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Melanesian Cultural Heritage Management Identification Study

Strategic Issues Document
REPORT TO THE FORUM SECRETARIAT

by
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Preface

This document represents the second phase of the Melanesian Cultural Cultural Heritage Management Identification Study funded by the European Union. The present document is the second document of the study.

The first was:

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Introduction

Heritage Planning, as any other planning, can only work if all the parameters are spelled out clearly, if all the threats and problems have been identified and analysed in a structured fashion to isolate symptoms from causes, and to identify the underlying causal variables giving rise to many problems.

This document represents an attempt to summarise the key issues facing the cultural heritage management programmes of New Caledonia, Vanuatu, Solomon Islands, and Papua New Guinea, based on in-country visits of by Spennemann/Vusoniwailala in November 1995 and in-country feed back to Spennemann/Meyenn in March 1996 and June 1996. The document comprises a series of tables which set out the issues and summarise the strengths, weaknesses, opportunities and threats for each issue and which develop a series of program areas which might be suitable for regional EU-funded projects.

The comments in this document have been drawn up based upon reflection of comments made by parties interviewed, as well as personal observations. The perceived weaknesses and threats expressed below are not to be construed as expressed criticisms of the *status quo* but as issues which the cultural heritage managers may wish to consider in the present and future heritage planning.

Likewise, while the strengths should be read as laudable achievements, they need to be maintained so as not to turn into weaknesses. If the underlying assumptions of proposed projects rely on current levels of identified strengths, then the reduction of these strengths will create threats to the success of the project(s).

All countries had input into the tables in their initial creation, as well as opportunities to comment on their relevant sections of the document.



Figure 1. Traditional SWOT Analysis

Issues by country

The issues are set out by country and use the traditional SWOT analysis approach (figure 1).

These issues are summarised here to allow the development of project and programme areas. The perceived weaknesses and threats expressed below are not to be construed as criticisms of the status quo but as issues which the cultural heritage managers may wish to consider in the present and future heritage planning.

Likewise, while the strengths should be read as laudable achievements, they need to be maintained so as not to turn into weaknesses. If the underlying assumptions of proposed projects rely on current levels of identified strengths, then the reduction of these strengths will create threats to the success of the project(s).

The material has been structured into five major categories with a number of sub categories for each. These categories are not country specific as the table material needs permit a regional and subregional analysis.

- 1.0 Cultural Heritage Manifestations
 - 1.1. Immovable Cultural Heritage
 - 1.2. Moveable Cultural Heritage
 - 1.3. Intangible Cultural Heritage
- 2.0 Cultural Heritage Policy and Planning
 - 2.1. Heritage Policy
 - 2.2. Cultural Heritage Legislation
 - 2.3. Heritage Planning
 - 2.4. Funding Base
 - 2.5. Heritage Agencies
 - 2.6. Key Stakeholders
- 3.0. Cultural Heritage Integration into other sectors
 - 3.1. Formal Education
 - 3.2. Community Education
 - 3.3. Tourism
- 4.0 Heritage Data Management
 - 4.1. Land Management
 - 4.2. Heritage Site Inventory
 - 4.3. Heritage Site Management
 - 4.3. Research
 - 4.4. Local Control
- 5.0 Cultural Heritage Infrastructure
 - 5.1. Extent of skill base
 - 5.4. Operations
 - 5.5. Communications

Each of these sub-categories has a number of issues appended. Not all issues were seen as relevant in all of the countries, and thus several blanks table cells remain.

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Issues by Country

Fiji					
1. Cultural heritage manifestations					
Category	Issue	Strength	Weaknesses	Opportunities	Threats
1.1. Immoveable Cultural Heritage	1.1.1. Archaeology	existence of a varied and complex archaeological record throughout Fiji, with a range of archaeological site types	Deterioration of these sites through natural disasters, neglect and active development	tangible evidence for interpreting Fiji's past if interpreted properly for educational purposes for tourists, school classes; potential income earners for land owners	continued decay, increased decay through interpretation
1.1. Immoveable Cultural Heritage	1.1.2. Historic sites	existence of a varied and complex archaeological record throughout Fiji, with a range of archaeological site types	Deterioration of the sites through natural disasters, neglect and active development	tangible evidence for interpreting Fiji's past if interpreted properly for educational purposes for tourists, school classes; potential income earners for land owners	continued decay, increased decay through interpretation
1.1. Immoveable Cultural Heritage	1.1.3. Settlement patterns and village lay-out				
1.2. Moveable Cultural Heritage	1.2.1. Material culture/crafts	existence of a viable and vibrant skills and traditions	no repository for contemporary crafts; no coordination between agencies; limited staffing limited funding low priority in community, though skills continue to be transmitted	annual cultural programs stronger government support (tangible and intangible) coordinated efforts and programs to promote arts and culture in general	varied standards of product loss of knowledge and skills limited growth limited non-government funded programs
1.2. Moveable Cultural Heritage	1.2.2. Historic material	national museum and archives are actively collecting material a large amount of material is held in private hand in form of individual items and collections	a present there is no conservator in Fiji, able to work on preserving paper materials Poor community awareness about the importance of this material held in private hands	Public education campaign to raise greater awareness on the significance of the historic materials held in private hand, address the need for proper storage and curation (privately or centrally) Training of conservators to resolve major conservation problems exist	Danger of loosing staff (once trained and skilled) to other national and international agencies
1.2. Moveable Cultural Heritage	1.2.3. Archival documents				

Fiji

1. Cultural heritage manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.3. Intangible Cultural Heritage	1.3.1. Land tenure	existence of the Native Lands Commission which defines and deals with many of the management issues and policies; active program to protect heritage sites Ideal institution to provide management on a community/rural base	still conflict arising over original NLC findings and declarations	strengthen NLC management ability and enhance co-operation of NLC with other heritage agencies; improve appreciation of heritage issues by NLC staff and in NLC policies	Low prioritisation of heritage issues
1.3. Intangible Cultural Heritage	1.3.2. Genealogies	existence of a viable and vibrant intangible cultural heritage; substantial amounts of material has already been recorded	storage and record keeping limited awareness of the existence of the material limited coordination of documentation efforts with other agency programs; limited accessibility	retention of important information through an coordinated effort	Loss of recorded material through poor records management and records preservation
1.3. Intangible Cultural Heritage	1.3.3. Linguistics	Fijian and Hindustan languages actively spoken and taught in schools	Only taught to a certain level; not examinable in secondary schools	development of language curriculum to extend Pidgin (promotion of a regional language) make language skills examinable in secondary schools	
1.3. Intangible Cultural Heritage	1.3.4. Oral traditions	existence of a viable and vibrant intangible cultural heritage various agencies and centres record oral traditions	threat by westernisation continued commercialisation of Fiji lack of government programs to fund documentation and fostering of oral traditions the documentation effort is not coordinated the storage conditions of the recordings are often inappropriate, w	develop awareness programs; develop programs to include these elements in primary school curricula formalisation of links between the various recording centres exchange of technical skills to safeguard the future of the recordings (inc, centralised archives)	Loss of knowledge; lack of willingness to balance traditional needs and ideas in a modern context
1.3. Intangible Cultural Heritage	1.3.5. Performance traditions	traditional roles exist existence of a viable and vibrant intangible cultural heritage contemporary dance theatre in existence; traditional dances allow to interpret Fijian cultures for tourist in the resorts dance a major future of expression for all n	threat by westernisation continued commercialisation of Fiji lack of government programs to fund documentation and fostering of performance; no institutionalised approach has been made; no encouragement to continue the development process apart from the t	develop awareness programs; develop formal programs to include these elements in primary school curricula; establishment of a centre with mission to teach and record traditional dance and performances national festival regional and international exchange	loss of knowledge; lack of willingness to balance traditional needs and ideas in a modern context; repetition with limited input from the dau-ni-vucu (composer of the dance)

Fiji

1. Cultural heritage manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.3. Intangible Cultural Heritage	1.3.6. Music	existence of a viable and vibrant intangible cultural heritage traditional roles exist some research/studies have been undertaken some contemporary material is produced	studies and re-search/documentation efforts have been very limited; no institutionalised approach has been made; efforts depend on individuals; o intellectual copyright laws in place to protect artists	develop programs to include these elements in primary school curricula; establishment of a centre with mission to teach and record traditional music	much of present traditional music suffers from poor performance quality; loss of overall knowledge leads to lack of quality control by peers
1.3. Intangible Cultural Heritage	1.3.7. Traditional obligations/exchange systems	existence of a viable and vibrant intangible cultural heritage			
1.3. Intangible Cultural Heritage	1.3.8. Traditional political systems (hierarchies/chiefly structures etc..)				
1.3. Intangible Cultural Heritage	1.3.9. Traditional skills and knowledge	traditional roles exist some research/studies have been undertaken	studies and re-search/documentation efforts have been very limited; no institutionalised approach has been made; efforts depend on individuals	develop systematic documentation program; develop programs to include these elements in primary school curricula;	loss of overall knowledge

Fiji
2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.1. Heritage Policy	2.1.1. Attitude to Policy	The public service commission is encouraging government departments to develop Corporate Plans defining policy and objectives. Most government departments have incorporated heritage issues (where appropriate) into the general documents	no overarching national cultural policy	develop a national cultural policy by incorporating individual departmental objectives and policies into a cohesive document.	time commitment by the stakeholders
2.1. Heritage Policy	2.1.2. National Heritage Policy				
2.1. Heritage Policy	2.1.3. Institutional/Departmental policy				
2.1. Heritage Policy	2.1.4. Provincial/District Policy				
2.2. Cultural Heritage Legislation	2.2.1. Appropriateness	museum is completing a review of the existing Preservation of Objects of Archaeological and Palaeontological Interest Act (1940)	the Preservation of Objects... Act of Fiji is outdated and has only limited strength; the legal protection of heritage is covered by various acts with various partially overlapping levels of authority	a sustainable development bill needs to be drafted which includes Inter alia the protection of maritime sites and historic places with stronger provisions of management and enforcement.	lack of government commitment to drafting and introducing the new acts
2.2. Cultural Heritage Legislation	2.2.2. Level of protection	The level of protection is increasing rapidly	In view of the advances of heritage management theory and the increased development pressure, the Preservation of Objects... Act of Fiji is outdated. Historic and maritime sites are only protected through interpretation of provisions in other acts	formalise links between various agencies to strengthen co-ordination of heritage protection efforts; creation of a pool for heritage funding; review the heritage provisions of various other acts (for example the Native Lands Trust Board) to ensure that the	Protectiveness of agencies of their roles
2.2. Cultural Heritage Legislation	2.2.3. Enforcement	organised heritage management body in place (Fiji Museum)	the fining structure of the heritage protection legislation is insufficient, leading to the demotion of many cultural heritage sites due to ignorance or malevolence.	training of law enforcement officers on the need to police the management and protection of Fiji's cultural heritage; development of community awareness programs	lack of supervision; lack of maintenance of programs on a regular basis
2.2. Cultural Heritage Legislation	2.2.4. Protection of intangible heritage	existence of a viable and vibrant intangible cultural heritage	intellectual property rights have not been addressed in existing legislation;	documentation and active teaching of this heritage could be improved; development of a intellectual property rights act/code of ethics	

Fiji
2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.2. Cultural Heritage Legislation	2.2.5. Research Permits	Heritage research permitting system in place	there is a reluctance on behalf of the researchers to accept and follow the imposed conditions.	Reformulation of the heritage act to include historical and maritime archaeology	
2.3. Heritage Planning	2.2.1. Attitude to Planning	there is substantial co-operation between the various arms of the government working on heritage management; other arms of the government, such as the Environment Department, are developing resource management plans which include heritage resources	the heritage planning effort is, at present, not centralised; lack of trained staff in various agencies	definition of formal roles of heritage planning and management	Protectiveness of agencies of their roles
2.3. Heritage Planning	2.2.2. National Level Planning		no long term national development planning of culture and the arts	inclusion of culture, heritage and the arts in the formal national development plan as an area of importance	heritage not prioritised on a national level
2.3. Heritage Planning	2.2.3. Institutional/Departmental Planning	Fiji Museum committed to proactive work and planning	Corporate planning currently being carried out on a departmental level only; heritage not taken as an issue apart from those agencies specifically charges with the responsibility no overarching planning, no national integration of heritage efforts	Co-ordination of heritage related planning efforts throughout the government	Heritage issues may not be given priority by various government departments, resulting in a reluctance to participate in such a process
2.3. Heritage Planning	2.2.3. Institutional/Departmental Planning	Fiji Museum committed to proactive work and planning	As this a recent management issue in Fiji, there limited awareness for the need for heritage management planning in many agencies	public education; training of staff of other agencies to proactively work on heritage issues	
2.3. Heritage Planning	2.2.4. Provincial/District Level Planning				
2.4. Funding Base	2.4.1. National Government	National government funds the Fiji Museum operating costs and the staff	Limited funding; constraints on staff expansion	increase funding allocation for the museum, both operating grant and infrastructural grant	stagnation or decreases in funding levels
2.4. Funding Base	2.4.2. NGO's	limited funding base; can access donor funding	limited grant writing skills, limited access to donor funding	improve ability to attract donor funding for projects	
2.4. Funding Base	2.4.3. Regional heritage bodies	funding s obtained from regional bodies for communications, training etc.	requires liaison to agree on 5 year programme and identification of funds	strong and dynamic regional heritage bodies	maintaining liaison and focused objectives
2.4. Funding Base	2.4.4. Grant writing skills	the museum is successful in obtaining grants from various donors	grant writing skills are limited to a few staff	expand grant writing skill base; expand awareness of available grants	

