2 adult education officers, 2 business development officers and one each, provincial fisheries officer and provincial forester.
56. They composed a very young group: 21 belonged to the 21-30 age bracket and 11 were in the 31-40 age range.

57. There were 27 males and 5 females, the latter being all community development officers.

58. Regarding educational attainment, 13 had a certificate and 8 each had finished Grade 10 and held a diploma. None of them had a university degree.

59. Their years of experience in extension/communication ranged from 5 years and below to more than 15 years. Fifty per cent, however, had extension/communication experience from 6-10 years.

60. In-service training courses attended by the field workers were mostly on technical subject matter and on management. The few who mentioned broadcasting and journalism must have been the broadcast officers and the government liaison/information officers. Four respondents had not attended any in-service training programme at all.

61. The profile of the field workers is summarized in Table 1, Appendix C.

Communication extension activities

62. As would be expected, the nature of the communication/extension activities of the field workers depended on the nature of their position. Activities mentioned by them were the following: extension work for farmers in the field of agriculture, fisheries and forestry; information work through press and radio; workshops/briefings/meetings; health education programmes/activities; business/tradestore awareness/management; social services and general counselling; adult education and literacy classes; and training courses/programmes for women and youth (Table 2, Appendix C).

Training needs

63. Table 3, Appendix C summarizes the training needs of the field workers.

64. When asked whether or not they needed further training, all the respondents answered in the affirmative. An equal number wanted to be trained in the field of communication and in both technical subject matter and communication. This implies that although majority of them are already subject matter specialists, they still feel the need to upgrade their professional knowledge and skills. They want to keep abreast with the latest technology or innovation which they would like to be able to disseminate effectively; hence their desire to undergo training in communication. On the other hand, the findings also imply that the rural broadcasters and the information officers, who already possess some communication skills, want to have some training in technical subject matter areas. Their acquisition of some basic knowledge on what to communicate would tend to make them more effective communicators.

65. The stated subject matter areas, where training is needed, are indicative of the respondents' areas of specialization. Listed according to the number of responses received are the following areas in communication in which they felt that they need training: communication skills, concept of development communication, communication research and evaluation, communication campaigns and strategies, and communication theory and process.

66. Regarding specific communication skills, an almost equal number of responses indicated the respondents' need for training in journalism, broadcasting, audio-visual aids and inter-personal communication skills.
67. Writing and editing publications and report writing seemed to be the two most important journalism skills in which the field workers felt the need for training. Respondents still depend heavily on their mother departments at national headquarters for publications to be distributed in their respective areas of assignment. Learning how to write simple publications will enable them to localize the information they want to disseminate. This will therefore meet their audiences' needs and interests.

68. On the other hand, script writing and programme production are the two most needed skills in broadcasting. Provincial radio stations air programmes about agriculture, health, business development, women and youth and others. The field workers are expected not only to provide broadcast materials to the radio station but also to actually produce a programme. This entails learning how to write programme scripts and how to plan and produce radio programmes.

69. Visual aids such as posters, charts, displays, etc., are very common tools used to communicate to a rural audience. A great majority of the responses, therefore, revealed the need to be trained not only in the preparation but also in the utilization of visual aids.

70. Regarding interpersonal communication, the expressed training needs were on organizing and conducting discussion groups, meetings and seminars. Since these are the common vehicles by which the field workers come in contact with their clientele, they want to be more skilful in conducting these activities.

Media agencies

71. Discussed in this section are the media agencies controlled by the government and those that are operated by the private sector. Representing the government-operated media agencies are the Office of Information and the National Broadcasting Commission, the main vehicles used by the government to disseminate information to the people.

72. On the other hand, the private sector has church-operated media agencies. In Papua New Guinea, churches play an active role in media work and each has one or more recognized media agency.

73. Also reported in this section are the agencies/institutions involved in small group or traditional media, film and videotape production.

A. The Office of Information

74. The Office of Information is responsible to the Minister for Media but it is administratively part of the Prime Minister's Department. Its main responsibility is to disseminate to the people information regarding policies and development projects of the government and also to serve as feedback mechanism between the government and the people. Its five divisions - Information, Production, Government Liaison, Policy Secretariat, and Management Services, Staff Development and Training - implement this function.

75. The Information Division, which has a total staff of 29, is engaged in four major activities: news, public relations and overseas publicity, displays, and training. It gathers and processes news of national importance for dissemination at national or provincial level; plans and stages displays in the country and overseas; does national and overseas publicity and public relations service to the government; and conducts training courses in journalism.
76. Although a great majority of the staff are holders of a Diploma in Journalism and many have attended in-service training locally and overseas in courses related to journalism, there appears to be an expressed need to upgrade the staff's journalism skills.

77. Immediate training needs of the staff in the Division are in the areas of editing and sub-editing, media planning and management, visual design and production, and public relations. Training for news agency operation and for television and radio documentary work are the long-term training needs.

78. The Production Division has four sections which carry out the following activities: printing and publication of materials such as booklets, brochures, pamphlets, etc.; design and artwork for publications; photographic services; and production of films (16 mm and 36 mm) and videotape programmes. It also provides maintenance services for the audio-visual equipment of government departments.

79. The Division has a staff strength of 92 with work experience ranging from 1 to 20 years. Pre-service training ranges from elementary to college. On-the-job training is provided to new recruits.

80. Lack of qualified and trained staff in all its areas of activities seems to be a major problem of the Division.

81. The primary responsibility of the Government Liaison Division is the planning, implementation, co-ordination and monitoring of national communication projects. Seven staff members at the national level and 57 government liaison field officers at the provincial level carry out this function. Field communication centres established in seven provinces also aim to support extension programmes and communication activities in the provinces.

82. Lack of adequate and trained staff in such areas as communication planning, conducting communication campaigns and strategies, and testing and evaluating communication materials is the main problem confronting the Division.

83. The Policy Secretariat through its three branches - Policy, Planning and Research - carries out the following functions: (1) formulation of a national communication policy, establishment of priorities for the Office of Information, and the formulation of policy submissions; (2) planning, implementation and co-ordination of communication plans, programmes and activities; and (3) undertaking research activities not only in relation to national communication policy formulation but in other communication aspects as well.

84. There are five staff members in the division, none of whom has formal training in communication, although three are degree holders. Specific areas in communication where training is urgently needed are communication planning and policy, communication research, communication theory and process, and communication for development.

