Dossier Nr. 28

Environment and Development in Papua New Guinea up to 2000 – From Rio to Rai


Datum: Januar 1994
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The WAGAN Seminar - coming to

The New WAGAN Seminar: 'The Future in Development and Environment'

The program for the 1993 WAGAN Seminar, with dates and venues for the seminar.

Table: Seminar Dates and Locations

Dates: October 12-15, 1993
Location: The National Geographic Society, Washington, D.C.

Topics:
- Sustainable Development
- Environmental Policy
- Indigenous Knowledge and Conservation
- The Role of Women in Development

Presenters:
- Dr. Jane Goodall
- Dr. David Suzuki
- Dr. John Holdren

The seminar aims to bring together experts from various fields to discuss the future of development and the environment, focusing on sustainable practices and policies.

For more information, please contact the WAGAN Seminar Office.
SUSTAINABLE DEVELOPMENT

20th Waigani seminar environment and development in PNG up to 2000 and beyond

ber agreements, evaluating participation, women’s leadership in community forestry, the effects of Ok Tedi and the impact of community theatre in environmental awareness.

Case studies will be presented from the Baining people, Chimbu province, Wau Ecology Institute, New Landowner Group, PNG Trust, Melanesian Environment Foundation, Papua New Guinea Forestry Association for the people of the South Pacific, East Sepik Council of Women and others.

Essential Means - Science Lecture Theatre

This sub-theme will examine the various means and mechanisms which may facilitate the establishment of a National Sustainable Development Strategy. The means include the political system, systems of decision-making, legislation, the land tenure system, the participation of women, technology transfer, industrial development policies, domestic economic policy and financial resources. Speakers in this session will include Bernard Vogel, Premier of West New Britain.

FRIDAY August 27, commencing 8:00am

Friday is the final day of the 20th Waigani Seminar. The session will begin with reports from each of the sub-themes. Recommendations from the sub-themes will be drawn together and presented as a contribution to Papua New Guinea’s National Sustainable Development Strategy.

Ambassador Margaret Taylor will present the final keynote speech ‘From Rio to Tai’ and formal proceedings will close with a speech from Parry Zepit, Minister for Environment and Conservation. With formal proceedings at an end, conference participants will enjoy a farewell lunch to be hosted by the Gateway Hotel.

Forestry and Fisheries - Science Lecture Theatre

This is a provisional program for the 20th Waigani Seminar. It is subject to minor change. It has been compiled by Darren Gladman and David Mouney, Environmental Science, UPNG for the Organising Committee of the 20th Waigani Seminar.

A fourth article in this series on the Waigani Seminar will appear in next week’s issue of The Times of PNG. It will feature the provincial seminars held in various provinces including Sandaun, Western Highlands and North Solomons, where they have already been held, and for those still to be held in Manus, West New Britain, Fly River Western, Eastern Highlands, Madang and Morobe.

SPONSORS OF THE 20TH WAIGANI SEMINAR are:

Major sponsors include:

United Nations Development Program (UNDP)
Government of Papua New Guinea
University of Papua New Guinea
University of Papua New Guinea Environmental Science
University of Papua New Guinea Department of Extension Studies - Provincial University Centre
University of Papua New Guinea Goroka

Others sponsors include:

Melanesian Institute
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PNGIC

Various individual donations and many self-sponsored individual from outside and within PNG.

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With regional seminars on environment and development in PNG up to 2000 and beyond

THE WOIMA SEMINAR

The Woima Seminar was held in Papua New Guinea in August and October 2000. The Seminar was organized by the University of PNG and the PNG government. The Seminar was attended by representatives from government, NGOs, and the private sector. The Seminar focused on sustainable development and the role of government and NGOs in promoting it.

The Seminar was divided into two parts. The first part was dedicated to the role of government in promoting sustainable development. The second part was dedicated to the role of NGOs in promoting sustainable development.

The Seminar concluded that sustainable development is a complex and multifaceted issue. It requires the participation of all stakeholders, including government, NGOs, and the private sector. The Seminar recommended that government and NGOs work together to promote sustainable development.

The Seminar also recommended that government and NGOs should focus on promoting environmental education and awareness. The Seminar recommended that government and NGOs should work together to promote the use of renewable energy sources and to reduce greenhouse gas emissions.

The Seminar concluded that sustainable development is a priority for Papua New Guinea. The Seminar recommended that government and NGOs should work together to promote sustainable development in the country.

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Working in partnership to achieve sustainable development
development in PNG up to 2000 and beyond

that the results from these laboratories should be collated by the Bureau of Water Resources.