Fiji

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.4. Funding Base	2.4.5. Private Sector				
2.5. Heritage Agencies	2.5.1. Regional Co-operation, formal channels	Establishment of PIMA, PARBICA Growing strength of the Melanesian Spear Head Group	some governments may not send the most appropriate person to the meeting organisations still in early stages of development, and both links of development, and both links and negotiating powers are weak depends on individuals	increased liaison on a regional level with regular meetings; develop a pool of professionals to share expertise (training and consultancy work)	funding
2.5. Heritage Agencies	2.5.2. Regional Co-operation, informal channels	Establishment of personal contacts during formal meetings			
2.5. Heritage Agencies	2.5.3. Agency co-operation	good informal co-operation	lack of formalised co-operation; links reliant on personal initiatives of individuals	formalisation of links	
2.5. Heritage Agencies	2.5.4. Central co-ordination of heritage efforts.	slight increase in financial support to heritage management agencies in general	no central coordination of heritage management efforts	Natural and Cultural policy and establishment of a Heritage Commission	duplication or non-addressal of issues because of absence of central agency lack of concerted and coordinated funding approaches
2.5. Heritage Agencies	2.5.5. NGOs				
2.5. Heritage Agencies	2.5.6. Decentralisation of heritage management.	interest in regional and local site development for eco-tourism purposes; trying to decentralise eco-tourism project management	only Fijian heritage site recording held by the Fiji museum; European and post-contact architecture held by the town planning departments	development of regional technical advisory bodies	
2.5. Heritage Agencies	2.5.7. Interaction of local with central authorities				
2.5. Heritage Agencies	2.5.8. Local involvement				
2.6. Key Stakeholders	2.6.1. Government development agencies	Not an issue to maintain and protect heritage in most development agencies	some agencies do not set examples for others to follow in terms of heritage safeguards	large-scale educational program; institutionalise heritage issue as important	loss of heritage
2.6. Key Stakeholders	2.6.2. Local Communities				
2.6. Key Stakeholders	2.6.3. Developers	developers are generally aware of the heritage issues	Environmental Impact Assessment laws not yet in place; loss of built environment limited ability to monitor the actions of the developer	pass EIA laws	limited ability to monitor the actions of the developer
2.6. Key Stakeholders	2.6.4. Religious Institutions				

3. Cultural heritage integration into other sectors

Fiji

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.1. Education policy				
3.1. Formal Education	3.1.2. Curriculum Development	heritage education is one of the goals of the curriculum development unit the curriculum is being revised at the moment	lack of formalised processes, it is left to the teachers to include heritage in the curriculum	inclusion of heritage in a number of subjects (as a sub-element); formal links between heritage management agencies and the curriculum development unit	funding for the development of curriculum materials is very limited. funding for guest teachers/demonstrators is non-existent and relies on good will
3.1. Formal Education	3.1.3. Primary Schools	Started teaching vernacular languages; individual teachers take initiatives	lack of formalised processes, it is left to the teachers to include heritage in the curriculum	greater inclusion of heritage issues in curriculum development; improved planning coordination between agencies	funding for guest teachers/demonstrators is non-existent and relies on good will
3.1. Formal Education	3.1.4. Secondary Schools	Started teaching vernacular languages; individual teachers take initiatives	lack of formalised processes, it is left to the teachers to include heritage in the curriculum	greater inclusion of heritage issues in curriculum development; improved planning coordination between agencies	funding for guest teachers/demonstrators is non-existent and relies on good will
3.1. Formal Education	3.1.5. Tertiary Institutions	USP is a local and regional provider of experience; USP caters for the region and departments include local content relevant to the student's Pacific context	no formal training in cultural heritage is offered no local or regional training of heritage management in a Pacific context	inclusion of heritage/archaeology as a subject in the new curriculum (under Geography)	lack of coordination of training on a regional basis
3.1. Formal Education	3.1.6. Role of the museum	museum with good displays; public education publications;	limited funding;	improved interpretative facilities; formal links between museum and the curriculum development unit	funding long term planning for heritage lacking
3.2. Community Education	3.2.1. Community Education Policy	several heritage-type videos have already been produced; utilisation of agency's knowledge (eg Fiji Museum)	lack of coordination of efforts; not produced on a consistent basis	Establishment of video unit to specialise in producing this type of material; ideally produce a series of videos	funding; commitment of other agencies
3.2. Community Education	3.2.2. Government Agencies				
3.2. Community Education	3.2.3. Museums and Cultural Centres	strong national museum; good displays; public education publications; large collections staff development plan written;	limited funding;	improved infrastructure (Facility); improved interpretative facilities;	funding
3.2. Community Education	3.2.4. NGO's	NGO's often realise (at the grass roots level) that cultural and heritage information is lost and make an effort to disseminate information	Funding; lack of coordination of efforts	development of a range of community programs based on cultural heritage	demise of organisations due to lack of funding

3. Cultural heritage integration into other sectors

Fiji

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.5. Radio	regular radio programs available to those who wish to listen	lack of coordination of efforts; video and television is displacing radio in urban areas	coordinated efforts to produce regular shows; advertise the broadcasting of these shows	
3.2. Community Education	3.2.6. Semi-academic journals	A scholarly journal, <i>Domodomo</i> , is in existence; lots of people who could provide material for the journal	most journals focus at the academic level only	introduce more magazines specialising in regional stories focussing on local people	
3.2. Community Education	3.2.7. Local TV	approximately 18% of the screening on local TV has local content or is locally produced	lack of coordination; media largely ignorant of heritage issues; heritage info, if provided, often not screened by TV	greater coordination between media, heritage agencies and the curriculum development unit	
3.2. Community Education	3.2.8. Print Media	articles on Fijian Cultural Heritage regularly occur in the papers	lack of coordination; media largely ignorant of heritage issues; what media prints is not always factual	greater coordination between media, heritage agencies and the curriculum development unit	power of editors to ignore advice
3.2. Community Education	3.2.9. Public displays	the museum is starting to look at travelling exhibitions	limited number of movable public displays	development of road show displays to access/outreach to rural areas	funding; staff-time commitments
3.2. Community Education	3.2.10. Role of formal Education system	Curriculum development unit sees community education as an integral element of their work	lack of coordination between educational organisations	development of public programs on large scale to reach rural communities	funding resources to allow for development of teaching materials
3.2. Community Education	3.2.11. Targeted education of impact generators (developers, loggers, builders etc.)				remote nature of some communities
3.2. Community Education	3.2.12. Youth programmes				
3.2. Community Education	3.2.13. Public lecture series	on occasion the Fiji Museum offers public lectures	public lecture series is not a priority given the limited audience which would be attracted to such a medium		
3.2. Community Education	3.2.14. Private Sector				
3.3. Tourism	3.3.1. Tourism Policy	Department of Tourism has developed an eco-tourism policy	Small unit with limited funding; little impact		

Fiji

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.3. Tourism	3.3.2. Tourism Planning	Management plans are being developed by various agencies	no systematic approach to the heritage tourism issue; Policy not yet implemented	cultural heritage sites may see protection through economic incentives	coupling of economic incentives and heritage conservation may see sites decay of incentives are less than expected
3.3. Tourism	3.3.3. Marketing				
3.3. Tourism	3.3.4. Stakeholder consultation	Department of Tourism has developed an eco-tourism policy	village involvement in policy development limited Policy not yet implemented	cultural heritage site may see protection through economic incentives	coupling of economic incentives and heritage conservation may see sites decay of incentives are less than expected sites may suffer from increased visitation
3.3. Tourism	3.3.5. Land owner involvement	Increased awareness of eco-tourism issues by the general community	village involvement in policy development limited; little involvement of landowners at the planning/policy level		sites may suffer from increased visitation; landowners may wish to increase visitation to increase revenue
3.3. Tourism	3.3.6. Tour guiding				
3.3. Tourism	3.3.7. Impact assessments				
3.3. Tourism	3.3.8. Income options	Revenue opportunities for land owners as well as for the national government			landowners may wish to increase visitation to increase revenue

4. Cultural heritage data management

Fiji

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.1. Land Management	4.1.1. Sensitivity of access to land/land information				
4.1. Land Management	4.1.2. Sensitivity of access to traditional sites (& information)				
4.1. Land Management	4.1.3. Databasing of general information				
4.1. Land Management	4.1.4. Databasing of ownership information				
4.1. Land Management	4.1.5. Databasing of cultural landscape information				
4.2. Heritage Site Inventory	4.2.1. Structure of register systems	existing archaeological site recording system	site recording is limited to traditional Fijian sites; post contact and maritime sites are generally neglected; historic buildings registered by town planning authorities	Implement computerisation of site and collection records which is compatible and allows cross-agency exchange of data	funding and staff-time limitations; inter agency rivalry
4.2. Heritage Site Inventory	4.2.2. Spatial coverage of register systems				
4.2. Heritage Site Inventory	4.2.3. Recurrent verification of information		not in place, considering the limitations of staffing resources the verification of old records is a luxury	verification be carried out	funding and staff-time limitations
4.2. Heritage Site Inventory	4.2.4. National Survey Programme	a national survey programme is in place and is being carried out; other government departments have been involved	funding limitations prevent large scale surveys	large scale surveys	funding
4.2. Heritage Site Inventory	4.2.5. Provincial/District Survey Programme				
4.3. Records and Collections Management	4.3.1. Archival management of data	archives hold large collections of material; other institutions (inc.. overseas) hold archaeological material	material not necessarily accessible; big backlog of data entry and processing	computerisation for full cataloguing, both in Fiji and overseas	lack of funding; lack of cooperation of some overseas agencies

Fiji

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.3. Records and Collections Management	4.3.2. Automatisation	current implementation of centralised computerised site records; utilisation of centralised GIS information	lack of data compatibility; data management scattered between agencies; site recording is limited to traditional Fijian sites; post contact and maritime sites are generally neglected; disjointed heritage site records system with historic buildings register	development of a register is nationally and culturally significant sites and places tied into the land management GIS; link in of the site data with a government operated GIS	duplication of information; collections of inappropriate miscellaneous data
4.3. Records and Collections Management	4.3.3. Traditional records management.	NLC Art Council			
4.3. Records and Collections Management	4.3.4. Museums/cultural centres collection management	systems in place to manage the data	old records limited; data quality on occasion doubtful or limited	verify old records and complete full computerisation of site records	availability of staff and resources to achieve this
4.3. Records and Collections Management	4.3.5. Access limitations (safeguards)	Good access to knowledgeable people willing to tell what they know	lack of coordinated effort	coordinate and monitor knowledge	loss of information due to death of informants
4.3. Records and Collections Management	4.3.6. Oral History & Performance Documentation				
4.4. Research	4.4.1. Proactive Planning		lack of research management planning	draw up a research management plan prioritising the various research needs	
4.4. Research	4.4.2. Internal capacities	an archaeology branch has been established by the museum; the branch is staffed by a permanent Fijian position and a expatriate volunteer.	Fijian archaeologist does not have full archaeology training/degree (occurs / is planned)	archaeology section to be expanded with fully tertiary qualified staff	limitations of budget
4.4. Research	4.4.3. Foreign research into the country's heritage	much interest in researching Fiji's heritage;	heritage research approval processes convoluted with various approving authorities unsure about the requirements reports of research conducted are often not sent back to the country, let alone the villages	streamlining of the heritage research approval processes; development of country priorities to achieve country/need driven research benefiting Fiji	'undesirable' research may be conducted
4.4. Research	4.4.4. Co-operative agreements		no co-operative research agreements with universities or other heritage organisations are in place	develop policy and objectives to engage in strategic alliances with tertiary institutions to provide focussed research	reluctance of universities to enter into co-operative agreements with performance indicators
4.4. Research	4.4.5. Approval processes				

Fiji 4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.4. Research	4.4.6. Administration of ongoing projects				
4.4. Research	4.4.7. Records depository		no central repository for reports on sites and other research on Fijian heritage;		
4.4. Research	4.4.8. Access to results				
4.5. Heritage Site Management	4.5.1. Access to knowledge				
4.5. Heritage Site Management	4.5.2. Ownership of sites	strong affiliation of the people with their land	In a variety of cases land may be owned by people who have no personal affiliation with the heritage of that land, and thus may not look after the sites	public education to show that heritage sites are valuable, significant to all Fijians and un-renewable	Development of forestry; Development of agriculture; Development of tourism; Lack of commitment of those have no personal affiliation with the heritage of the land they own
4.5. Heritage Site Management	4.5.3. Significance evaluation				
4.5. Heritage Site Management	4.5.4. Development of site management plans				
4.5. Heritage Site Management	4.5.5. Interventional Conservation Measures				
4.6. Local Control	4.6.1. Local control of data/information				
4.6. Local Control	4.6.2. Local control of access to sites				