85. The Management Services, Staff Development and Training Division with its 22 staff members performs administrative services and staff development and training activities for all the Divisions in the Office of Information. A proposal to separate Management Services from Staff Development and Training is awaiting approval from the government.

86. Very little training is conducted by the Division mainly because of lack of adequate and trained staff. A more systematic programme for staff development and training is also lacking.
B. The National Broadcasting Commission

87. Established on 1 December 1973, the National Broadcasting Commission (NBC) has had this main function: "provide balanced, objective and impartial broadcasting services ... and in doing so to take, in the interests of the community, all such measures as ... are conducive to the full development of suitable broadcasting programmes". NBC has adopted a strategy which demands that broadcasting services in the country should support national development goals and should be beneficial to the majority of the rural people.

88. This mandate has entailed a corps of adequately trained broadcast staff. However, it was not until 1975 when the Staff Development and Training Unit of NBC was formally established, that a formal training scheme for broadcast officers was organized. A Director and a staff of training officers and administrative support staff headed the unit, which provided for the training of broadcast staff in such areas as script-writing, presentation techniques, both on air and pre-recorded, basic skills in operating technical equipment, interviewing skill, and a general attitude towards broadcasting.

89. A cadetship scheme for broadcast officers was adopted in 1977 to train new recruits in various aspects of broadcasting. In 1981, 40 nationals will be expected to complete the cadetship and 10 others will be in their second year.

90. In addition to the broadcast officers, training is also given to journalists who provide material for news and current affairs programmes. The journalists who usually have a Diploma in Journalism from the University of Papua New Guinea also undergo cadetship. They are all trained in various aspects of journalism. Five cadet journalists are usually recruited each year for training.

91. At the provincial level, training courses are also provided for broadcast officers in order to upgrade their skills. Designed as one-week courses to be conducted in all provincial stations of the country, the training focuses on such aspects as writing for radio and techniques of programme production. All broadcast officers are expected to have attended at least one provincial course by 1981. Extension workers from other government departments in the provinces are invited to attend these courses to help them prepare materials for their radio programmes.

92. In addition to in-service training programmes conducted locally, broadcast officers are also sent for training overseas, particularly at the International Training Institute in Australia and the Asian Institute of Broadcasting for Development, located in Malaysia.

93. Broadcast officers, contacted by the consultant in the provinces, however, felt their training to be inadequate and too skills-oriented. They expressed the need for more formal training in broadcasting where they can be given some theoretical grounding in communication. In addition, they would like to be given training in certain subject matter areas such as agriculture, health, etc., so that they could produce better development-oriented radio programmes. Basic knowledge of audience analysis is also one of their expressed training needs.
C. Church-operated media agencies

94. In Papua New Guinea, churches are actively involved in communication media; hence, there is organized a Churches' Council for Media Co-ordination (CCMC) whose primary function is to co-ordinate "communication development" activities of the churches throughout the country. There are 8 member-churches of the Council. All participate actively in media work and have one or more recognized media agency.

95. There are three major recognized agencies in the broadcast media (the first two were visited by the consultant): Kristen Radio (operated by 22 Protestant churches), the Communication Institute (operated by the Catholic Church) and the Voice of Prophecy (operated by the Seventh-Day Adventist Church). These agencies are involved in radio programme production and their programmes are broadcast over both the national service and most of the provincial stations.

96. Smaller agencies which are involved in radio programme production are the Anglican Church, the United Church, the Gutnius Lutheran Church and the churches of the Evangelical Alliance. The Anglican and the Evangelical Lutheran churches have seconded national staff to Kristen Radio.

97. Five major recognized agencies are involved in the print media. They are Kristen Pres (operated by the Lutheran churches), Liturgical Catechetical Institute (operated by the Catholic Church), Wantok Publications (operated by the Catholic, Anglican, United and Lutheran churches), Christian Education and Communication Centre (operated by the United Church), and the Gutnius Dipatmen by the Evangelical Lutheran Church.

98. Of these print media agencies, Kristen Pres and Wantok Publications were visited by the consultant.

99. Below is a detailed description of the activities of the different broadcast and print media agencies operated by the churches:

(i) Broadcast: Kristen Radio

100. Kristen Radio, situated in Morobe Province, is involved in radio programme production. It produces about 15-20 programmes in English and Pidgin which are broadcast over both the national network of the National Broadcasting Commission and the 19 provincial radio stations. Practically all of its programmes are on religious subjects.

101. It has only five staff members. At least two churches have seconded staff to it and they are responsible for producing the weekly five-minute "Input" programme for the national network for their respective churches. They also contribute to the overall staffing and operations of Kristen Radio.

102. It conducts two kinds of training: long-term and short-term. The long-term training lasts for one year, the first six months of which is a basic introduction to the skills and tools a broadcaster uses. Trainees are expected to use these skills and tools in the writing and production of different programme formats. The second six months of the course is in-service work where students' productions are made part of Kristen Radio's regular production.

103. The short-term training is a one-week Pastor's Radio Workshop in provincial centres. A full week is spent to help pastors produce radio programmes to enable them to use the free radio time available on the provincial radio stations.

104. Kristen Radio is the source of trained personnel for the church media agencies and for the religious section of the national service.
105. The Communication Institute was established in 1975 in Goroka, Eastern Highlands Province. It manages a Radio Production Unit, which supplies regular programmes in Pidgin and English to 16 provincial stations, Nauru, and Solomon Islands. The Institute also provides the national network of the National Broadcasting Commission 156 INPUT programmes a year, and also several one-half hour programmes concerned with religion or development.

106. In addition, the Institute runs an Audio-Visual Department which is engaged in the production of sound cassettes and slide sound series.

107. It also conducts training courses in various aspects of communication media (radio, audio-visuals, journalism and public relations) to catechists, teacher trainees, diocesan media workers and other interested parties. Communication arts students at the Divine Word Institute in Madang Province get their practical training at the Communication Institute.

108. Kristen Pres is an integrated printing and publishing firm operated in Madang Province by the Evangelical Lutheran Church of Papua New Guinea. It is involved not only in the development and production of Christian literature but also in developmental literature, educational aids, and recreational books.

109. The third largest printer in Papua New Guinea, Kristen Pres produces 10 million pages per year of bookwork for outside customers, and about 15 million pages of commercial work per year.