- Establish formalised procedures to encourage cooperation and communication within and between government departments and universities preventing inefficient duplication of work and to promote information sharing between these groups.

- Provide the Bureau of Water Resources with sufficient resources to keep a detailed inventory or database of the quality of fresh and marine water and establish a system to estimate future demand. This database will be valuable for forward planning.

Ecotourism

Tourism is potentially a source of foreign investment and capital having minimal impact on the natural environment. PNG has an abundance of diversity of nature and cultural features that are likely to attract tourists. To ensure that tourism activity in PNG is environmentally sustainable, it is recommended that the government:

- Inform landowners and other villagers on the possibilities of any tourism developments in their areas to allow them to participate as entrepreneurs and decision-makers.
- Consult landowners and villages before any tourist development in an area to allow them to participate in decision-making.
- Ensure that tourism development activities are sensitive to the natural environment and PNG cultural values.
- Educate tourists of PNG cultural and environmental values.
- Educate landowners of the value of tourism and the value of conserving the natural environment.

- Educate the community about services and activities popular with tourists, and ways in which these can be provided in an environmentally sustainable way.

- Continue to provide assistance and resources to landowners who have viable proposals for tourist development projects, and place a greater emphasis on environmental sustainability in the development of these projects.

General recommendations

In addition to the recommendations, the government should:

- Strengthen co-operation with landowners and the community before the development of major projects.

Educate government employees, consultants, industries and developers about cultural and environmental protection legislation.

- Increase environmental education into the curricula of all levels of school and university education. This should include an education about existing environmental legislation and regulations and ways of conserving water and energy.

Subtheme: efficient rural use and security to technology, biodiversity and agriculture

Rural people's ability to come out of the workshop were summarised under two headings:

- Landowner awareness and information are vital in any form of sustainable resource use which includes biotechnology and biodiversity conservation.
- PNG landowners are most likely to support their local environmental conservation initiatives.

The following recommendations address this.

1. Creative education including validation of local and indigenous knowledge to be taught from year 1 and non-formal contributions through various community organisations such as NCKC.
2. Design and implement Conservation and Sustainable Development curricula for primary, secondary and tertiary sectors of education. The curricula should include practical skills and appropriate technology.
3. Develop outreach programmes involving NGOs, NCCD, Department of Environment and Conservation and Government organisations to assist in finding alternatives to resource depletion practices such as logging.
4. Department of Environment and Conservation by strengthening its enforcement capacity. People need to be trained on sustainability requirements in each village.
5. Radio and television programmes, particularly between landowners from degraded and preserved areas to discuss their experience.
6. Allow all small builders to construct homes to serviced lots for sale to low-income families.
7. Others

- The right to information on any development proposals, which is likely to affect a community, and the process to gain access to such information should be made explicit in legislation. It is a fundamental right of the community to have access to information in order to make informed and enlightened choices.
- There is a need to reinforce and expand the processes of community consultations in planning and environmental initiatives. It is only when participation is facilitated that the needs of groups other than landholders can be monitored and addressed.
- There is a need to support research programmes that are both basic and applied to strengthen the role of PNG in international scientific research.

The government should promote the formation and active development of the following groups that will enable people to make their demands more consistent and have a stronger bargaining power.

- The government should facilitate for people at all levels, including women's forums, so that people can present their needs and development alternatives to decision-makers at the national and provincial governments, politicians, and the general public.

- That women's role be acknowledged in human resource management. It is believed that they have the right to determine and participate in human settlement development in order to improve women's quality of life. This includes the provision of basic services, such as water, sanitation, transport, health, schools and child care facilities.

- That there is a need to support the introduction of food in urban gardens as an alternative to street vendors and as a means of support substitution and also create employment.

- That the government acknowledge and support the right of street vendors and the informal enterprise sector to continue to function in urban areas.

- The government, CDF, development and maintenance, including funds, be transferred to urban authorities to administer urban sanitation.

- Encourage the Village Service Programme to expand in urban and peri-urban areas.

- British government employees, consultants, industries and developers about the importance and environmental protection legislation.

- Increase environmental education into the curricula of all levels of school and university education. This should include an education about existing environmental legislation and regulations and ways of conserving water and energy.

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Symptoms and reporting

The symptoms and reporting information provided by the Department of Health should be consulted for the most up-to-date information. The symptoms and reporting information on this page is intended to provide general information and may not cover all possible symptoms or situations. For more information, please contact your healthcare provider or local health department.