Fiji

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.1. Extent of skill base	5.1.1. Core heritage government agencies	the Fiji Museum currently establishes new positions to broaden and deepen its skill base	funding for new positions is limited; qualified/trained staff attracted by opportunities outside the institution both locally and regionally; current remuneration is inadequate	Increased funding for employment of trained staff	better paid employment opportunities elsewhere in the region (NZ, Australia and International agencies); active poaching by other agencies
5.1. Extent of skill base	5.1.2. NGO agencies		no fully trained Cultural Heritage Management Skill Base exists in the NGOs	selected staff training in heritage management; awareness training for others	
5.1. Extent of skill base	5.1.3. Peripheral heritage government agencies		1. Liaison in heritage management matters made difficult because lack of awareness and/or motivation in peripheral agencies. 2. heritage research approval processes convoluted with various approving authorities and their staff unsure about the requirements	staff training in heritage management as a whole (to improve appreciation of heritage) and in staff/agency-specific roles	
5.1. Extent of skill base	5.1.4. Private Sector				
5.1. Extent of skill base	5.1.5. International Volunteer Base	various organisations operate volunteer programs (VSO, AVA, JICA). Successful to tap into this program (currently I AVA IJICA)	expansion of program is constrained by availability of funding for local counter parts		governments need to maintain the funding of the counter parts
5.1. Extent of skill base	5.1.6. Local Volunteer Base				
5.1. Extent of skill base	5.1.7. Training agendas	The Fiji Museum has developed a staff development strategy and a museum development plan	the implementation of the staff development strategy is constrained by funding	improve training opportunities on a local and regional basis	lack of coordination of training on a regional basis
5.2. Buildings/Plant	5.2.1. Exhibition Building				
5.2. Buildings/Plant	5.2.2. Administration				
5.2. Buildings/Plant	5.2.3. Collection Storage				
5.2. Buildings/Plant	5.2.4. Professional Library	the Fiji Museum possess a substantial professional library			
5.2. Buildings/Plant	5.2.5. Treatment Laboratory				
5.2. Buildings/Plant	5.2.6. Performance Facility				

Fiji 5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.2. Buildings/Plant	5.2.7. Public Library	a public Library exists in Suva with holdings on local history and Fijian heritage the University of the South Pacific operates a university library with substantial holdings on Pacific cultural heritage and policy	admittance to the library requires membership or payment of fee		
5.2. Buildings/Plant	5.2.8. (Museum) Shop	The Fiji Museum operates a shop selling publications, T-shirts, handcraft and other related goods generating income			
5.3. Equipment	5.3.1. Saturation with computers	Cultural Heritage Management Departments have computers; computerisation of records is currently under way	limited number of machines; computers are often not compatible	greater compatibility of computers through investment in systems	limitations in funding
5.3. Equipment	5.3.2. Office equipment				
5.3. Equipment	5.3.3. Recording/editing Suite				
5.3. Equipment	5.3.4. Photo production/Darkroom				
5.4. Operations	5.4.1. Operational constraints	@@@			
5.4. Operations	5.4.2. Mobility of staff (attitudes)	@@@			
5.4. Operations	5.4.3. Mobility of staff (vehicles etc.)	@@@			
5.5. Communications	5.5.1. Policy				
5.5. Communications	5.5.2. Fieldworker communications				
5.5. Communications	5.5.3. Access to the Internet				

Solomon Islands					1. Cultural Heritage Manifestations				
Area	Issue	Strength	Weaknesses	Opportunities	Threats				
1.1. Immovable Cultural Heritage	1.1.1. Archaeology	a rich and varied archaeological record present in all provinces; substantial interest in the documentation and recording of these resources archaeology department of the National Museum carries out surveys and documentation substantial overseas research interest	the recording and documentation is not yet complete	much opportunity for recording and documentation					
1.1. Immovable Cultural Heritage	1.1.2. Historic sites	a rich historic heritage exists in the provinces with substantial presence of colonial architecture (planter's homes) presence of prominent marine archaeological sites	no systematic documentation of historic sites, little interest in non-WWII related sites	conduct a national survey of historic buildings and sites to develop a national register	lack of interest in the colonial past				
1.1. Immovable Cultural Heritage	1.1.3. Settlement patterns and village lay-out								
1.2. Moveable Cultural Heritage	1.2.1. Material culture/crafts	administration of the tangible cultural heritage management in the SI is the responsibility of the National Museum.							
1.2. Moveable Cultural Heritage	1.2.2. Historic material	the national museum has a very limited collection of historical artefacts and materials		improve the Solomon Islands National Museums capacity to manage, display and interpret historical materials					
1.2. Moveable Cultural Heritage	1.2.3. Archival documents	some material is held in country, but most is owned by overseas countries	the Solomon Islands records depository has limited capacity to store fragile/rare materials	improve the capacity of the Solomon Archives to house and manage historical materials					
1.3. Intangible Cultural Heritage	1.3.1. Land tenure	land tenure is very complex and people multiple rights hold to various aspects of the land, its vegetation and resources as well as the produce derived from the vegetation	this complexity makes effective negotiations with local communities very complicated That not only impacts on the success of economic and infrastructure development projects, but also on the success of museum-run oral history recording projects, such as the Kirito (Dolphin) Project Fanaiei						
1.3. Intangible Cultural Heritage	1.3.2. Genealogies								

Solomon Islands

1. Cultural Heritage Manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.3. Intangible Cultural Heritage	1.3.3. Linguistics	vernacular languages spoken in the provinces vernacular languages taught in the first years of the primary school curriculum in many areas	children of culturally mixed marriages may grow up in Honiara without being able to speak the vernacular language of either the father or the mother vernacular language teaching in primary school depends on the availability of a teacher from the local cultural group and a homogeneous school population		
1.3. Intangible Cultural Heritage	1.3.4. Oral traditions	Audio-visual department of the national museum which records oral traditions, dance and performance throughout the provinces			
1.3. Intangible Cultural Heritage	1.3.5. Performance traditions	Audio-visual department of the national museum which records oral traditions, dance and performance throughout the provinces			
1.3. Intangible Cultural Heritage	1.3.6. Music	Audio-visual department of the national museum which records oral traditions, dance and performance throughout the provinces			
1.3. Intangible Cultural Heritage	1.3.7. Traditional obligations/exchange systems		Urbanisation conflict with inter-island riots in 1989 and 1996, mainly Malaita vs Temotu. Malaita having the largest population and the longest history of political agitation, dangers of political polarisation along island lines. Malaita and other islands community tend to close ranks against outside threats. Small non-Melanesian/Polynesian/Micronesian communities (Chinese ~2%)		
1.3. Intangible Cultural Heritage	1.3.8. Traditional political systems (hierarchies/chiefly structures etc..)	the traditional political systems are still in place and working to varying degrees throughout the country	there is a trend to inter-cultural/ethnic conflicts developing in urban areas children of culturally mixed marriages may grow up in Honiara without being able to understand the particular cultural traditions of either the father or the mother		

Solomon Islands

1. Cultural Heritage Manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.3. Intangible Cultural Heritage	1.3.9. Traditional skills and knowledge	The Museum has a 'cultural centre' component, holding eight Kustom houses from the different provinces. Much of traditional knowledge is changing			

Solomon Islands

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.1. Heritage Policy	2.1.1. Attitude to Policy	Solomon Islands heritage professionals have raised the development of a national heritage policy as a desirable outcome for the near future	little political interest in developing a systematic cultural heritage policy, not a priority politicians are perceived as paying only lip service to Kustom constant shifts in government emphasis are not conducive for the development of a cohesive approach to policy and prevent decision making lack of systematic records keeping and consultation of files implies that previously passed policy is not consistently applied and many decisions are made on the run.	increase awareness for the necessity of a comprehensive cultural policy target groups: among all ministries and agencies	
2.1. Heritage Policy	2.1.2. National Heritage Policy	The maintenance of Kustom as a national aim is enshrined in the preamble to the constitution tentative plans exist to establish a cultural commission of the Solomon Islands with the aim to coordinate efforts and to develop policy	There is at present no formalised national heritage policy . Culture and cultural policy is often seen as limited to the museum only	establish a cultural commission of the Solomon Islands to pave the way for the development of a comprehensive and integrated national cultural heritage policy which in turn will allow the development of cultural legislation The Cultural Commission should be a statutory body cutting across the normal line ministries (There are precedents, but these are usually money-making ventures). The commission could perhaps be placed under the prime minister's office to give it more authority and status convene a (moderated?) National Cultural Convention to discuss and develop a national cultural policy	cultural groups may wish to participate in a convention but may not be prepared to underwrite a national policy some cultural groups are extremely well organised and disciplined in negotiations, these may dominate the agendas
2.1. Heritage Policy	2.1.3. Institutional/Departmental policy	The National Museum has in place an internal policy governing its operations and collection management. Museum claims to generate ideas on policy which are submitted to PS but are rarely used or followed up	This policy was drafted as a national policy, which was not accepted Museum uses the policy as an internal document, but cannot give it legal weight Absence of a Museum Act defining the role and responsibilities of the National Museum		opposition by government agencies fearing a splitting of funds

Solomon Islands

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.1. Heritage Policy	2.1.4. Provincial/District Policy	while provincial governments have developed legislation they have not established a policy framework on Kustom and cultural heritage issues	improve the capacity of the provinces to develop cultural heritage policy and to develop a proactive management framework.		
2.2. Cultural Heritage Legislation	2.2.1. Appropriateness	heritage legislation exists on the national and the provincial level	the regional coverage of the legislation is patchy, with some provinces well set up and other not at all	conduct as systematic, country-wide review of the heritage legislation;	lack of co-operation by provincial governments fearing interference in local matters
		comprehensive legislation in place in some provinces Guadalcanal province has a law related to sites to regulate development activities	No comprehensive national legislation enacted Heritage law may need revision/updating	standardise legislation; development of a comprehensive national protective legislation draft a master law for use by provincial governments	
		A National Heritage Bill has been drafted to enable the declaration of World Heritage Areas	Lack of a Museum Act defining the role and responsibilities of the National Museum The National Heritage Bill focuses mainly on the Environmental elements	develop enabling legislation which defines the roles and responsibilities of the National Museum ensure that the National Heritage Bill acknowledges the inherent and inseparable link between environment and Kustom	

Solomon Islands

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.2. Cultural Heritage Legislation	2.2.2. Level of protection (National)	<p>the level of heritage protection varies across the country and provinces</p> <p>limited co-operation between the provinces and the national museum, with only some provinces coming to the museum for advice</p> <p>export of WWII relics prohibited under the 1982 Protection of War Relics Act</p> <p>The Solomon Airlines in-flight magazine carries a notice to the effect in the country information section</p> <p>The Customs and Excise Act prevents the export of artefact;</p> <p>export of artefacts is prohibited unless permitted by the museum/Ministry of Culture</p> <p>Forestry legislation requires an Environmental Impact Assessment before proceeding with development, paid for by the developer</p> <p>a cultural heritage law had been drafted in 1989/1990 and was submitted to cabinet</p>	<p>national agencies have problems keeping up with local variations in provincial laws</p> <p>no formal channels of notification</p> <p>implementation of the national 1982 Protection of War Relics Act is also complicated through the provincial legislation, which also determines what is to be protected</p> <p>national heritage legislation does not provide a uniform approach. Any national enforcement relies on utilisation of ancillary legislation (eg. Customs and Excise Act), or on provincial approaches.</p> <p>The Customs Act does not specify the type of artefact which may not be exported</p> <p>there is no national legislation requiring the executing of archaeological pre-development surveys</p> <p>The heritage bill was never followed up and did not become law</p>	<p>heritage law needs revision/updating; conduct a systematic, country-wide review of the heritage legislation; attempt to standardise national and especially provincial legislation; draft new national laws but ensure the presence of an overarching enabling legislation</p>	

Solomon Islands

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.2. Cultural Heritage Legislation	2.2.2. Level of protection (Provincial)	<p>the level of heritage protection varies across the country and provinces</p> <p>Some provincial legislation prohibits the export of artefacts</p> <p>Customary exchange of shell monies between island groups now belonging to different, independent countries is allowed under national legislation administered by the Ministry of Commerce</p> <p>Under provincial legislation archaeological surveys may be mandated for Environmental Impact Assessments, (eg. Isabel Province, which required a logging company <i>inter alia</i> to execute a survey of sites in the affected areas</p>	<p>uneven level of protection between various provinces</p> <p>national agencies have problems keeping up with local variations</p> <p>provincial legislation has uneven coverage, with some provinces preventing the export of items, while others permit it</p> <p>The provisions in some provincial laws restrict their export <i>out of the province</i>, thus making illegal any acquisition by the National Museum in Honiara as well as customary exchanges between cultural groups residing in different provinces</p> <p>The export is not monitored and only little information exists on the quantity and quality of the material moved.</p>	<p>conduct a systematic, country-wide review of the heritage legislation with the aim to update</p> <p>attempt to standardise national and especially provincial legislation; draft new provincial laws.</p>	
2.2. Cultural Heritage Legislation	2.2.3. Enforcement (general)	<p>damage to World War II sites is prohibited</p>	<p>the sites are becoming increasingly looted and depleted</p> <p>substantial black market trade in scrap metal, especially copper-alloys derived from ammunition cartridges, breech-blocks, copper-wiring of generators and the like</p> <p>lack of awareness of existing legislation and its applicability throughout the public service</p> <p>damage to other sites is not monitored</p>	<p>public education programmes; increase enforcement capacity</p>	<p>interagency rivalry</p> <p>lack of institutional interest</p>