110. It has a staff establishment of 80, only three of whom are in the editorial staff. It has a strong training programme in printing and bookshops.

111. Wantok Publications, a non-profit organization owned by the Catholic, Anglican, United and Lutheran churches, brings out four publications:

(a) Wantok newspaper, started ten years ago, is aimed at catering to the rural people of PNG. It is published weekly with a circulation of 13,500.

(b) New Nation, launched in 1977, is intended for young people. It is a full-colour monthly magazine with a circulation of 60,000. The Department of Education buys 40,000 copies every month for distribution to the schools.

(c) Rugby League News, a weekly sports newspapers with a circulation of 6,000.

(d) The Times of Papua New Guinea, the newest English-language weekly newspaper which was launched in September 1980. Its target clientele are the decision makers and people with tertiary education.

112. Wantok Publications has a staff of 50-60 members, many of whom are university graduates. However, they have no training in journalism; hence, they are given on-the-job training in print media work. Wantok Publications employs its own full-time training staff. It also provides opportunities for its staff to train anywhere, in the country or abroad.
The PNG Post-Courier is a national daily newspaper in English and is published primarily for the urban educated audience. It used to be a private enterprise but it became public in 1979 when shares were offered for sale to the general public. About 30 per cent of the newspaper's stocks is now owned by nationals.

Almost 100 per cent of the staff of PNG Post-Courier are Papua New Guineans but none has a diploma in journalism. It seems that the newspaper achieves its purposes better by hiring grade 12 people with "passes" in English, who will be given an intensive on-the-job training later. Some staff members are sent overseas for in-service training.

A branch of the National Cultural Council, the National Theatre Company aims to create a Papua New Guinea cultural identity, mainly through dance and drama. The Company produces locally written plays and has productions in English and Pidgin. Its repertoire includes 20 play productions, three folk plays, four puppet shows, 11 traditional dances and two dance productions. It has attempted to inject developmental messages in its plays and spends much time travelling and bringing theatre to the rural people.

One unique approach employed by the Company in its attempt to achieve authenticity in its productions is inviting village elders from all over the country to come and live with the performers and teach them their songs and dances.

The Company gives assistance through workshops, technical assistance and consultancy to emerging theatre groups in the rural and urban centres throughout Papua New Guinea.

The training programme of the Company's 20 members includes dance and drama improvisation, stretch class, creative dance movement, acting techniques, script analysis, script writing and modern dance techniques. There is a need, however, to expose the members to the culture of other developing countries. They also have to improve their knowledge and skills in lighting, set design, and other technical aspects of play production.

Established in 1980 in Goroka, Eastern Highlands Province, Skul Bilong Wokim Piksa is funded and sponsored by the national government through the National Cultural Council and is associated with two travelling theatres: the Rab-Raun Travelling Theatre in Goroka and the Raun Isi Travelling Theatre in Wewak.

As a film and videotape training and production facility, Skul hopes to be a prototype for three similar facilities which will be set up in different regions in 1983, 1986 and 1989.

Skul Bilong Wokim Piksa has the following aims:

(i) Cultural continuity. It intends to use the tools of mass media to support, reinforce and develop indigenous cultural forms.
(ii) **Media balance.** It will attempt to develop a balance between films and videotapes produced locally and overseas. Thus productions of the school are for local consumption, not for external distribution.

(iii) **Rural development.** It intends not only to reinforce rural cultural values but also to service rural communication needs. Its activities will therefore be integrated with those of other development agencies such as the Department of Health on family planning campaign.

123. Skul works very closely with Raun-Raun Travelling Theatre. The two join each other in combined tours to the provinces performing plays, showing films and videotapes, video-taping group discussions and meetings related to development issues.

124. The school aims to train 6-10 people as film/video makers during the next three years. At present, it has six trainees who are being trained to produce videotapes and super eight films in the form of documentaries, dramas and comedies. In addition to learning technical/practical skills, the students will likewise be taught communication concepts and theories in relation to rural development.

G. **Institute of PNG Studies**

125. The Institute of PNG Studies is a statutory body within the framework of the National Cultural Council. Its main function is to collect, store and analyse cultural material in order to provide every PNG with a deeper understanding of their culture.

126. In its six years of existence, the Institute has established film, music, photo and folklore archives. Its research projects have covered the fields of dance, music, art, architecture, oral history and folklore.

127. The Institute has published three journals, monographs, discussion papers and collected traditional poetry and folklore. It has also produced six long-play records of Papua New Guinea music and six documentary films on Papua New Guinea art and culture.

128. It has a staff of 20 members that includes a novelist and oral historian, a filmmaker, musicologists, sociologist, folklorists, editor and trainees in music and editing.

129. With grants from the South Pacific Commission, the Institute operates a training scheme for national ethnomusicologists. At present, two staff members are on scholarship to study ethnomusicology in Europe.

130. The Institute provides training on a very small scale. It trains music students from the National Arts School by making them work in the Music Archive. It also assists other students in collecting and documenting songs during their vacation periods.

**Training institutions**

131. Two institutions - the University of Papua New Guinea and Divine Word Institute - provide formal training in communication in Papua New Guinea. The Summer Institute of Linguistics offers a Diploma in Language Course, whereas the Administrative College occasionally offers a short-term training course in extension. Media agencies provide on-the-job training to their staff.
A. University of Papua New Guinea - Diploma in Journalism

132. The University of Papua New Guinea (UPNG) offers a one-year Diploma in Journalism whose main objective is to turn out professional journalists. The programme was started in 1975 under a New Zealand agreement but the government has now taken over its financial support.

133. Students take four journalism courses which deal mainly with news gathering and news writing techniques, and radio news and newspaper production (Appendix D).

134. From 1975 to 1977, the course had a total enrolment of 60 students, 46 of whom graduated. They are employed in main user organizations such as the National Broadcasting Commission, Office of Information and other related industry.

135. It is worth noting that Wantok Publications and PNG Post-Courier, two reputable newspaper publishers in the country, do not have staff members with a diploma in journalism. The former prefers to hire university graduates and given them on-the-job training in newspaper work. Similarly, the latter hires Grade 12 people with "passes" in English, but gives them intensive on-the-job training later.

136. UPNG used to offer a one-year Diploma in Communication Studies but this was discontinued in 1978, mainly because of lack of trained staff to teach the course. The course was designed to broaden the educational background of professional communicators by providing them with more specialized studies in the theory and practice of communication (Appendix D).