Symptoms:

- Fever
- Cough
- Shortness of breath
- Muscle aches
- Chills
- Fatigue
- Sore throat
- Runny nose
- Headache
- Nausea
- Diarrhea
- Loss of taste or smell

Reporting:

- Call your healthcare provider before arriving at the healthcare facility.
- Report your symptoms to your healthcare provider.
- Follow your healthcare provider's guidelines for testing and treatment.
- Regularly wash your hands with soap and water for at least 20 seconds.
- Avoid close contact with others as much as possible.
- Wear a mask when you are around others.

If you develop symptoms, contact your healthcare provider immediately. If you are in need of medical attention, call 911 or your local emergency services.

For more information, please visit the Department of Health website or contact your local health department.
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Reorienting education towards sustainable development

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The need for a fundamental change in the way education is structured and delivered, focusing on sustainability and environmental responsibility, has become increasingly apparent in recent years. The current educational systems often fail to adequately prepare students for the challenges posed by climate change, resource depletion, and environmental degradation. Therefore, there is a pressing need to reorient education towards sustainable development, emphasizing the importance of environmental awareness, conservation, and the responsible use of natural resources.

By integrating environmental education into the curriculum, students can develop a deeper understanding of the interconnectedness of ecosystems and the impact of human activities on the environment. This approach not only fosters a sense of responsibility and stewardship but also equips students with the knowledge and skills necessary to contribute to sustainable practices in their personal, professional, and community lives.

Incorporating sustainable development into the educational framework can be achieved through various strategies, including the development of new curriculum modules, the incorporation of case studies related to environmental issues, and the promotion of interdisciplinary approaches that connect environmental topics with other subjects. Additionally, the use of practical, hands-on learning experiences and the encouragement of community initiatives can help bridge the gap between theory and practice, making education on sustainable development more engaging and effective.

Furthermore, collaboration between educators, policymakers, and environmental organizations is crucial in ensuring that sustainable development principles are integrated into the educational system. By working together, these stakeholders can create a more comprehensive and effective approach that addresses the challenges facing our planet and prepares future generations to face these challenges with informed and responsible actions.
Responsibility with Forestry Resources

conditions of sale were always imposed on them. The State acquired the land to which they were. They told their timber rights were to be bought from them, and they were told the conditions under which the sale would take place. As most landowners who signed these agreements, in English, and never represented by lawyers, it is unlikely that they fully understood what they were to be paid, and how they were to be paid.

As there was no legal regulation or contractual arrangement as they appear in standard Timber Rights Purchase (TRP) documents a creature of the old Forest Act Ch. 216. Under the new Forest Act, the statutory arrangement for these agreements remains the same, but the name changes. They are now called Forest Management Authorities (FMAs), but do not let that fool you. I will quote from the Taurauma TRP so it has some relevancy for you. You should quote it from the old Taurauma TRP.

(a) the term during which the rights are to be exercised;
(b) subject to Subsection 5 the sum to be paid by the State for the rights; and
(c) the manner of payment of the sale price.

(b) the basis on which that sum has been calculated.

(A) the estimated volume, weight or other measure of quantity of marketable timber in the area covered by the timber rights purchase;

(b) the price being paid per unit of volume, weight or other measure of quantity.

(3) Any other matters agreed on between the State and the owner.

(5) It is a condition of every agreement under this section that where the volume, weight or other measure of quantity of timber ultimately generated is less than the estimated volume, weight or other measure of quantity as calculated in accordance with the requirements of this section, the customary owner or tenants and parties to the agreement who possessed or assigned, shall be paid an additional sum in respect of the excess, calculated as the same per unit of volume, weight or other measure of quantity as is provided in the agreement.

(6) Royalties on permits and licences.

(7) The royalty payable on timber and forest produce taken under a permit or licence is fixed by the minister in the permit or licence.

(b) the royalty payable on timber and forest produce under the permit or licence shall be one cent in every year during the currency of the licence or permit; and

(b) in his opinion there is a special reason to do so, at any time after the vendor customary owners and the purchase price.

(2) The Timber Rights Purchase Agreement.

The Timber Rights Purchase Agreement shall provide for the following:

(1) The vendor's own behalf and on behalf of each of the persons who are listed as absent in Schedule 1 hereto, hereby dispose of and the State hereby acquires pursuant to the Forest Act Chapter 216 (hereinafter called "the Act") at the price and on the terms and conditions hereinbefore set out the right of felling, cutting, removing and disposing of the timber and forest produce of and in the area described in Schedule 2 hereto and which is, or has been or is to be, felled or cut or has been or is to be cut or removed from the area annexed hereto ("the Timber Rights Purchase Area").

Clause 3

Price of the sale, manner of payment, estimated quantities of timber and rates for calculation of payment by the out in Schedule 3 hereto.