Solomon Islands

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.2. Cultural Heritage Legislation	2.2.3. Enforcement (national)	<p>export of artefacts is prohibited unless permitted by the museum/Ministry of Culture;</p> <hr/> <p>outgoing luggage (cabin and hold) is hand searched at Honiara airport, which allows to find illegal exports of artefacts</p> <p>customs was able to find material on two occasions.</p> <hr/> <p>In the 1980s a co-operative programme existed in which the museum trained law new recruits of law enforcement officers in recognition of traditional and export prohibited materials. It is these officers who make the positive identification (see above)</p>	<p>based on observations by individuals;</p> <p>lack of enforcement capacity;</p> <p>lack of enforcement attitude;</p> <p>any enforcement relies on the utilisation of ancillary legislation, such as the Customs and Excise Act, or on provincial approaches</p> <hr/> <p>export-prohibited artefacts on sale in the duty-free shop in departure lounge (in security area)</p> <p>hand search of outgoing luggage (cabin and hold) is very perfunctory</p> <p>lack of training of customs official means that material is not recognised and leaves the country</p> <p>lack of will to enforce</p> <p>lack of ability to identify export prohibited items resulted in material being exported, even though found during inspections</p> <p>the cooperation solely dependent on individuals. Once they were shifted, the practice of museum training was discontinued</p>	<p>public education programmes;</p> <p>increase enforcement capacity</p> <hr/> <p>training programmes for law enforcement officers;</p> <p>formalise the training agendas</p> <p>formalise cooperation</p>	<p>interagency rivalry</p> <p>lack of institutional interest</p> <p>the constant shifts of government officials was seen as detrimental to long-term planning effort</p>

Solomon Islands

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.2. Cultural Heritage Legislation	2.2.3. Enforcement (provincial)	Enforcement in provinces very complex.	enforcement in provinces more complicated and varied. customary gifts to visitors may be legal but become illegal when exported National Museum cannot override provinces unless material is listed in the Customs Act Museum is rarely asked for export permission many artefacts are exported through yachts which can access small harbours throughout the islands with little surveillance	public education programmes; increase enforcement capacity training programmes for law enforcement officers; training of navy patrol boat crews on cultural heritage issues (to enforce it on the islands) public education campaign in provinces enlist local police forces as custodians of heritage	interagency rivalry lack of institutional interest
2.2. Cultural Heritage Legislation	2.2.4. Protection of intangible heritage	existence of a viable and vibrant intangible cultural heritage; interest in the development of new forms of cultural expressions documentation and active teaching of this heritage occurs / is planned	intellectual property rights have not been addressed in existing cultural heritage legislation;	development of a intellectual property rights act/code of ethics	
2.2. Cultural Heritage Legislation	2.2.5. Research Permits	research approval committee exists, but applicants are unsure about the procedures	the management/operation of the committee relies on one person. If the person out of country no decisions are made		
2.3. Heritage Planning	2.2.1. Attitude to Planning	some elements of the cultural heritage management field recognise the need for coordinated planning	little cooperation between ministries; little communication about planning between ministries; ministries see overall planning as infringing on own patch planning was described a reaction to threats facing a given ministry. If problems with landowners occur, heritage policy/plan are developed to solve the issue; lack of continued consultation and co-operation in non-crisis times	improve the receptiveness of various ministries and agencies to the need to plan for heritage; public awareness campaigns to change public attitude	limited receptiveness may prevail as other pressures impact on individuals/other agencies

Solomon Islands

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.3. Heritage Planning	2.2.2. National Level Planning	A number of interested and qualified staff in place	planning process is splintered; lack of realistic medium-term planning and frequency of <i>ad hoc</i> decisions causes instability in government programmes limited use is made of file information, leading to requests to re-solve issues already addressed and other reduplication of efforts	establishment of a national heritage development and management planning process and development a sample master plan development of regional heritage development and management planning processes prioritisation of heritage planning and funding on a nation	limitations of staff resources to address these issues
2.3. Heritage Planning	2.2.3. Institutional/ Departmental Planning	The National Museum has developed an internal policy and development plan.	no planning processes take place in agencies outside the regular development plan cycle	develop a second planning cycle to assess the impact of the national development plan on the heritage management field	
2.3. Heritage Planning	2.2.4. Provincial/District Level Planning		no planning processes on the provincial levels; ad hoc decision making; sometimes within a policy framework		
2.4. Funding Base	2.4.1. National Government	all operating and establishment funds derived from the National government budget funding is supplemented from regional aid funds	funds are not sufficient to maintain an effective operation, let alone to expand it; annual funding levels are not predictable, making medium-term project planning meaningless even if funding exists/has been allocated, other government agencies may be slack to process tender documents (example), thus leading to the loss of funding	improve the project management skills of the heritage agencies; improve communications between heritage agencies and other government agencies not involved in heritage management	staff limitations
2.4. Funding Base	2.4.2. NGO's				
2.4. Funding Base	2.4.3. Regional heritage bodies	The national museum obtains funds from UNESCO, SPCF, JICA			
2.4. Funding Base	2.4.4. Grant writing skills	As evidenced by the variety of grants obtained the national museum has adequate grant writing skills			
2.4. Funding Base	2.4.5. Private Sector				

Solomon Islands

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.5. Heritage Agencies	2.5.1. Regional Co-operation, formal channels	formal regional co-operation exists through the cultural officers of the Melanesian Spearhead Group; PIMA has been formed the view was expressed that the strengthening of bilateral cultural heritage relations could aid in reducing bilateral tension (Eg PNG & Solomon Islands)	the officers meet only one a year; the formal structures are currently being developed;	strengthen the regional cooperation through the provision and funding of formal meetings (via PIMA, PREMO or similar venues) and	
2.5. Heritage Agencies	2.5.2. Regional Co-operation, informal channels	informal co-operation exists, but is based on meeting each other at conferences and other workshops;	the informal channels are subject to personalities and individuals, which in view of the small staff base and th high turnover of staff poses a problem	increase options/funding for staff to attend regional meetings; improve/develop opportunities for bilateral exchange programs and visits	
2.5. Heritage Agencies	2.5.3. Agency co-operation	a range of strong heritage authorities/agencies exists in the Solomon Islands (Solomon Islands National Art Gallery and Cultural Centre; National Museum of the Solomon Islands; National Archives of the Solomon Islands and a private war museum)	the inter-agency approach is not formalised; inter-agency rivalry caused by personality conflicts	development of a national heritage policy with clearly defined roles for the various agencies to prevent duplication of efforts and rivalry	duplication of efforts; inter-agency rivalry.
2.5. Heritage Agencies	2.5.4. Central co-ordination of heritage efforts.	existing Customary Lands Recording Act providing a basis for a comprehensive survey and documentation of the traditional land tenure issues; existing Archives Act providing a basis for a comprehensive collection of provincial and national records; National Commission Office for UNESCO in place	National Commission Office for UNESCO does not have an elected council, all priority decisions solely made by the Ministry of Education	Establish council advising National Commission Office for UNESCO, allowing cultural heritage management a greater voice in the funding prioritisation	
2.5. Heritage Agencies	2.5.5. NGO's	small museum managed by the Anglican church, in Honiara	little systematic approaches conducted	comprehensive heritage management can utilise NGO structures in implementation	
2.5. Heritage Agencies	2.5.6. Decentralisation of heritage management.	provinces are interested in their own customary lands recording schemes; access to large aid development funds for the National Gallery development			lack of communication between partners; fractionation of efforts
2.5. Heritage Agencies	2.5.7. Interaction of local with central authorities				

Solomon Islands

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.5. Heritage Agencies	2.5.8. Local involvement				
2.6. Key Stakeholders	2.6.1. Government development agencies	Forestry legislation requires an Environmental Impact Assessment before proceeding with development, paid for by the developer Under provincial legislation archaeological surveys may be mandated for Environmental Impact Assessments, (eg. Isabel Province, which required a logging company <i>inter alia</i> to consult with the land owners.	there is no national legislation requiring the executing of archaeological pre-development surveys communities may in fact not be consulted at all		
2.6. Key Stakeholders	2.6.2. Local Communities				
2.6. Key Stakeholders	2.6.3. Developers				
2.6. Key Stakeholders	2.6.4. Religious Institutions	churches are actively involved in shaping cultural policy churches are a very powerful body of non-government authority at the local level; some denominations are more receptive to the continuity of Kustom and traditions than others	many churches (depending on individuals) use a directive approach when preaching from the pulpit and are not necessarily receptive to traditional needs	develop a closer link between the heritage management agencies and the churches w.r.t. to traditional practices	

Solomon Islands

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.3. Primary Schools (general)	<p>vernacular teaching in some primary school,</p> <p>Heritage and custom important elements in a Solomon Islanders personal sense of being</p> <p>excellent English readers for primary schools, using traditional stories as the theme;</p> <p>primary school curriculum being localised;</p> <p>cultural studies/Kustom is offered two hours/week;</p> <p>a cultural component is offered in the period after examinations have finished and prior to school holidays</p>	<p>vernacular language education only until year 3, from then on English;</p> <p>vernacular languages only in rural areas, in Honiara the first language for many children is Pidgin</p> <p>the teaching of vernacular languages depends on the presence of a teacher who comes from the same cultural group.</p> <p>teaching of local custom only occurs in a systematic fashion if the teacher is from the same cultural group;</p> <p>some provinces have a higher educational level than others, which has now the effect that there are more teachers from these provinces in the system.</p> <p>untrained teachers are no longer paid as from 1996, which reduces the number of locally skilled individuals and could compound existing problems</p> <p>during primary school there is a heavy emphasis towards achieving entry into secondary schools;</p> <p>It already takes place but is an ad hoc development based on individual interests by the teachers</p> <p>this practice can send the message to students that heritage/Kustom is of significantly lower priority than the rest of the curriculum</p>	<p>coordinate the development of curriculum materials with traditional content where possible</p> <p>improve the overall number of teachers and encourage students from underrepresented provinces to take up teaching as a profession</p> <p>increase the number of secondary school places to increase intake and reduce exam-driven instruction (the decisions are of course political and financial)</p>	<p>funding to increase the number of teachers</p> <p>grants to encourage qualified students from underrepresented provinces to take up teaching rather than other line of study</p>

Solomon Islands

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.3. Primary Schools (teaching in communities)	local experts in Kustom are asked to give talks	too heavy reliance of local guest teachers/instructors for Kustom undermines teachers' authority/status as teachers are perceived as 'know-all's' local experts in Kustom no longer perform voluntary but expect payment;	develop a volunteer scheme to ensure that traditional content is taught in primary schools devise a strategy to 'de-stigmatised' the lack of traditional knowledge by 'foreign' teachers	funding to increase the number of teachers grants to encourage qualified students from under-represented provinces to take up teaching rather than other line of study
3.1. Formal Education	3.1.4. Secondary Schools	Much of the content in the Social Sciences field is localised	limited number of secondary school places means that only 30% of the pupils progress little of the content in the sciences is localised English is the medium of instruction in secondary schools	the planned expansion of secondary school places would allow for greater flexibility in the curriculum, thus allowing to include cultural studies figuring more prominently	
3.1. Formal Education	3.1.5. Tertiary Institutions	The Solomon Islands College of Higher Education offers teacher training SICHE takes Social Science teachers to the museum and urges the utilisation of this resource. Excursions to archaeological sites (such as Poha) are also undertaken. SICHE encourages teachers to collaborate with Curriculum Development Centre on appropriate teaching tools encouragement for teachers to serve on formal curriculum panels	Heritage matters are not part of the curriculum no systematic approach taken, the efforts depend on interests by individual teachers The SICHE School of General Studies does not offer a custom segment SICHE vocational programs do not have a cultural heritage element Traditional crafts not seen as integral part of vocational training	Develop a core/foundation subject for all courses taught at the Solomon Islands College of Higher Education incorporating Heritage and Kustom ('Solomon Islands Studies?'). Make collaboration in curriculum development projects a assessable element in the training program Improve the integration of traditional skills and crafts into a modern vocational training curriculum (where possible)	Reluctance of college coordinators to sacrifice one subject in the curriculum.
3.1. Formal Education	3.1.6. Role of the museum	good collection of material; good resource for education	museum may need a didactic overhaul to make it more accessible and update displays	Development of new exhibition which is integrated into the curriculum.	limitations on funding
3.2. Community Education	3.2.1. Community Education Policy		no formal and integrated community education policy exists on a national level	develop a national community education policy to foster awareness on the importance of Kustom in the modern Solomon Islands society	reluctance by agencies to collaborate if they are not the executing agency
3.2. Community Education	3.2.2. Government Agencies		a systematic heritage awareness programme for the various arms of government is lacking	develop and implement a public awareness programme aimed at government officials from ministries peripherally involved in heritage management	reluctance of ministries to co-operate in what is deemed not to be their primary business.