B. Divine Word Institute - Diploma in Communication Arts

137. The Divine Word Institute in Madang Province offers a four-year course leading to a Diploma in Communication Arts. The programme which started in 1979 aims to prepare students in occupations connected with newspaper, radio, and other communication media.

138. During the first two years, the students take the four core courses: English, Mathematics, Science and Social Science. However, students begin taking courses in communication arts during their second year. They concentrate on acquiring specialized skills in their major field during their third and fourth years (Appendix D).

139. Since the programme was started barely two years ago, only 17 students are enrolled (11 in the first year and six in the second year).

140. Communication arts students get their practical training at the Communication Institute at Goroka, Eastern Highlands Province.

141. The three full-time faculty members in the Institute have very little training in the field of communication.

C. Summer Institute of Linguistics - Language Course Diploma

142. The study of language cannot be taken for granted in Papua New Guinea where there are more than 700 languages. Any plan about communication training in the country should therefore have language as one of its important considerations.
143. At UPNG, the Language Department offers courses in Linguistics, English and other languages as part of the diploma and degree courses. Similarly, Goroka Teachers' College has a Department of Language Studies which is responsible for providing language training to would-be secondary school teachers.

144. The Summer Institute of Linguistics (SIL) offers a Language Course Diploma which is designed to train Papua New Guineans in vernacular language analysis, literacy and translation. In addition to language courses, students also take a course in community development.

145. SIL does extensive studies in the areas of linguistics, literacy and translation. It has conducted language studies in about 150 local languages. In the area of literacy, SIL is involved in the production of reading materials in different languages and in conducting literacy classes. Materials translated are about different fields such as health, agriculture, government and other development-oriented subjects.

146. The Institute also conducts training programmes in leadership, literacy and appropriate technology for village people. It has trained more than 150 literacy instructors from approximately 14 different language groups.

D. Administrative College

147. The Administrative College (ADCOL) is responsible for providing in-service training to public servants in skills and knowledge that will enable them to discharge effectively their responsibilities, especially at the executive and middle management levels. Unlike courses at the universities, which are conducted over a long period of time and are largely theoretical, the College develops training programmes which are more applied and more suited to the needs of the public sector.

148. ADCOL carries out its training functions through its three branches: Professional Studies, Development Studies and Management Studies.

149. The Professional Studies Branch is responsible for courses of a specialized professional nature such as accountancy, public finance, library training, statistics, etc. Training in which development administration is a major component is the responsibility of the Development Studies Branch. Its emphasis is on courses for officers now in or likely to be engaged in the administration of local and provincial governments. On the other hand, the Management Studies Branch is responsible for assisting students to develop skills for management and supervisory positions.

150. To date, the College has been conducting long training programmes ranging from 10 weeks to 2 years in all its three branches. In addition, it offers a great number of short courses for public servants who do not have the time to undertake longer formal courses of training.

151. ADCOL does not have any training course in the field of communication. It has a course on communication skills but this deals mainly with English proficiency, report writing, public service correspondence and critical thinking.

IV. SUMMARY OF FINDINGS

152. In general, there appears to be a lack of personnel who are adequately trained in the field of communication in the user, media, and training agencies.

153. Pre-service and in-service training curricula of extension workers - in agriculture, health, education, home affairs and business development - have very little extension or communication component. The content of these training curricula is oriented mostly towards technical subjects.
154. Extension agents have sufficient knowledge of subject matter (e.g., agriculture, fisheries, forestry). However, they do not possess sufficient skills to disseminate this information to the village people. They seldom use communication media in their extension work or if they do use them, they have no training in their proper use.

155. User agencies have staff development and training units but they do not provide regular and systematic in-service training programmes in extension/communication. It is possible that these agencies are not fully convinced of the importance of communication in rural development work or they lack qualified staff who are trained in communication to teach the in-service training courses.

156. Extension workers feel the need of training both in their area of specialization - agriculture, health, nutrition, etc. - and in the field of communication. They are interested in not only upgrading their knowledge of the subject matter but also in increasing their effectiveness as information disseminators. They also express the need for training in the use of communication to support rural development projects.

157. Specific areas in communication where training seems to be most needed by the extension agents are the following: communication skills, concept of development communication, communication campaigns and strategies, and communication theory and process.

158. Specific communication skills where training appears to be most needed by the extension workers are the following: writing and editing publications, report writing, radio script writing, radio programme planning and production, preparation and use of visual aids, and organizing and conducting meetings, seminars and discussion groups.

159. Communication training needs of media practitioners include upgrading communication skills in journalism, broadcasting, visual design and production, and film and videotape scripting, production and editing. In addition, practitioners should be trained in communication planning and policy, communication campaigns and strategies, media management and communication research.

160. Communication training of media personnel appears to be too skill-oriented or production-oriented. Training programmes offer very little attempt to train them to understand integrated communication for rural development.

161. Communicators are faced with the language problem to communicate effectively. They either lack understanding of what language to use in communicating with the people or they do not possess any working knowledge of the language.

162. Training in communication appears to be needed not only by the front-line workers or the extension agents and the media practitioners but also by their "trainers" such as the training officers, health education or extension lecturers, etc.

163. Media agencies operated by the churches provide excellent training programmes in print and broadcast media.

164. There is a growing awareness of the potentials of small group media such as drama and dance and other communication media such as film and videotape as disseminators of development messages.

165. There are only two formal academic curricula in communication in the country: a one-year Diploma in Journalism and a four-year diploma in Communication Arts, the latter having just been instituted in 1979. There is no provision for formal academic training in broadcasting.
166. The institution that offers short-term in-service training programmes to public servants does not provide any training in the field of communication.

V. RECOMMENDATIONS

167. The following are some of the recommendations on communication training based on the findings of the study.

Recommendation No. 1

Pre-service training curricula for extension workers should have a strong communication component. Similarly, in-service training programmes for them should place greater emphasis on learning communication skills rather than simply highly specialized content.

Rationale:

In general, the pre-service and in-service training curricula for extension agents are too subject-matter oriented. There is very little in the training programmes which teaches the extension workers the methodology of passing on information to the village people. This tends to lend validity to the complaint of the provincial administrators that adequate information is not filtered down to the village level.

Recommendation No. 2

Extension workers must be adequately trained in specific communication skills to enable them to disseminate information to the people effectively.