1. The estimated volume, weight or other measure of quantity of timber or forest produce ultimately generated from the Timber Rights Purchase Area exceeds the estimated volume, weight or other measure as set out in Schedule 2 hereto, the vendor, his heirs or assigns, shall be paid an additional sum in respect of such excess, calculated at the same rate per unit of volume, weight or other measure of quantity as is provided in Schedule 3.

Clause 4

Sale Price.

The sale price shall be R20,140.017 to be paid as follows:

(1) On signing of the agreement and

2. The balance, and any increase due to increase in royalty for the period after the date below (Ym3 and Zm3) and any decrease due to decrease in royalty for the period after the date above (Ym3 and Zm3) paid in full on the purchase of the timber, forest produce, gra-Ved and other roadmaking material, either while it is standing or it is felled, but subject to the royalty right of felling, cutting, removing and disposing of the timber, forest produce, gravel and other roadmaking material shall vest in the State and those persons who sold the timber, forest produce, gravel and other roadmaking material.

In a TRP agreement the way in which the savings are calculated is done by a schedule at the back of the agreement. This is what a standard schedule, extracted from the recent April-Salumeni TRP, looks like:


| Ym3 | Zm3 |

Applies to:

- Ym3 and Zm3 Royalty levied by the State for hardwoods (at the signing of this agreement being R2.32 per m3).
- Zm3 the estimated volume of softwoods in the Timber Rights Purchase area (at 5% of R2,140,001.70).
Responsibility with Forestry Resource
A quarter of next to nothing. Participation and

William Warren Summerton and Development in PNG up to 2000 and beyond

Summerton 1998

Tompser 1998

THE TIMES
Blazing light of the Antilles

The Antilles: Fragments of Epic Memory (The Nobel Lecture) by Derek Walcott Faber & Faber 12.95.

It’s the practising poet’s right to speak as no critic could about poetry, from within the lived experience of making it. To speak, in fact, like this: “Poetry, which is perfection’s sweat but which must seem as fresh as the raindrops on a statues clear brow, combines the natural and the marvellous. It conjugates both senses simultaneously, the past and the present, if the past is the sculpture and the present the bands of dew or rain on the forehead of the past.”

Despite the density of the prose, you can imagine Derek Walcott’s Stockholm speech working well as a speech, because it has what Hazlitt praised in Burke’s oratory, the gift of making each thought divulge a development of itself, so that successive sentences scale out of their predecessors. Nobel lectures are often grim things. Labouring against the weight of global recognition, attempting to represent the cultures they came from, the honoured writer’s find themselves lashing their own work, even parodying it. But Walcott’s writing special is not just a piece of blotting paper held out to the Swedish academy. It actually illuminates the difficulties, the particular shaping dilemmas of Walcott’s achievement.

Walcott sets out to argue with the insidiously pathetic vision of the Caribbean as a half-place, tropically triste, uttering only cracked echoes of Africa and Asia. There are no people there is the true sense of the word, wrote the historian J. A. Furnas, quoted in a Victorian confidence that real people grow patiently from their origins, instead of arriving in ugly dias-

Derek Walcott dense prose

poras. Real people speak real languages, rather than creole; and can write poetry. Walcott’s swoon is magisterial, whether he describes 19th century travellers who “carried with them the infection of their own malaise”, or Raybanned tourists who see his native islands as “drinks with umbrellas” floating across a pool.

On one level the lecture lovingly vindicates the possibilities of the Caribbean condition, “the human variety more exciting than Joyce’s Dublin”. His eye restores the whole dignity of living amidst frag-

menas. He finds Port of Spain Athenian, and you remember the Homeric confidence of Omeros which made Maarten Bierens’s Black Athena seem redundantly literal. He points to the absence of ruins, which properly makes Antillean anthropology the study of the people, who possess their past as intimately as their blood-vessels. You remember Omeros’s dramatic discovery of the memory within the forgetting of Africa.

But he cannot leave it at that. Essential aspects of his subject justify consideration, even in travesties of the Caribbean.

The argument refuses to resolve, because it corresponds with a parallel argument Walcott is having with himself over history and the lyric impulse, completion and incompletion, making versus remaining, the simultaneous screening and revealing powers of each metaphor. His celebration of the Antilles has a strenuous to-and-fro tug-of-war movement. It applauds emergence, and then lauds the tough serenity of living in the present tense.

Shaking off his own presumption that a performance of the Remayana in a Trinidad village will be a shaky imitation of the actors’ lost India, he writes, “The eye of history cannot bear this.1 In the foregoing at his talk of a ‘fresh people’ and a ‘fresh language’ begins to sound like an idyll, he swiftly adds, “It is not that history is obliterated by this utopia, Walcott’s prose acts out, you begin to realise, the same capacity to sustain doubt and contradiction which, in his poetry, assures him stances may be built that “contain the light” of the Antilles.