Solomon Islands

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.3. Museums and Cultural Centres	The National Museum offers the cultural centre within the museum complex for community use; not much use is made of this facility. plans under way to allow the community to sell artefacts in the cultural centre, and by doing so a personnel presence the centre is improved The museum has a history of publishing cultural heritage information	the approaches are not fully organised and rely too much user-initiated approaches; the museum does not fully utilise the opportunity for more proactive work and relies too much of others coming to it for help etc.	strengthen the museums capacity to be proactive in creating an awareness of the museum as a tool in community education' ensure that the museum provides topical materials, displays and programmes whenever national or international events are staged	Reluctance to embark on project which may appear not destined to generate income; Security of artefacts.
3.2. Community Education	3.2.4. NGO's	The SIDT programme deals with environmental management, which at one point always comes back to Kustom and traditional usage of land Infrastructure of women's groups (Mother's Union etc) exist in Provinces	no systematic approach to Kustom management by NGOs women's groups are reportedly mainly interested in modern 'handicraft' (pillows, crochet etc); awareness of traditional skills exists but little interest in development/utilisation	conduct a training/information workshop for the local NGO's, church groups and women's organisations t address the need to cultural policy and cultural management issues	reluctance of some NGOs to attend as the objective may be perceived as peripheral to their mission.
3.2. Community Education	3.2.5. Radio	A regular one-hour programme on Saturday night telling Kustom stories. other Kustom reporting is event driven a government information programme exists (The government and you), to which the museum has furnished stories.	limited original source material played; limited organised programming of heritage issues limited proactive work by the museum to develop a radio program strategy	establish a weekly half-hourly programme during 'prime' listening time in addition to the Kustom story programme; move the story-telling programme to a morning slot which could allow incorporation into primary school curriculum Staff at the Division of Information Services of the Prime Minister's Office have responsibilities for ministries, providing the opportunity for a concerted media campaign	

Solomon Islands

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.6. Semi-academic journals	Substantial material of relevance for dissemination available; history of publishing such material; Solomon Islands Museum Newsletter (<i>Taem Bifo</i>) in existence	insufficient numbers of trained staff; publication record of the Solomon Islands Museum Newsletter is intermittent In the 1970s the now defunct Cultural Association of the Solomon Islands published a semi-professional journal which targeted a well educated readership. This journal and its type of publication has now lapsed. insufficient computer technology to conduct in-house desktop publishing	production of a journal, dissemination of material for inclusion in school curricula etc.	uncertainties about financial viability
3.2. Community Education	3.2.7. Local TV	Local Solomon Islands television to start up soon. A board to oversee the television station has been set up	presently no local TV service available The TV Board does not have a representative from the Education system or from the cultural field	assess the viability of a Cultural Centre/Museum owned and operated non-commercial TV service for Honiara accessing a largely urbanised population	funding to maintain the transmitter and editing studio funding to maintain staffing
3.2. Community Education	3.2.8. Print Media	well established programme of in-flight magazine articles with Solomon Airlines (<i>Solomons</i>); Solomon Islands Museum Newsletter (<i>Taem Bifo</i>) in existence; occasional article in the local newspaper; occasional exposure in regional newspapers	the approaches to public education via print media are limited to individual initiative and are not coordinated local newspaper coverage is purely event driven	develop a coordinated media strategy which allows to convey public education messages targeted to key audiences establish a regular Kustom column in the local press utilise the existing colour separations and page lay-out of the Solomon Airlines In-flight magazine to produce biennial colour books on Kustom and heritage	reluctance by the various sections to 'surrender' editorial autonomy copyright of the Solomon Islands In-flight magazine rests with publishers

Solomon Islands

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.9. Public displays	<p>The national museum has developed nine portable education kits which are shipped to various schools, who retain them for the duration of a term and then hand them on to the next school (4 term/year). These kits contain artefacts with panel texts and photographs</p> <p>A few general public displays exist in the arrival and departure halls of the national airport</p>	<p>the displays in the airport are not well placed and not geared at informing the visitor where to go and get further information</p>	<p>continue and improve the current programme of public displays in the airport by adding displays in the public departure area (geared at Solomon Islands residents) and in the arrival hall/baggage reception area (geared at incoming overseas tourists and returning local residents).</p> <p>consider the introduction of pre main features film screenings of educational films in cinemas</p>	<p>lack of funding; lack of care taken to look after the displays (by its nature it is a 'rough-and-tumble' area)</p>
3.2. Community Education	3.2.10. Role of formal Education system		<p>teaching Kustom is seen as the prerogative (and duty) of the family/clan. The formal education system is perceived to be different should play no role in teaching Kustom</p>		
3.2. Community Education	3.2.11. Targeted education of impact generators (developers, loggers, builders etc.)	<p>Under provincial legislation archaeological surveys may be mandated for Environmental Impact Assessments, (eg. Isabel Province, which required a logging company <i>inter alia</i> conduct an awareness training for the logging company staff</p>	<p>the public education/awareness campaigns are not formalised; no proactive strategy to educate developers and contractors</p>	<p>develop a public education strategy to inform and educate developers as well as executing contractors on the importance of cultural heritage and the legal requirements. This would ensure that no one can claim ignorance in court</p>	<p>limitations of funding; limitations of political will to enforce such a training</p>
3.2. Community Education	3.2.12 Youth programmes	<p>Director of the CDC recommended that school leavers and the unemployed youth be targeted for education programs promoting culture</p> <p>a successful cultural tourism project is the Narasirato pipers a group of formerly unemployed youth based in Honiara, but originally from Malaita. via rejuvenation of Kustom the group caters to the tourism market both locally and internationally</p>	<p>lack of current programmes; lack of interest (not yet whetted)</p>	<p>With the increase especially of unemployed urban youth with no direct access to customary land for agriculture, or any traditional skills to earn them a living, the offering of training in these areas may solve more than one issue The availability of other youth programs such as the Commonwealth Youth Program, may offer some opportunities to promote cultural studies on a community basis</p>	
3.2. Community Education	3.2.13 Public lecture series		<p>public lecture series is not a priority given the limited audience which would be attracted to such a medium</p>		

Solomon Islands

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.14 Private Sector	The Central Bank of the Solomon Islands has a topical display on the various forms of currency currently and previously in use in the Solomon Islands. The display is based in the central customer hall of the bank The bank also uses traditional currency in its advertising campaign	The textual and contextual interpretation is minimal	Improve the textual and contextual interpretation of the display. Promote the idea of the private sector developing topical displays germane to their line of business	
3.3. Tourism	3.3.1. Tourism Policy	culture should not be commercialised to the extent where it just became a product to sell	the national tourism policy is not appropriate	strengthen the heritage/Kustom component in the national tourism strategy both on the national and the provincial levels	
3.3. Tourism	3.3.2. Tourism Planning	tourism planning is conducted on a national level as well as by some of the provinces	coordinate the tourism planning efforts to allow provinces and the national establishment to draw on each other's skill base and expertise		
3.3. Tourism	3.3.3. Marketing	existence of a specialised branch of war tourism, focussing on the sites of the battle for Guadalcanal for both self-guided tours and organised tours a successful cultural tourism project is the Narasirato pipers via rejuvenation of Kustom the group caters to the tourism market both locally and internationally			
3.3. Tourism	3.3.4. Stakeholder consultation		limited stakeholder consultation occurs (only if projects are to be developed, no overall discussion/policy)		
3.3. Tourism	3.3.5. Land owner involvement	a number of small scale projects cultural tourism projects are in operation. owners are encouraged to build properties which replicated traditional architecture with only the most basic conveniences			
3.3. Tourism	3.3.6. Tour guiding				
3.3. Tourism	3.3.7. Impact assessments				

Solomon Islands

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.3. Tourism	3.3.8. Income options	High expenditure eco-tourism is run by a Swiss group which flies eco-tourists into Honiara and then via Helicopter into a bush camp on an island renowned to be ultra-traditional. From there cultural and eco-tours (hiking) are carried out			

Solomon Islands

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.1. Land Management	4.1.1.1. Sensitivity of access to land/land information	As genealogies represent the key to the varied levels of rights to land, resources and produce, there is the fear that the information, once public, will be used by non-stakeholders to construct spurious claims which may be hard to refute.			
4.1. Land Management	4.1.1.2. Sensitivity of access to traditional sites (& information)		too much (and increasing) reliance of legal settlement of land disputes		continued heavy reliance on the western court system to solve traditional land disputes
4.1. Land Management	4.1.1.3. Databasing of general information	Customary Lands Recording Act (handled by the Ministry of Lands) provides a basis for a comprehensive survey and documentation of the traditional land tenure issues. The provinces are interested in their own customary lands recording schemes some provinces (eg Malaita) have already conducted similar exercises. It was stressed that whilst people were eager and willing to record land, the registration of land was considered the basis of potential conflict.	There is considerable reluctance by the provinces to accept national government involvement in this matter, as it is feared that the information held will not be kept confidential. The people in the Malaita Province, who have recording land ownership of customary land are waiting for Government to endorse their work.		
4.1. Land Management	4.1.4. Databasing of ownership information	provinces are interested in their own customary lands recording schemes;	even though the staffing position has been identified, no qualified national customary lands recorder is available	development of a computerised site survey and inventory system which can be tied into a lands management GIS	
4.1. Land Management	4.1.5. Databasing of cultural landscape information				
4.2. Heritage Site Inventory	4.2.1. Structure of register systems	The site register for the Solomons is kept as a set of index card files. A Japanese Volunteer works with the archaeology section.	(Some of) the field notes are kept in Japanese language, making their use restricted.		
4.2. Heritage Site Inventory	4.2.2. Spatial coverage of register systems				
4.2. Heritage Site Inventory	4.2.3. Recurrent verification of information				

Solomon Islands

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.2. Heritage Site Inventory	4.2.4. National Survey Programme	National Survey Programme is carried out by the Archaeology Department of the National Museum	The National Site Survey of Archaeological Sites is a lengthy process compounded by limited staffing	Improve staffing for the National Site Survey Establish a formal National Survey Local Volunteer Program similar to Vanuatu	lack of funding; conflict between national government and provincial governments
4.2. Heritage Site Inventory	4.2.5. Provincial/District Survey Programme	A provincial-based fieldworker program is carried out through local initiatives	no centralised and planned approach seems to be undertaken coverage of the program is not nation-wide		
4.2. Heritage Site Inventory	4.2.5. Provincial/District Survey Programme				
4.3. Records and Collections Management	4.3.1. Archival management of data				
4.3. Records and Collections Management	4.3.1. Heritage Records management.	existing National Archives	even though the staffing position has been identified, no qualified archivist is available		Uncertainty over ministerial 'ownership' of National Archives
4.3. Records and Collections Management	4.3.2. Automatisation	Site database in place (in part)	the computer of the archaeology section is outdated and has, partially, broken down; Most of the site register for the Solomon Islands is kept as a set of index card files	development of a computerised site survey and inventory system which can be tied into a lands management GIS	
4.3. Records and Collections Management	4.3.3. Traditional records management.	provinces are interested in their own customary lands recording schemes; Audio-visual department of the national museum which records oral traditions, dance and performance throughout the provinces; ethnographic Department of the national museum is involved in the computerisation of collections records	various computer types are used and compatibility of site and collections data not given	development of a computerised site survey and inventory system which can be tied into a lands management GIS	reluctance of the provinces to accept national government involvement
4.3. Records and Collections Management	4.3.4. Museums/cultural centres collection management	existing museum with exhibition gallery, archaeology, ethnography, conservation and audio-visual sections good collection of material The MABO Project, recording oral traditions, music, and dance, was originally funded by JICA, including the provision of equipment and technical skills.	the museum exhibition gallery is suffering from intermittent failure of air-conditioning the displays are outdated with items missing; and in need of upgrading The program is not yet complete but funding by JICA has been stopped because of a 'change in funding policy'		

Solomon Islands

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.3. Records and Collections Management	4.3.5. Access limitations (safeguards)				
4.3. Records and Collections Management	4.3.6. Oral History & Performance Documentation	well equipped video editing studio in the national museum	the AV studio uses three formats, Betacam, Hi8 and Umax, requiring to store blank tapes of all three formats and requiring the maintenance and functioning of all three tape machines	Standardisation of tape media with duplication of master tapes on standard medium Creation of a general heritage news service for the general public (print media and video)	costs involved in acquiring relevant number of tapes loss of data quality during transfer lack of staff time to conduct the work
4.4. Research	4.4.1. Proactive Planning				
4.4. Research	4.4.2. Internal capacities				
4.4. Research	4.4.3. Foreign research into the country's heritage	much interest in researching Solomon Islands heritage;	heritage research approval processes on hold pending political decisions	streamlining of the heritage research approval processes; development of country priorities to achieve country/need driven research benefiting the Solomon Islands	
4.4. Research	4.4.4. Co-operative agreements		no co-operative research agreements with universities or other heritage organisations are in place	develop policy and objectives to engage in strategic alliances with tertiary institutions to provide focussed research	reluctance of universities to enter into co-operative agreements with performance indicators
4.4. Research	4.4.5. Approval processes				
4.4. Research	4.4.6. Administration of ongoing projects				
4.4. Research	4.4.7. Records depository				
4.4. Research	4.4.8. Access to results				
4.5. Heritage Site Management	4.5.1. Access to knowledge				
4.5. Heritage Site Management	4.5.2. Ownership of sites				
4.5. Heritage Site Management	4.5.3. Significance evaluation				
4.5. Heritage Site Management	4.5.4. Development of site management plans				
4.5. Heritage Site Management	4.5.5. Interventional Conservation Measures				
4.6. Local Control	4.6.1. Local control of data/information				
4.6. Local Control	4.6.2. Local control of access to sites				