Rationale:

In-service training programmes for extension workers should have a balanced combination of content and communication. Not only should extension workers be well-informed about the latest innovation/information in their respective areas of specialization, but they should also be trained in the proper use of specific communication techniques and methods. In addition, they should also be provided with sufficient knowledge and skills in the use of communication to support rural development projects.

Recommendation No. 3

In addition to upgrading their communication skills, media personnel, particularly provincial government liaison officers and provincial broadcast officers, should be given basic training in subject matter areas such as agriculture, health, family services and other developmental subjects.

Rationale:

It is very important for the media practitioners to know not only the principles and methods of "how" to communicate but also the essentials of "what" to communicate. They should have some basic knowledge of the subject matter to be communicated in order to be able to write or talk in depth about it.
Recommendation No. 4

Training programmes for broadcasters should emphasize understanding and application of the concept of development broadcasting.

Rationale:

Radio appears to be a very promising mass medium for rural development in Papua New Guinea. The country has one national network and nineteen provincial radio stations. It is estimated that at least 50 per cent of the population listen to radio. Furthermore, the informal talks of the consultant with the villages revealed that radio is their most preferred source of information, followed by extension workers.

It is to be noted that the quality of presentation of many of the radio programmes leaves much to be desired. But more important than this is the fact that radio has not been fully utilized to promote development. One of the goals of development is people's participation but the efforts of the broadcast media in PNG have not been fully directed along this line.

Moreover, development broadcasting strategies such as maintaining close co-ordination and co-operation with government agencies and other institutions, conducting localized programming and personalized broadcasting, encouraging greater audience involvement or participation, and instituting evaluation techniques have not been fully employed in order to make radio a more effective tool for rural development.

Recommendation No. 5

Training programmes for media personnel should include communication skills, as well as various aspects of communication such as communication planning and policy, media management, and communication research.

Rationale:

For a country that is in the process of formulating a national communication policy and is attempting to draw up a coherent plan for its communications system, there is an imperative need to train a core staff in communication planning and co-ordination, policies, and research.

Recommendation No. 6

The possibility of increasing the use of church media agencies/training institutions to assist in providing trained manpower in the field of communication should be explored.

Rationale:

Churches in Papua New Guinea operate media agencies which have excellent training programmes in print media, broadcast media, and audio-visuals. Likewise, church missions have provided substantial training in the use of communication to support development in the provinces. These church media agencies and training institutions should be called upon to continue performing this role as the government embarks on a programme of having people with adequate professional training in the field of communication.
Recommendation No. 7

Adequate support must be given to agencies/institutions engaged in the use of traditional media and low-cost media in disseminating developmental messages.

Rationale:

Papua New Guinea appears to be more inclined to utilize to the full the potentials of its indigenous or traditional media and other low-cost media for rural development. This is evidenced by the fact that the government has not made any definite plans about the introduction of television in the country.

Since the agencies engaged in traditional and low-cost media play an important role in promoting national development, efforts must be made by the government to strengthen their training capabilities.

Recommendation No. 8

Intensive language courses must be provided to extension personnel who are non-speakers of Motu, Pidgin or the local language. The Summer Institute of Linguistics and the University of Papua New Guinea can be tapped to provide this service.

Rationale:

More than 700 languages are used in PNG but English, Pidgin (Tok Pisin), and Hiri Motu serve as the main contact languages.

Since language is a basic tool in communication, extension workers should be able to speak the language of the people they come in contact with. It is not uncommon to find extension workers who communicate to the village people in English because they know very little Pidgin or Motu.

Recommendation No. 9

In view of the communication training situation in the country, there should be more emphasis on the "training of trainers" rather than the "training of field workers".

Rationale:

Trainers should be sent preferably to developing countries for training in development communication. There are developing countries with institutions offering short-term and long-term communication training programmes. It is strongly recommended that the training should be in developing countries because trainees sent to more advanced countries often find that very little of their acquired training is applicable to their own situation.

Recommendation No. 10

The possibility of providing formal academic training in the field of development communication should be studied.

Rationale:

The nucleus for providing formal training in communication education already exists at UPNG with its one-year Diploma in Journalism course. The course, however, has to be re-examined to make it more relevant to the needs of the country. Instituting university training in development communication with options in journalism, broadcasting, and audio-visuals with a sound liberal arts and a social science base should be considered.
Recommendation No. 11

A body which may be called Institute of Development Communication or Development Communication Centre should be established.

Rationale:

There is a need for an organized body that can assume a leadership role in the systematic planning and implementation of training programmes for communicators in Papua New Guinea. This body can also collaborate with the University of Papua New Guinea in the teaching of communication courses in the proposed development communication curriculum. It can also conduct research on various aspects of communication in relation to rural development.

Recommendation No. 12

A consultant who will provide the leadership in the implementation of the recommendations embodied in this report should be hired.

Rationale:

The consultant is expected to assume a major responsibility in three important communication activities: training, instruction and research. He will look after the implementation of the communication training plan, the development of the communication curriculum, and the establishment of the Development Communication Institute.
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CONSULTANT'S PROGRAMME

Wednesday 27/8/80  
- Information Headquarters - Meet the Director, Mr. John Tokunai, and Minister for Media, Mr. Clement Poye. Discuss with the acting Assistant Director (Policy Secretariat) the study programme (itinerary).
- Visit to other Divisions of the Office of Information - Staff Development and Training, Government Liaison.

Thursday 28/8/80  
- Continue visit to other divisions of the Office of Information - Information and Production Divisions.
- Visit Central Provincial Government Office to meet the Secretary, Mr. Mura Koloa and the Principal Planning Officer, Mr. Idau Tau.

Friday 29/8/80  
- Pay visits to Information Services Divisions - Central Provincial and National Capital District.
- Observe Field Communication Centre.

Saturday/Sunday 30-31/8/80  
- Free Weekend

Monday 1/9/80  
- UPNG - (Journalism) Mr. Ross Stevens  
  - (Language) Dr. John Lynch
- Administrative College - (Communication) Miss Kerry Bann.

Tuesday 2/9/80  
- National Theatre Co. - Director, Mr. Arthur Jawodimbari.
- Institute of PNG Studies - Director, Dr. John Kolla.
- Churches Council for Media Co-ordination  
  Mr. Richard Adler (254125).