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SUSTAINABLE DEVELOPMENT

20th Waigani Seminar: environment and development in PNG up to 2009 and beyond.

from page 21

4. Logging companies should be no more than contractors. The NFA should advise and educate landowners about cost structures in the logging industry (ICRAF will do this in any case). The foreign companies should be replaced by local contractors because the business of cutting down trees and hauling them to and from what is not beyond the capability of Papua New Guinea companies. Foreign involvement in the timber industry should be limited to downstream processing, and we should get rid of those foreign logging companies that do not process in-country.

What government policies need to be changed?

The idea that landowners should get 20 percent of the stumpage value paid by the minister as a royalty should go, as should the suggestion that the landowner is entitled to a royalty of K5 per cubic metre. Landowners should be able to set a fair market value for what they are selling, if they are not satisfied with that value then they should refuse to sell their timber rights.

6. The convoluted and virtually unreadable TRF of FMA agreements should go. All agreements between landowners and the NFA should be in terms of land and a language in which the vendors are comfortable. The consideration paid by the purchaser to the vendor should be in clear and unambiguous language.

7. The idea that the NFA has a single pro forma FMA needs to go. The NFA should get used to the idea that landowners can access independent legal advice and bargain at arm’s length with the NFA. In a free market economy, liberal-democracy, everything has a price. The bureaucratic feudal attitude that the State by virtue of its status has rights to dictate terms should be changed. Landowners may draw comfort from the likely market trend in tropical hardwoods. The secular movement in prices over the next 20 to 30 years will be up: the trees can wait in the ground and get bigger; and increase in value can be generated over the next generation. Landowners in Papua New Guinea do not have to go into the market, unless the price is right.

8. The idea that the State can appropriate part of the profits of the sale of timber rights and investment in a “trust” is paternalistic. Trust established for indigenes and pastoralists What government is really saying when it proposes to establish trusts for landowners is that landowners are stupid and cannot be trusted to look after their own property. The Department of Finance want to get control over these profits so it can direct the way the money is to be invested. They rationalise their ambitions by saying that landowners will go on a spending spree and overheat the economy.

Landowners are agriculturalists, farmers and peasants. Farmers and peasants are generally shrewd judges of market, better I would venture than bureaucrats. In a democracy the owners of private property, subject to proper industry regulation and the income tax laws, should be allowed to dispose of their surplus as they will. Profits earned by the State. The most likely way that landowners will spend their profits will be to fund farming improvements, water and electricity supply, schooling, health care, white goods and entertainment. What is wrong with this money will be "wasted". In all bosoms there are confidence tricksters, tools and tramps. But a much more real fear would be the dead hand of the bureaucrat running a multimillion trust fund.
Education towards sustainable development
Education towards sustainable development

From page 4

- contributing finance, goods and services, thus reducing the cost to government. This seldom happens in respect of the establishment of a high school and I want to commend all donors very highly.

- Education can continue to be more community-based. There will be no need to send children away from home, at the age of just 13, for grades 7 and 8.

- Boarding will virtually be eliminated, leaving primary responsibility for discipline with the parents into the difficult early adolescent years.

- While we have been experiencing severe shortage of secondary teachers, there is currently a temporary surplus of primary teachers. Several thousand primary teachers have been commended for the way in which they are upgrading their educational qualifications. They are the biggest clients of UPNG's Extension Studies Department.

The Department of Education, which controls primary teacher education, can control primary teacher supply ensuring that the supply matches demand. Secondary teacher supply, on the other hand, is controlled by UPNG with few opportunities for intervention by the department to ensure an adequate supply.

A new Diploma in Primary Teaching (In-service) has been designed and will commence during this year's Lae Holy season. This programme, with a specific focus on grades 7 and 8, will allow officers both to strengthen their content knowledge and upgrade their qualifications. I might add here that I would like to see the Goroka Campus of UPNG taking a more active role in the writing of the courses for this programme.

The curriculum will be the same in all grade 7 and 8 classes whether in primary school or provincial high school and a standard system of monitoring and assessment will be applied.

Conclusion

So, ladies and gentlemen, as you can see we have embarked on an exciting and concerted attempt to increase access beyond grade 6 with concurrent quality inputs to ensure quality. The focus for any discussions at this conference, therefore, must be on how we proceed by expanding access in this way we have started and we will continue. Rather the focus should be on how you can contribute. That you can and must contribute, I have no doubt, and I will leave it to you to decide how you can best do this.

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