Solomon Islands

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.1. Extent of skill base	5.1.1. Core heritage government agencies	existing staff training in outreach work national museum employs two archaeologists (inc director), a conservator and an ethnographic collections specialist	Limited number of staff; limited funding; at present 8 of the 11 identified staff positions of the national museum are filled	establish a community education programme community based data collection	limitations on recurrent Govt. funding; limitations of trained staff
5.1. Extent of skill base	5.1.2. NGO agencies	except for the SIDT no trained staff; women's groups are very strong in the outer islands and provinces there is a difference between the agendas of the urban women associations (whose western-educated leaders also dominate the national agenda) and the rural associations	SIDT staff trained in environmental issues with little/no heritage training apart from individual traditional Kustom education by parents	develop a formal relationship between NGOs and Govt agencies for exchange of training and skills	
5.1. Extent of skill base	5.1.3. Peripheral heritage government agencies		Whilst there is an establishment for the position of National Archivist, the position is not yet filled.	The aim for 1996 is to identify a suitable candidate and to ensure that this person receives appropriate training.	
5.1. Extent of skill base	5.1.4. Private Sector		there is trained ethnologist working for the National Bank of the Solomon Islands who could not find work with the museum.		
5.1. Extent of skill base	5.1.5. International Volunteer Base	The National Museum has a overseas volunteer working as an archaeologist The Curriculum Development Centre draws on the services of a Canadian Volunteer working of cultural material (with SICHE)	heavy reliance of volunteer base to solve daily issues, rather than seeing it as a training issue; the departure of volunteers could jeopardise the whole operations of the particular section	improve the staff development of the museum with the aim to ensure that volunteers do not become a permanent prop for lacking staff	funding limitations
5.1. Extent of skill base	5.1.6. Local Volunteer Base	some local communities are interested in Kustom management and cooperate with the museum	overall volunteer base is lacking	improve the local volunteer base	
5.1. Extent of skill base	5.1.7. Training agendas	visual arts section is fully trained and equipped	in the national museum training needs exist in the fields of: • archaeology; • conservation; • ethnography; • community outreach	develop a full staff training and development plan for the national museum and ensure the training of at least one staff member in: archaeology; conservation; ethnography; and community outreach	lack of funding for employment of trained staff lack of funding to train staff (stipends)

Solomon Islands

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.2. Buildings/Plant	5.2.1. Exhibition Building		The museum exhibition gallery is suffering from intermittent failure of air-conditioning the exhibition in the museum is in urgent need of an interpretative update	ensure that the climate control in the building is stable; develop an interpretation plan for the museum and construct new flexible displays	
5.2. Buildings/Plant	5.2.2. Administration				
5.2. Buildings/Plant	5.2.3. Collection Storage	The national museum has an adequate, if crowded collections storage; plans are in hand to expand the collection storage area	the storage area has no room for expansion	construct a new collections storage area/building	lack of funding; uncertainty of power supplies
5.2. Buildings/Plant	5.2.4. Professional Library	Minimal professional library	Inaccessible at the time of visit,		
5.2. Buildings/Plant	5.2.5. Treatment Laboratory	The national museum has a small treatment laboratory	insufficient space and insufficient climate controlled environments	develop modern treatment facility	
5.2. Buildings/Plant	5.2.6. Performance Facility	The Museum has a 'cultural centre' component, holding eight Kustom houses from the different provinces. This area is used as a performance venue.			
5.2. Buildings/Plant	5.2.7. Public Library	The National Library (part of Ministry for Education) has the development of new facilities identified as a priority on the 1995-98 development plan			
5.2. Buildings/Plant	5.2.8. (Museum) Shop	The National Museum operates a handicraft shop			
5.3. Equipment	5.3.1. Saturation with computers	Most departments have access to one or more computers of various vintages	No systematic approach to government -wide information technology strategy, with various computer types and programmes existing. Lack of compatibility between departments/agencies various computer types are used in the national museum and compatibility of site and collections data not given	Develop (for the heritage management agencies) an information technology strategy which allows to consolidate the existing data and permits interchange of equipment and exchange of data	limited funds to acquire a large number of new computers; piece-meal mode of acquisition likely to continue
5.3. Equipment	5.3.2. Office equipment		the museum needs a new set of computers both for databasing and for general management of office tasks		

Solomon Islands 5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.3. Equipment	5.3.3. Recording/editing Suite	The national museum owns the best editing suite in Honiara due to aid funds.			
5.3. Equipment	5.3.4. Photo production/Darkroom				
5.4. Operations	5.4.1. Operational constraints				
5.4. Operations	5.4.2. Mobility of staff (attitudes)				
5.4. Operations	5.4.3. Mobility of staff (vehicles etc.)				
5.5. Communications	5.5.1. Policy				
5.5. Communications	5.5.2. Fieldworker communications				
5.5. Communications	5.5.3. Access to the Internet				

Vanuatu		1. Cultural h			
Category	Issue	Strength	Weaknesses	Opportunities	Threats
1.1. Immovable Cultural Heritage	1.1.1. Archaeology	a viable archaeology program with substantial expertise exists (VCHSS); substantial local support through the Vanuatu fieldworker program	the archaeology program is limited by funding problems some of the archaeological sites have no firm identity with the people today and thus are not recognised as being important the Roi Mata issue has become very politicised and represents an example of the inherent dangers of cultural heritage management in the modern world	continue the VCHSS survey programme by funding targeted surveys to widen the survey coverage to ensure that all areas with local fieldworkers have had a survey project executed	
1.1. Immovable Cultural Heritage	1.1.2. Historic sites	some of the sites, such as Roi Mata's burial place are very important to many people, both culturally in general and because of specific traditional associations	European historic sites have not been deemed of significant interest to be recorded on a systematic basis	continue the VCHSS survey programme by funding targeted surveys to widen the survey coverage to ensure that historic sites are included	
1.1. Immovable Cultural Heritage	1.1.3. Settlement patterns and village lay-out	a viable archaeology program with substantial expertise exists (VCHSS);	Settlement patterns and village lay-out historic sites have not been deemed of significant interest to be recorded on a systematic basis	continue the VCHSS survey programme by funding targeted surveys to widen the survey coverage to ensure that historic sites are included	
1.2. Moveable Cultural Heritage	1.2.1. Material culture/crafts	Largely, the modern handicraft industry follows traditional customary skill controls	Recent introductions of wood carving as an art form, and the adaptation of traditional motifs and images into modern concepts, such as book ends, have drawn severe criticism from traditional chiefs. The matter is not helped by the fact that some of the carvers are apparently not qualified or permitted according to Kustom, to carve renditions or variations of these images. The issue appears to be compounded further by the prominence the new handicraft has been given by virtue of an exhibition in the French cultural centre	Consider developing traditional education centres and copyright /intellectual property rights safeguards	

Vanuatu

1. Cultural heritage manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.2. Moveable Cultural Heritage	1.2.2. Historic material	some historic planters homes exist; a general survey of these sites has been conducted and guidelines have been drawn up to assess their significance	little work has been conducted on WWII sites. The 50th anniversary of the end of the war in the Pacific has been missed as an opportunity to attract outside funding (from non-traditional funding sources) to assess and evaluate the remaining sites	use Vanuatu as the location for a WWII site survey and site management training workshop thus providing some limited site documentation of WWII sites	continued decay and neglect of these sites will result in loss of physical fabric and death of participants will prevent a proper significance assessment of the resources and a meaningful documentation
1.2. Moveable Cultural Heritage	1.2.3. Archival documents	an archives department is in existence	the archives department seems to conduct its work separate from the Vanuatu cultural centre	improve co-operation between the archives department and the Vanuatu cultural centre	
1.3. Intangible Cultural Heritage	1.3.1. Land tenure				
1.3. Intangible Cultural Heritage	1.3.2. Genealogies	The field workers have been trained in genealogy collection and are engaged in the documentation; substantial interest in this issue by the local communities		fund an integrated archaeological survey and genealogy collection on selected islands/areas	
1.3. Intangible Cultural Heritage	1.3.3. Linguistics	over 100 vernacular languages exist in Vanuatu a strong link between culture and languages still exists in the provinces	for some children in Port Vila Bislama has become the first language to be learnt; vernacular, local languages are not being taught at school; thus undermining the ability to effectively and appropriately transmitting Kustom to the next generation traditional languages are gradually becoming threatened even in provinces	strengthen vernacular language capability by incorporating vernacular language education in the primary school curriculum	devaluation of vernacular language in schools and an increased urbanisation will result in an upcoming generation of people (and thus decision makers) who only had Bislama as their first language
1.3. Intangible Cultural Heritage	1.3.4. Oral traditions	existence of a viable and vibrant intangible cultural heritage; documentation and active teaching of this heritage occurs / is planned			
1.3. Intangible Cultural Heritage	1.3.5. Performance traditions	existence of a viable and vibrant intangible cultural heritage; documentation and active teaching of this heritage occurs / is planned			

Vanuatu

1. Cultural heritage manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.3. Intangible Cultural Heritage	1.3.6. Music				
1.3. Intangible Cultural Heritage	1.3.7. Traditional obligations/exchange systems	a vibrant system of exchange existed	the creation of nation states has limited these activities	document the extent and operation of former traditional exchange systems and routes while the memory is still alive	
1.3. Intangible Cultural Heritage	1.3.8. Traditional political systems (hierarchies/chiefly structures etc..)	existence of a vibrant traditional exchange system which is well entrenched at the local level (outside Port Vila)	these traditions are coming under pressure in the urban areas, with a different value system being developed		
1.3. Intangible Cultural Heritage	1.3.9. Traditional skills and knowledge	substantial knowledge exists in the current population		execute a documentation project geared at selective revival	

Vanuatu

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.1. Heritage Policy	2.1.1. Attitude to Policy	the need for an overarching national cultural policy has been recognised by the Department of Culture as well as the cultural centre there is an overall positive attitude to consult on and to formulate a cultural policy which would cut across departments national policies have a durable life, even if the government changes	the approaches to defining policy are, at present, poorly coordinated and on occasion haphazard	strengthen the capability of the various departments and agencies to formulate and implement policy statements	interagency rivalry might limit the use of an overarching policy as it may be interpreted to threaten line ministry autonomy and authority
2.1. Heritage Policy	2.1.2. National Heritage Policy	considerations for the parameters and nature of a national cultural policy have begun the cultural council controlling the cultural centre as a statutory authority is well placed to develop cultural policy	no national cultural policy in place	convene a (moderated?) National Cultural Convention to discuss and develop a national cultural policy the new cultural policy needs to facilitate cultural tourism to generate income while at the same time ensuring cultural secrecy and privacy	government may perceive such a convention as a threat to government development interests
2.1. Heritage Policy	2.1.3. Institutional/Departmental policy	the council of chiefs has a formal cultural policy in place the cultural centre (ex-VCHSS) has produced a draft cultural policy for the conservation of the traditional arts and artefacts of Vanuatu the cultural centre has developed a work plan for 1996 which contains several policy-related elements the national tourism master plan provides for a cultural policy w.r.t. to tourism the Melanesian Cultural Heritage Management Identification Study country report is seen as useful tool to think through matters of cultural policy and planning	the cultural centre does not have in place a cultural policy. (draft policy exists) no formal policy of the department of culture in place	review the line ministry cultural policy after the national cultural convention has drafted a national cultural policy	
2.1. Heritage Policy	2.1.4. Provincial/District Policy	cultural policies have been developed for a number of provinces	not all provinces have cultural policies in place those policies in existence have been developed with little consultation with the cultural centre cultural centre staff are unsure of the nature of the provincial cultural policies (no copies on hand)	provide the capabilities for the provinces to development and review cultural policies; coordinate the development of such policies with the (national) cultural centre	

Vanuatu

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.2. Cultural Heritage Legislation	2.2.1. Appropriateness	<p>various laws can be drawn to assist the current heritage legislation (such as the desecration of burials act)</p> <p>the current legislation (Preservation of sites and artefacts) will be strengthened by the new Environment Act (original draft 1993) now under (re-)drafting, which will include legal safeguards to ensure that an AIS is conducted as part of the EIS process.</p>	<p>the application of peripheral legislation will always depend on the sympathetic interpretation of the provisions and intent of these acts by the presiding judge.</p> <p>negative findings can be argued to hold precedent value, thus impeding future use of these acts</p> <p>there is no legal requirement for pre-development approval processes and surveys; developers, including aid donors, during the duration of the EC project with free pre-development surveys, are unwilling to pay for these surveys.</p> <p>there is no standardised formula for the calculation of costs</p> <p>there is a lack of good regional examples for environmental cum heritage legislation, which could be used as a guide in drafting such laws; existing, colonial-era heritage legislation has been described as woefully inadequate to meet the demands of the 1990s</p>	<p>conduct a systematic nation-wide review of cultural heritage legislation and assess the need for a comprehensive umbrella legislation</p> <p>redrafting of legislation appears to be a key component to the success and continuation on the VCHSS. The new legislation may wish to develop legally binding frameworks for pre-development approval processes and surveys, thereby finance development surveys</p>	