Wednesday 3/9/80  
- National Broadcasting Commission Staff Development & Training - Mr. Don Penias.
- Department of Decentralization - Secretary, Mr. Elipas Mosogo.
- National Planning Office - Mr. P. Ainsworth (271056).

Thursday 4/9/80  
- Public Service Commission - Mr. Jack Tabe  
  Development and Training - Mr. O. Tubuora (271529).
- PNG Post Courier - Wantok Publications -
Friday 5/9/80
- Department of Prime Minister
- Staff Development and Training - Mrs. Karen Buick
- Office of Village Development - Director, Mr. Louis Varo (212499)

Saturday 6/9/80
- Department of Health - Health Improvement - Mr. N. Tavil (211588)

Sunday 7/9/80
- Travel PON - Lae by Air Niugini PX 822, Dept. at 0740 arrive 0825

Monday-Tuesday 8-9/9/80
- Morobe Province visit the following places -
  - Division of Information (Mr. Tobias Welly) Observe Field Communication Centre
  - Morobe Provincial Government office
  - Meet Provincial Government Secretary - Mr. T. Lesa
  - Churches Council of Media Co-ordination, Kristen Radio - Director, Mr. Geoff Baskett,
    P. O. Box 80 Lae, Phone 421094
  - University of Technology - Dept. of Communication, meet Mr. Tony

Wednesday 10/9/80
- Travel LAE - MAG by Air Niugini PX 854 Dept - 0945, Arrive 1015

Thursday 11/9/80
- Madang Province visit the following places -
  - Division of Information Services - Mr. Edwin Benjamin - Observe Field Communication Centre
  - Provincial Government Office
  - Meet Provincial Government Secretary - Mr. G. Buaham
  - Divine Word Institute - Fr. Feehan
  - Kristen Pres - Executive Director, Mr. Michael Mulhern, P.O. Box 712
    Madang, Phone 822988

EASTERN HIGHLANDS PROVINCE

Friday 12/9/80
- Travel MAG - GKA by Air Niugini PX 825 Dept 1105, Arrive 1125 am
  visit the following places:
  - Division of Information Services - Mr. Tapia Weoa
    Observe Field Communication Centre
  - Provincial Government Office,
    meet Secretary, Mr. Levi Yogiyo (phone 721363; 721444; 721030)
Saturday 13/9/80 - Free

Sunday 14/9/80 - Travel by road to Kainantu, overnight in Kainantu Hotel

Monday 15/9/80 - Visit - Kainantu Para Medical College - Community Health Practice Centre
- S.I.L. Ukarumpa
- Return to Goroka in the afternoon

Tuesday 16/9/80 - Visit the following places -
- Goroka Teachers College - Linguistic Dept.
- Sikul Belong Wokim Piksa - (Mr. Paul Frame)
- Communication Institute - Catholic - Sister Mary Hudson, Phone 271117

Wednesday 17/9/80 - Travel GKA - POM by Air Niugini PX 825 Dept 1135 am - Arrive 1225 pm.

Thursday/Friday 18-19/9/80 - Study break - remain in office, write reports

Saturday/Sunday 20-21/9/80 - Free weekend

Monday 22/9/80 - Travel POM - POP by Air Niugini PX 192 Dept 0700 a.m. - Arrive 0740
- Division of communication services - Mr. A. Waike
  Observe Field Communication Centre
- Provincial Government Office
  meet Secretary, Mr. James Sioa
- PATI - Agricultural College

Tuesday 23/9/80 - Visit V.D.C. Village Development Centre

Wednesday 24/9/80 - Travel PNP - POM by Air Niugini PX 793 Dept 0800 - 0840 am

Thursday/Friday 25-26/9/80 - Remain in office, write reports

Saturday/Sunday 27-28/9/80 - Free weekend
GOVERNMENTAL AND NON-GOVERNMENTAL AGENCIES/
INSTITUTIONS/OFFICES CONTACTED

(a) Port Moresby

Office of Information
Central Provincial Government Office
University of Papua New Guinea
Administrative College
National Theatre Company
Institute of PNG Studies
Churches Council for Media Co-ordination
Department of Education
National Broadcasting Commission
Department of Decentralization
National Planning Office
Department of Commerce
Department of Primary Industry
Department of Community and Family Services
Department of Health
Public Service Commission
Wantok Publications
Post Courier
Office of Village Development
Department of Prime Minister
Unesco National Commission
UNDP

(b) Provinces of Morobe, Madang and Eastern Highlands

Provincial Government office
Division of Information Services
Kristen Radio
NBC Radio, Lae
University of Technology
Divine Word Institute
Kristen Pres
College of Allied Health Sciences
Kainantu Para Medical College
Summer Institute of Linguistics
Goroka Teachers College
Skul Bilong Wokim Piksa
Communication Institute
NBC Radio, Goroka
Division of Home Affairs
### Table 1 - PROFILE OF EXTENSION WORKERS

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<td>Community development officer</td>
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<td>Number of Respondents</td>
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<tr>
<td>--------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Management and supervision</td>
<td>11</td>
</tr>
<tr>
<td>Community development and welfare services</td>
<td>9</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
</tr>
<tr>
<td>Crops, livestock and fisheries</td>
<td>10</td>
</tr>
<tr>
<td>Planning for rural development</td>
<td>8</td>
</tr>
<tr>
<td>Business and commerce</td>
<td>4</td>
</tr>
<tr>
<td>Broadcasting techniques</td>
<td>8</td>
</tr>
<tr>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>Audio-visual production</td>
<td>1</td>
</tr>
<tr>
<td>Basic communication</td>
<td>3</td>
</tr>
<tr>
<td>No training at all</td>
<td>4*</td>
</tr>
<tr>
<td></td>
<td>65</td>
</tr>
</tbody>
</table>

* Respondents attended more than one in-service training course.
### TABLE 2 - COMMUNICATION/EXTENSION ACTIVITIES

<table>
<thead>
<tr>
<th>Nature of Activity</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension work for farmers (agriculture, fisheries, forestry)</td>
<td>11</td>
</tr>
<tr>
<td>Information work (press and radio)</td>
<td>9</td>
</tr>
<tr>
<td>Workshops/briefings/meetings</td>
<td>6</td>
</tr>
<tr>
<td>Health education programmes/activities</td>
<td>6</td>
</tr>
<tr>
<td>Business/tradestore awareness/management</td>
<td>5</td>
</tr>
<tr>
<td>Social services and general counselling</td>
<td>4</td>
</tr>
<tr>
<td>Adult education and literacy classes</td>
<td>4</td>
</tr>
<tr>
<td>Training courses/programmes for women and youth</td>
<td>3</td>
</tr>
</tbody>
</table>