Vanuatu

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.2. Cultural Heritage Legislation	2.2.2. Level of protection	<p>an EIS legislation covering outside projects has been drafted since 1993, but not yet passed. The draft is currently reviewed by the Cultural Centre and archaeological/heritage issues are added into it.</p> <p>the new legislation will also protect European and maritime historic sites</p> <p>a war relics bills has been drafted</p>	<p>there is no legal requirement for pre-development approval processes and surveys;</p> <hr/> <p>the war relics bills has no support in parliament and is not pushed/publicised by the cultural centre</p> <hr/> <p>intellectual property rights as well as copyright protection is absent</p>	<p>develop a legal framework that requires pre-development approval processes and surveys</p> <hr/> <p>develop intellectual property rights and overall copyright legislation (which is required as a precondition to join the World Trade Organisation)</p>	
2.2. Cultural Heritage Legislation	2.2.3. Enforcement (national)	logging is at present on hold; at present no major, large-scale developments projects threaten the cultural heritage	<p>lack of favourable consideration of heritage issues by development-driven departments (eg tourism or forestry).</p> <p>enforcement of the environmental safeguards is known to have lapsed on occasion</p> <p>there are cases where logging companies have ignored stipulations and regulations</p> <p>the resource extraction industry has political clout</p> <p>World War II vintage Coca-Cola bottles are on sale at the main food market. Whilst the volume of trade in these items is unclear, they may be indicative of a larger market</p>	<p>improve the enforcement capability of field workers and national staff.</p> <p>improve cultural heritage awareness among development company staff and development approval agency staff</p>	the resource extraction industry has political clout which, coupled with the provision of aid funds may be such that cultural heritage issues are totally ignored unless cultural heritage issues are al pervasive
2.2. Cultural Heritage Legislation	2.2.3. Enforcement (provincial)	enforcement of heritage legislation in the provinces is not seen as a problem by the cultural centre	enforcement of the legislation is complicated in the provinces	strengthen the capacity of the customs service and the patrol boat crews to enforce the heritage legislation and to identify export-prohibited items	

Vanuatu

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.2. Cultural Heritage Legislation	2.2.4. Protection of intangible heritage	existence of a viable and vibrant intangible cultural heritage; documentation and active teaching of this heritage occurs / is planned the workplan of the cultural centre comprises efforts to develop a national intellectual property rights policy and legislation	intellectual property rights have not been addressed in existing legislation; the museum attempts to enforce a 'policy' on this matter, but compliance with the policy is purely voluntary (although positive responses have been received)	development of a intellectual property rights act/code of ethics which limitations and opportunities such a legislation would bring about	there is a considerable industry selling counterfeit clothes, perfumes and watches. This industry may attempt to resist the drafting of intellectual property rights legislation
2.2. Cultural Heritage Legislation	2.2.5. Research Permits	a research policy has been set in place which governs research permits and stipulates contributions the researchers have to make to Vanuatu's cultural heritage	no weaknesses are known as the policy is a yet untested		
2.3. Heritage Planning	2.3.1. Attitude to Planning	a positive attitude towards planning exists, even though heritage has not been systematically planned for before local planning expertise (albeit not in the cultural field) exists in the national planning department		the department of culture has been tasked to draw up a line-ministry cultural development plan most of the plan elements and data are claimed to be in hand	the work commitments of the staff are mentioned as limitations to actually develop the plan
2.3. Heritage Planning	2.3.2. National Level Planning		lack of funds to conduct systematic planing as the staff would have to be seconded from the national planning office	improve the planning skills of the cultural centre and department of culture staff develop a national cultural development plan which integrates the efforts of the various ministries	impact of the national cultural development plan on the other ministries may be doubtful, even if they are involved in the planning process as inter-ministerial jealousy seems to exist thus several ministries may only pay lip service to the plan
2.3. Heritage Planning	2.3.3. Institutional/Departmental Planning	the cultural centre has developed a work plan for 1996 which contains planning elements on human resource development, strengthening the revenue base of the cultural centre, ongoing restoration and preservation of the artefact collection; ongoing site survey, and development of a intellectual property copyrights policy	severe funding limitations hamper the implementation of the plans.	develop a cultural centre policy and development plan subject to drafting the national document	

Vanuatu

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.3. Heritage Planning	2.3.4. Provincial/District Level Planning		little planning occurs at the provincial level no formal cultural heritage planning occurs at the provincial level as the provincial governments lack the capacity to do so.	empower the provincial governments to plan for the management of Kustom and cultural heritage issues	
2.4. Funding Base	2.4.1. National Government	the national government funds the cultural centre the national centre has bought the freehold title to its downtown museum and library facilities and intends to develop the site as a commercial venue to generate independent income	funding is limited and its magnitude is unpredictable.(eg. vatu 44 million was asked for 1996 and vatu 22 million was awarded)		
2.4. Funding Base	2.4.2. NGO's				
2.4. Funding Base	2.4.3. Regional heritage bodies	none of the regional heritage bodies are able to fund heritage matters.			
2.4. Funding Base	2.4.4. Grant writing skills	the cultural centre staff has excellent grant writing skills (as is evidence by the large number of grants obtained)	in the main the grant writing skills are limited to a single staff member provincial governments have very limited grant writing skills, which are usually provided by an expatriate aid worker/technical adviser	improve the grant writing skills of a wide range of staff at the cultural centre and the department of culture to allow dispersing the administrative load of the director of the cultural centre and to hedge for eventualities	
2.4. Funding Base	2.4.5. Private Sector		no private sector funding is currently received in Vanuatu		

Vanuatu

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.4. Funding Base	2.4.6. International aid donors	the cultural centre has been able to attract funding from EU, ASPCF, NZSGS, and UNESCO	all these funds are project based and do not assist with recurrent operations		

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2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.5. Heritage Agencies	2.5.1. Regional Co-operation, formal channels	<p>Vanuatu has in place a national commission for UNESCO, headed by a very competent national secretary, who, in collaboration with the cultural centre has attracted regional workshops</p> <p>Vanuatu is member of PRIMO, UNESCO, PIMA and observer to ICCROM</p> <p>dual language structure facilitates cultural and technical exchange with New Caledonia and the Anglophone countries of Melanesia</p> <p>a level of sub-regional co-operation is already in place, by exchanging site survey/field officers between Vanuatu and New Caledonia</p> <p>regional co-operation between the heritage agencies occurs</p> <p>the cultural officers of the Melanesian spearhead countries meet in pre-MSG meetings to discuss common issues</p> <p>regional co-operation between Vanuatu and New Caledonia also occurs in education and health</p>	<p>funding limits the extent of this cooperation</p> <p>regional co-operation between the heritage agencies <i>only</i> occurs at conferences</p> <p>the pre-MSG meetings is a preparatory group for the main MSG meeting and its activities depend on culture-related requests by the chair of MSG.</p> <p>the pre-MSG meetings of the cultural officers are event driven (ie the Melanesian arts festival). Acc. to the Vanuatu representative there are no plans to develop a formal regular organisation.</p> <p>the differences in national status and approaches to sovereignty impede some of the cooperation</p>	<p>consider joining ICOMOS to draw on expertise in European heritage field</p> <p>strengthen cooperation and technical expertise exchanges between Anglophone areas of Melanesia</p> <p>expand existing sub-regional co-operation between Vanuatu and New Caledonia to cover aspects other than just exchanging site survey/field officers</p> <p>develop a regional framework to pool resources and to formalise the exchange of information and resources</p> <p>develop the Melanesian Spearhead Group Cultural Officers meetings into a regular exchange venue for cultural policy issues, meeting annually, 6 months before the annual PIMA meeting</p>	<p>it is unclear what constitutes Melanesia in the eye of the government official, ie. whether PNG and/or Fiji should be included or excluded from projects and co-operation.</p> <p>At the moment, the official version is to include PNG and to give Fiji observer status (such as with the Melanesian Spearhead Group),.</p> <p>There is very little interest in cooperation with Micronesian states (FSM, RoP, RMI) even cultural though contacts existed</p>

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2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.5. Heritage Agencies	2.5.2. Regional Co-operation, informal channels	informal regional co-operation between agencies occurs, mainly at common workshops and meetings	<p>lack of continuity of these contacts as some parties are less permanent than others</p> <p>there appears to be an increasing number of ni-Vanuatu working in New Caledonia, the higher wages paid in New Caledonia could create a brain drain of trained ni-Vanuatu to Nouméa which may affect the viability of some heritage training initiatives in Vanuatu</p>	<p>increase the ability of cultural officers staff to establish and maintain informal contacts;</p> <p>provide funding for development and implementation of a communications strategy via modern technology (e-mail, WWW)</p>	
2.5. Heritage Agencies	2.5.3. Agency co-operation	<p>there is substantial co-operation between heritage agencies at the national level part of which is formalised</p> <p>the department of education realises the need to improve and formalise the co-operation with the cultural centre</p> <p>the department of education recognises the need to increase to cooperation of the department of education, the cultural centre and the national tourism office to manage and offset the changes tourism will bring about to Vanuatu society</p>	<p>lack of favourable consideration of heritage issues by development-driven departments (eg Forestry)</p> <p>the department of education does not have the time and staff to do so at the moment</p> <p>lack of a formal forum for cultural policy implementation in which all three agencies are represented (The cultural council does not fulfil that role)</p>	<p>public education programme government department education programme</p> <p>formalise the cooperation between the department of education and the cultural centre with the aim of full integration of the cultural centre's interpretative materials into school curricula and integration of the cultural centre's cultural expertise into curriculum development</p> <p>establish a formal working group or inter-departmental committee to synchronise cultural heritage management efforts</p>	<p>lack of staff to implement any coordinated effort</p>
2.5. Heritage Agencies	2.5.4. Central co-ordination of heritage efforts.	The completed museum / cultural centre will bring the various departments under the same roof.	limited funding means that resources given to one department may be used elsewhere		competition rather than cooperation between the various departments
2.5. Heritage Agencies	2.5.5. NGOs	a NGO 'Beneficial and Environmentally Sustainable Tourism' has been established	no NGO is fully involved in the cultural heritage field		

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2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.5. Heritage Agencies	2.5.6. Decentralisation of heritage management.	the cultural centre has a policy to develop cultural centres in the provinces		increase the cultural centres in the provinces promote local identity; develop local handicraft outlets and a central handicraft outlet for all provinces to supply goods for the cruise-ship trade	
2.5. Heritage Agencies	2.5.7. Interaction of local with central authorities	the cultural centre maintains that the field worker programme ensures that the interaction with local authorities is guaranteed	minor conflicts about funding of work conducted have occurred; while at present negligible these issues could become more commonplace as services in the post-EU phase are less well funded and the partially self-funded nature of the cultural centre may see the need to increase the cultural centre profit (compared to what is paid to fieldworker services)		
2.5. Heritage Agencies	2.5.8. Local involvement	local communities have access to the expertise via the fieldworker programme		continue to strengthen and fund activities of the fieldworker programme to ensure that local communities continue to have a visible and perceived involvement in the national heritage management effort	lack of funding
2.6. Key Stakeholders	2.6.1. Government development agencies				
2.6. Key Stakeholders	2.6.2. Local Communities	there s excellent cooperation of the cultural centre with the local communities due to the fieldworker programme	with the demise of the free radio programmes the regular and coordinated community outreach to the provinces may become reduced	maintain and ideally strengthen the community outreach capacity	
2.6. Key Stakeholders	2.6.3. Developers	some developers are very cooperative	some developers are extremely uncooperative	establish a developer training/public awareness module attempt to built this module into the business or foreign investment licensing process, thereby ensuring that investors and developers are ware of the procedures and cannot claim ignorance. word the public awareness module in very positive language to avert claims that this would 'scare away' investors/developers	

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2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.6. Key Stakeholders	2.6.4. Religious Institutions	<p>some religious institutions (such as the Catholic church) are more accommodating to traditional structures and beliefs than others (such as SDA)</p> <p>there appears to be a trend that an increasing number of ni-Vanuatu is prepared/looking to incorporate traditional beliefs into the church structures</p> <p>the Registration Act of 1995 regulates and registers the establishment of religions and ensure that their belief structure facilitates the survival of Kustom while preaching Christian ideals</p>	<p>the recent advent of charismatic evangelical religions brings about a new wave of fundamentalist anti-indigenous culture movements</p> <p>the Registration Act of 1995 is seen by some as a form of spiritual censorship</p>	<p>study and monitor the impact of the new fundamentalist religions on Kustom;</p>	

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3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.1.1. Education policy	<p>Cultural education has been identified in the national development plan for several years</p> <p>A Memorandum of Understanding exists between the Department of Culture and the Department of Education which stipulates the inclusion of cultural education in schools and make this the responsibility of the Department of Culture</p> <p>on a personal level, various resource managers recognised the threat formal western education could and does pose to traditional instruction and Kustom</p> <p>cooperation between the cultural centre and the curriculum development centre occurs</p>	<p>to date no implementation of this plan element has occurred</p> <p>the MoU was signed in 1993 but little progress has been made as it unclear how this directive should be implemented following the MoU the Department of Culture was directed to stay out this area likewise, the Ministry of Education was uncertain how to approach the matter</p> <p>there is no formal education policy that expresses the need to balance Kustom and western style education</p> <p>this cooperation is informal and relies on the efforts of individuals</p> <p>the perception of the effectiveness of this cooperation varies widely between the players with overall distrust being prevalent</p> <p>there are reports of hostility of Education personnel to vernacular language education</p>	<p>revive the impetus for cultural education in all government departments, with special reference to all sections of the department of education</p> <p>strengthen the cooperation between the Department of Culture and the Department of Education and establish formal implementation and cooperation procedures</p> <p>formalise the cooperation of between the cultural centre and the curriculum development unit for mutual benefit</p> <p>conduct a workshop to ensure that the curriculum development centre staff realise the limitations of the cultural centre (w.r.t. to tabu material) and the cultural centre staff realises the legitimate needs of the curriculum development centre for resources;</p> <p>ensure that both sides are fully appreciated of the opportunities of close collaboration</p>	interagency rivalry