* Some respondents stated more than one activity.
### TABLE 3 - TRAINING NEEDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether or not extension workers need further training</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Field or area where training is needed</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>15</td>
</tr>
<tr>
<td>Technical subject matter area and communication</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Specific subject matter area where training is needed</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>9</td>
</tr>
<tr>
<td>Business development</td>
<td>7</td>
</tr>
<tr>
<td>Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td>Community development</td>
<td>6</td>
</tr>
<tr>
<td>Human relations and development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Specific area in communication where training is needed</td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td>30</td>
</tr>
<tr>
<td>Concept of development communication</td>
<td>22</td>
</tr>
<tr>
<td>Communication research and evaluation</td>
<td>21</td>
</tr>
<tr>
<td>Communication campaigns and strategies</td>
<td>20</td>
</tr>
<tr>
<td>Communication theory and process</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>109</td>
</tr>
<tr>
<td>Specific communication skills where training is needed</td>
<td></td>
</tr>
<tr>
<td>Audio-visual skills</td>
<td>22</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>20</td>
</tr>
<tr>
<td>Broadcasting skills</td>
<td>18</td>
</tr>
<tr>
<td>Journalism skills</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>77</td>
</tr>
<tr>
<td>Specific journalism skills where training is needed</td>
<td></td>
</tr>
<tr>
<td>Writing and editing publications</td>
<td>11</td>
</tr>
<tr>
<td>Report writing</td>
<td>8</td>
</tr>
<tr>
<td>Writing developmental news and information</td>
<td>4</td>
</tr>
<tr>
<td>Writing press releases</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Category</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Specific broadcasting skills where training is needed</strong></td>
<td></td>
</tr>
<tr>
<td>Programme planning and production</td>
<td>12</td>
</tr>
<tr>
<td>Script writing</td>
<td>10</td>
</tr>
<tr>
<td>Interviewing</td>
<td>8</td>
</tr>
<tr>
<td>Announcing</td>
<td>5</td>
</tr>
<tr>
<td>Development broadcasting</td>
<td>4</td>
</tr>
<tr>
<td>Broadcast research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>41*</td>
</tr>
<tr>
<td><strong>Specific audio-visual skills where training is needed</strong></td>
<td></td>
</tr>
<tr>
<td>Preparation and use of visual aids such as posters,</td>
<td>21</td>
</tr>
<tr>
<td>charts, displays, etc.</td>
<td></td>
</tr>
<tr>
<td>Preparation of projected visual materials</td>
<td>5</td>
</tr>
<tr>
<td>Photography</td>
<td>3</td>
</tr>
<tr>
<td>Pretesting and evaluation of visual materials</td>
<td>2</td>
</tr>
<tr>
<td>Operation of different kinds of projectors</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>33*</td>
</tr>
<tr>
<td><strong>Specific interpersonal skills where training is needed</strong></td>
<td></td>
</tr>
<tr>
<td>Conducting/organizing discussion groups,</td>
<td>15</td>
</tr>
<tr>
<td>meetings and seminars</td>
<td></td>
</tr>
<tr>
<td>Learning persuasive techniques of communicating</td>
<td>6</td>
</tr>
<tr>
<td>Public speaking</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>25*</td>
</tr>
</tbody>
</table>

* Respondents gave more than one answer.
COMMUNICATION CURRICULA

Divine Word Institute

Diploma of Communication Arts

Communication Studies Department

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 101</td>
<td>Communication Arts - Orientation Course</td>
</tr>
<tr>
<td>CA 201</td>
<td>Dynamics of Communication I</td>
</tr>
<tr>
<td>CA 202</td>
<td>Dynamics of Communication II</td>
</tr>
<tr>
<td>CA 203</td>
<td>Introduction to Journalism</td>
</tr>
<tr>
<td>CA 301</td>
<td>Journalism I</td>
</tr>
<tr>
<td>CA 302</td>
<td>Techniques of Broadcasting</td>
</tr>
<tr>
<td>CA 303</td>
<td>Fundamentals of Music</td>
</tr>
<tr>
<td>CA 304</td>
<td>Photography I</td>
</tr>
<tr>
<td>CA 305</td>
<td>Commercial Art I</td>
</tr>
<tr>
<td>CA 306</td>
<td>Commercial Art II</td>
</tr>
<tr>
<td>CA 307</td>
<td>Advertising I</td>
</tr>
<tr>
<td>CA 308</td>
<td>Basics of Audio-Visual Systems</td>
</tr>
<tr>
<td>CA 401</td>
<td>Advanced Journalism</td>
</tr>
<tr>
<td>CA 402</td>
<td>Radio Practicum</td>
</tr>
<tr>
<td>CA 403</td>
<td>Musical Experience and Appreciation</td>
</tr>
<tr>
<td>CA 404</td>
<td>Photography II</td>
</tr>
<tr>
<td>CA 405</td>
<td>The Development History of the Cinema &amp; Television</td>
</tr>
<tr>
<td>CA 406</td>
<td>The Film and Film Making</td>
</tr>
<tr>
<td>CA 407</td>
<td>Advertising II</td>
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Interdisciplinary courses (years three and four)

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>LA 301</td>
<td>English Language Advanced I</td>
</tr>
<tr>
<td>LA 302</td>
<td>English Language Advanced II</td>
</tr>
<tr>
<td>LA 303</td>
<td>Literature III</td>
</tr>
<tr>
<td>LA 304</td>
<td>Public Speaking IV</td>
</tr>
<tr>
<td>LA 305</td>
<td>Media Communication</td>
</tr>
<tr>
<td>LA 307</td>
<td>Drama Study</td>
</tr>
<tr>
<td>LA 308</td>
<td>Tok Pisin I</td>
</tr>
<tr>
<td>LA 309</td>
<td>Tok Pisin II</td>
</tr>
<tr>
<td>SS 301</td>
<td>General Psychology</td>
</tr>
<tr>
<td>SS 302</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>BS 305</td>
<td>Public Relations</td>
</tr>
<tr>
<td>RS 301, 302, 303, 304</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>LA 401</td>
<td>English Language Advanced III</td>
</tr>
<tr>
<td>LA 402</td>
<td>Literature IV</td>
</tr>
<tr>
<td>LA 403</td>
<td>Public Speaking V</td>
</tr>
<tr>
<td>LA 404</td>
<td>Linguistic Translation</td>
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<tr>
<td>LA 405</td>
<td>Linguistic Translation</td>
</tr>
<tr>
<td>LA 406</td>
<td>Writing for Film and Television</td>
</tr>
<tr>
<td>SS 401</td>
<td>Principles of Sociology</td>
</tr>
<tr>
<td>SS 402</td>
<td>Selected Readings in Sociology</td>
</tr>
<tr>
<td>RS 401, 402, 403, 404, 405</td>
<td>Religious Studies</td>
</tr>
</tbody>
</table>
INTRODUCTION TO JOURNALISM 25.101 Lahara - January/February
Course Value in points: 2

Course Description:

Techniques of story-gathering and news-writing. An introductory study of the responsibilities, problems and constraints likely to face journalists working in Papua New Guinea. Students may also learn typing.

Contact hours: 7 hours per day. Method of Assessment: continuous

Prerequisites: None


JOURNALISM IA (Foundation Course) 25.102 Semester 1
Course Value in points: 2

Course Description:

An expansion of the Lahara introductory course through repeated practical exercises. Advanced news-writing techniques for newspaper and radio, and a course of lectures on journalism and the law.

Five 2-hour classes per week. Continuous assessment

Pre-requisite: Introduction to Journalism, 25.101

Prescribed Texts: To be advised

JOURNALISM IB (Part I) 25.103 Semester 2
Course Value in points: 2

Course Description:

Newspaper production, including sub-editing and layout, feature-writing. Radio-production for news documentaries, including sub-editing, tape-editing and script-writing, and interviewing techniques. Public relations.

Five 2-hour classes per week. Continuous assessment.

Pre-requisite: Journalism IA, 25.102

Prescribed Texts: To be advised.
ADVANCED JOURNALISM 25.101

Course Value in points: 2

Course Description:

A 1200 word print feature to be completed under the supervision of the lecturer.

A mark will be given for the completed exercise.

Pre-requisite: Journalism IB, 25.103

Prescribed Texts: None.

UNIVERSITY OF PAPUA NEW GUINEA

Diploma in Communication Studies

Programme of courses and course descriptions

Semester 1:
25.105 Communication
25.106 Mass Communication and Applied Communication
04.101 Advanced Comprehension and Composition

and one of
51.100 Political Economy A
51.102 Human Studies A
51.104 Social Studies A

Semester 2:
25.107 Mass Media and Development
25.108 Research Project

and two of
51.101 Political Economy B
51.103 Human Studies B
51.105 Social Studies B
20.100 Effective Speaking and Thinking
06.213 Oral History
21.106 Community Development A

Lahara:
04.133 Translation
12.113 Research Methods 1
1. COMMUNICATION  
Semester 1

Course Value in points: 3

The course will cover recent developments in communication theory, including its inter-personal and inter-cultural aspects. Where possible discussion of examples of the application of such theories will be included.

Two lectures and one tutorial per week.
Assessment will be continuous.

2. MASS COMMUNICATION AND APPLIED COMMUNICATION  
Semester 1

Course Value in points: 3

The course will involve the detailed examination of current theories in mass communications and their possible application in Papua New Guinea. Areas of discussion will include telecommunications, information flows, the mass media, and verbal communication.

Two lectures and one tutorial per week.
Assessment will be continuous.

3. MASS MEDIA AND DEVELOPMENT  
Semester 2

Course Value in points: 3

The course will examine the role of the mass media in the development process in Third World countries. During the course discussion will take place on some of the issues surrounding the mass media, e.g. censorship, advertising, ethics and the law, bias in reporting, language, and ownership of the media. Emphasis during the course will be on the mass media in Papua New Guinea and it is expected that a number of guest speakers will be invited to contribute. Experiences in other Third World countries will also be taken into account.

Two seminars per week.
Students will be assessed on three essays and on individual participation in seminars.

4. RESEARCH PROJECT  
Semester 2

Course Value in points: 3

In consultation with the lecturer each student will be required to select, design and execute a field research project in the general area of communications. Emphasis is placed on the relevance of the research topic to the ongoing research programme of the student's sponsor. Full co-operation between the student, the lecturer and the sponsor is vital to the success of this course. Ongoing consultation between the lecturer and the student at every stage of the project is facilitated by individual tutorials. At least one individual tutorial per student per week.

Students will be assessed in terms of the progress they are making and on their final research report.
5. TRANSLATION

Lecturers: Members of the Summer Institute of Linguistics, PNG Branch

Course Value in points: 3

The translation course teaches the principles of translation as applied to Papua New Guinea languages (vernaculars, Pidgin and Hiri Motu), together with problems involved in transferring information from PNG languages to English and vice versa.

Topics included in the course are a brief introduction to linguistics, literal versus idiomatic translation, restructuring and simplifying English for translation, the problems of translating non-cultural terms and idioms, semantic relations within and between sentences, and levels of translation.

There will be a two-hour lecture-seminar each day, and each student will have half an hour per week with the instructor in which a translation project is checked and evaluated.

Prescribed text: The Theory and Practice of Translation, E. Nida & C Taber.

6. RESEARCH METHODS 1

Course Value in points: 3

This course aims to introduce students to the various research procedures used by social scientists, whether they be anthropologists, economists, historians, political scientists or sociologists. Lectures, discussion, exercises and small research projects will cover briefly topics such as the use of documentary sources, participant and non-participant observation, interview and questionnaire design, surveys and sampling, the analysis and presentation of data and some of the ethical issues involved in doing social research.

Prescribed Text: Methods of Social Research, M. Stacey
DEPARTMENT OF COMMERCE AND INDUSTRY

MINISTER FOR COMMERCE & INDUSTRY

Secretary

Executive Officer

Deputy Secretary

Assistant Secretary Management Services

Commercial Advisory Division

Financial Advisory Division

Training & Staff Development Division

Small Industries Development Division

Administrative Officer

Principal Research Officer

Publications Officer
Note: This is a very rough sketch of the Middle Management at National level and the Provinces as indicated by 20 boxes.