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3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.2. Curriculum Development (General)	<p>the Department of Education has established a position of Director of basic education, which covers years 1-6 (Primary) and 7-10 (Junior secondary education) who coordinates teacher training, curriculum development and the examination office, thereby allowing a systematic and comprehensive approach</p> <p>some research is being conducted to assess whether traditional games are suitable for formal inclusion in the modified/localised sports and PE curriculum</p> <p>The curriculum development centre works on a curriculum overview document which aims to integrate various elements of Kustom into formal education</p> <p>a meeting of social science teachers from throughout the country in 1995, recommendations were received towards the continued development and refinement of the curriculum</p>	<p>fifteen years after independence there is no consolidated school curriculum for years 1-6</p> <p>traditional instruction is seen as quite separate from formal education;</p> <p>Kustom in form of a set of activities, such as cultural competitions;</p> <p>responsibility for this has fallen on the heads of a few dedicated individuals, at no extra remuneration and in their own spare time</p> <p>the cultural centre is partially self-funded and charges for the provision of services for the CDC; lack of CDC funding limit the use the CDC can currently make of the cultural centre resources</p>		<p>Any development of the curriculum to incorporate more understanding of Kustom, will have to take into consideration the shortage of staffing in the CDC, and funding for those carrying out the job</p>
				<p>financial support be given to the project to develop the curriculum and to further integrate Kustom into the broader curriculum. This were to be achieved by either expanding the CDC, or identifying teachers to do the work and provide them with a flexible timetable to work within or time in lieu (part time teaching duties).</p>	

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3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.2. Curriculum Development (Languages)	the constitution defines Bislama as the national language and English and French as the languages of instruction. a number of decision makers grew up in the missionary school system where the first language taught (both reading and writing) was the vernacular language of the area	this is interpreted as a directive not to teach traditional languages;	the formal status of Bislama allows the development of a regional language	Bislama is seen as an unsuitable tool to be used as a first language as it lacks firm grammatical structures
3.1. Formal Education	3.1.3. Pre-Schools	the medium of instruction in pre-schools is the vernacular language	in Port Vila, given the mixed origin of the population, the language of instruction is Bislama the teaching of Kustom is left to the discretion of individuals		
3.1. Formal Education	3.1.3. Primary Schools	the medium of instruction in some rural areas in the early years of a student is the local vernacular language, because semi-trained or not qualified teachers are employed. It is not the policy to teach or instruct in vernacular languages, but it happens anyway Cultural traditions, skills and Kustom in general is taught for one period a week; some English language readers have a local story content, thus projecting traditional values in a subliminal fashion	this depends on the local situation and is seen as a substandard mode of instruction vernacular, local languages are not being taught at school, thus undermining the ability to effectively and appropriately transmitting Kustom to the next generation; teaching vernacular languages in schools in Vila is not possible, given the mixed origin of the population; the teaching of Kustom is left to the discretion of individuals		

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3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.4. Secondary Schools	<p>a unified curriculum has been developed for years 7-10; excellent, comic-style publication in Bislama aiding the public education efforts on cultural and historical site management This has been used as part of school text for year 7</p> <p>The South Pacific Bureau of Educational Assessment is working toward coordinating the senior secondary school syllabus within Vanuatu and the region as a whole.</p> <p>The University of the South Pacific provides standard extension services in Port Vila</p>	<p>vernacular, local languages are not being taught at school, thus undermining the ability to effectively and appropriately transmit Kustom to the next generation;</p> <p>curriculum differences between Anglophone and Francophone schools, apart from years 7-10, prevail;</p> <p>While the New Zealand School Certificate taken in year 13 is biased toward New Zealand, the Baccalaureate taken at the same time is biased toward France. Neither have a substantial local component</p> <p>the lead is being taken from outside the region.</p>	<p>Pacific Islanders should be actively involved in this project to ensure its suitability and sustainability</p>	
3.1. Formal Education	3.1.5. Tertiary Institutions		<p>USP does not cater for the specific needs of cultural education in Vanuatu</p>		<p>the increased influx of visitors and users will require an increase in funding to ensure that adequate services can be provided</p>
3.1. Formal Education	3.1.6. Role of the museum	<p>the new cultural centre infrastructure is evidence of the aid donors' (Japan-building; France-installations; & EU-equipment) commitment to the furtherance of cultural heritage management in Vanuatu; enthusiastic and extremely well qualified director of the cultural centre;</p> <p>the new cultural centre sees itself as a resource provider for formal education and community education measures</p>	<p>cultural and, more recently, environmental student research projects in secondary school often hamstrung by lack of financial assistance towards field studies for students;</p> <p>old museum facilities have been inadequate, leading to detrimental storage condition</p>	<p>the new cultural centre infrastructure is set to provide the facilities necessary to ensure better than adequate storage conditions if material culture</p>	
3.2. Community Education	3.2.1. Community Education Policy	<p>the Nasonal Komuniti Developmen Trust (NKDT), a NGO, is currently developing own primary level vernacular language schools independent of the government system</p>	<p>no formal community education policy is in place</p>	<p>develop a community education policy as an umbrella instrument to coordinate the various efforts (and possible efforts) of the players in the field of cultural heritage management</p>	

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3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.2. Government Agencies	<p>The VCHSS had been actively engaged in the promotion of making its aims and objectives understood to the wider public (1990-1994) excellent, comic-style publication in Bislama aiding the public education efforts on cultural and historical site management; this booklet which generated much interest among the public;</p> <p>The comic book generated much interest among the community of teachers in Port Vila who bring school classes on a regular basis to the VCHSS. The survey has also been involved in the curriculum development of years 7-10</p> <p>skill base of dedicated teachers used to work on curriculum development; the success of the educational process is the support of the fieldworkers in the provinces</p> <p>The Department of Culture has set up 'Culture Clubs' (nakamals) in the provinces which aim at fostering traditional knowledge and skills the nakamals are being set up by fieldworkers, showing the vitality of that program</p>	<p>end of funding to the VCHSS has seen the public education support decline as the VCHSS is not able to meet its normal operational demands.</p>		
3.2. Community Education	3.2.3. Museums and Cultural Centres	<p>Vanuatu has an excellent cultural centre in place with a new exhibition building</p> <p>The Department of Culture establishes culture clubs in the provinces to educate children</p> <p>cultural centres was developed on Tanna</p> <p>cultural centres are being developed on Tanna and Santo</p> <p>a privately run war relics museum is being developed on Santo</p>	<p>the cultural centre was not consulted when it was set up</p>		

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3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.4. NGO's	The National Community Development Trust (NKDT) conducts traditional schools and skill transfers which exist outside the formal education system the French embassy has an exhibition space which it offers for culturally related exhibits. During 1995 an exhibition on tree fern sculptures from Ambrym and Malicolo, as well as an exhibition of contemporary art was shown			
3.2. Community Education	3.2.5. Radio	a good system of radio shows existed to educate the people in the provinces about the need for cultural heritage and Kustom management	access to radio is no longer cost neutral, limiting public education options to outer islands; the radio station now charges a flat fee of Vatu 1 million (approx Aus \$ 120,000) for a regular weekly 15 minute program of vatu 20,000 for a single episode failure to ensure at the point of privatisation that some government awareness programs need to aired either for free or at a heavily subsidised discount	suggest to the government to establish a broadcasting authority which governs, to a degree, the content of local radio establish a system whereby cultural programs are exempt from fees	
3.2. Community Education	3.2.6. Semi-academic journals	the production of an annual report with a project summaries is intended by the cultural centre the cultural centre considers the publication of a semi-academic publication in the future	no semi-academic journal in place	establish a formal semi-academic journal on Vanuatu cultural affairs to inform the overseas community of the developments and to provide a topical reader for Vanuatu's secondary school system.	
3.2. Community Education	3.2.7. Local TV	A commercial TV station is in place, which is interested in video footage collected by the cultural centre; the Cultural Centre would like to possess the capacity to edit and produce their own TV programs and sell them to commercial TV stations on Sunday nights	the TV stations (owned by the same company as the radio station) has not been helpful in providing discounts for the screening of cultural programs	conduct an economic cost/benefit study to assess the economic feasibility of setting up a TV editing unit at the cultural centre strengthen the video editing capacity of the AV unit of the cultural centre suggest to the government to establish a broadcasting authority which governs, to a degree, the content of local radio and television	if equipment is bought through donor funds, the recurrent maintenance and replacement costs may be a drain for the Cultural Centre budget

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3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.8. Print Media	the local print media print cultural stories, but only on an event driven basis the cultural centre hands out press releases on an event basis	there used to be a regular newspaper column on cultural affairs		
3.2. Community Education	3.2.9. Public displays	the VCHSS has developed with EU funding two posters, one on Vanuatu ceramics and one on Vanuatu rockart the cultural centre considers the development of public education booklets more valuable than suitcase displays	there is no mechanism to develop and distribute public displays	consider the introduction of pre main features film screenings of educational films in cinemas drawing on video-tape resources already collected consider the development of newspaper inserts with print overruns being used as booklets, museum newspapers etc.	
3.2. Community Education	3.2.10. Role of formal Education system		the formal education system plays at the moment no role at all in community education	the presence of teachers in the local communities provides opportunities for informal education, coupled with the fieldworker programme	
3.2. Community Education	3.2.11. Targeted education of impact generators (developers, loggers, builders etc.)		At the moment no targeted education occurs	develop enabling legislation	
3.2. Community Education	3.2.12 Youth programmes				
3.2. Community Education	3.2.13 Public lecture series		public lecture series is not a priority given the limited audience which would be attracted to such a medium		
3.2. Community Education	3.2.14 Private Sector		there is no private sector involvement in heritage related public education		
3.3. Tourism	3.3.1. Tourism Policy	A National Tourism Development Master plan has been completed by a group of consultants. the plan is not yet accepted by parliament, but this is expected to happen within two months the master plan contains a section on the cultural resource base and another section on the impact of tourism on cultural resources	development of policy for cultural tourism is a key for ensuring a smooth integration of culture and tourism	strengthen the inter-agency cooperation before ad during the implementation of the National Tourism Development Master plan to prevent inter-agency rivalry, duplication of efforts and fractionation of the funding base	

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3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.3. Tourism	3.3.2. Tourism Planning	a National Tourism Development Master plan has been completed	too much emphasis on rapid financial returns in the cultural tourism field	develop guidelines for the management of cultural tourism operations designed to ensure that cultural values are preserved when culture is exposed to tourists, with some elements being kept secret	
3.3. Tourism	3.3.3. Marketing	<p>the tourism master plan proposes the establishment of a cultural centre with displays from all over Vanuatu (similar in concept to the Polynesian Cultural centre in Hawaii) in an environmentally unspoilt setting at the northern shores of Efate with the aim to attract those tourists who will only stay on Efate the concept can be seen as complementary to the cultural centre developments planned for Port Vila</p> <hr/> <p>Law restricts the issue permits of tour operators to Ni-Vanuatu. The National Tourism Office, 50% owned by Government, focuses all marketing nationally, with no initiatives being taken to market abroad. The main initiative taken abroad is by Vanair and Air Vanuatu. The majority of tourists come from Australia and New Zealand (65%) where Vanuatu is marketed as a “cheap budget destination”, with limited promotion of the Melanesian culture</p>	<p>the Port Vila cultural centre sees the proposed development as a threat to its own existence (and funding base) and therefore is very critical of the National Tourism Development Master plan as a whole</p> <p>duplication of efforts a distinct possibility</p> <hr/> <p>the current marketing efforts are limited to the imagery of the Pentecost land diving</p>	<p>coordinate the approaches to cultural heritage marketing to prevent duplication of efforts and fractionation of the limited funding base</p>	<p>personality conflicts may mar an efficient approach</p>
3.3. Tourism	3.3.4. Stakeholder consultation	the tourism office conducts an awareness campaign to educate provincial governments and local communities on the impact and benefit of tourism	the stakeholder consultation is limited to Port Vila		
3.3. Tourism	3.3.5. Land owner involvement	land owner consultation is encouraged in the National Tourism Development Master plan			

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3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.3. Tourism	3.3.6. Tour guiding	<p>there are tour guides available in Port Vila, as well as Santo and Tanna; the training of the tour guides on Efate has followed the standard TCSP model</p> <p>TCSP has funded an annual tourism industry training project</p> <p>the prevent duplication of efforts National Tourism Development Master plan calls for the development of a tour guide training policy</p>	<p>at present the tour guiding operation is seen as unregulated by the department of culture, resulting in tourists being taken to inappropriate places</p>	<p>develop a tour guide training and accreditation programme to ensure that tour guides do not breach local custom and are capable of interpreting Kustom in an appropriate fashion to tourists</p> <p>continue to draw on TCSP tour guide training workshop as a basis for local training but customise the concept for the needs of Vanuatu</p> <p>draw on the fieldworker base and train fieldworkers as tour guides, thus providing income opportunities at the local level among responsible people</p>	
3.3. Tourism	3.3.7. Impact assessments	<p>the National Tourism Development Master plan calls for the conduct of EIS prior the tourism project development and calls for the strengthening of the Environment Unit to able to enforce the EIS process</p>		<p>implement the National Tourism Development Master plan objectives w.r.t. EIS before and during tourism development projects</p>	
3.3. Tourism	3.3.8. Income options	<p>local tourism development allows for substantial income options</p>	<p>examples of the commercialisation of Kustom such as the Pentecost land diving, were not very successful, being disorganised, with no appropriate pricing structure and management plan</p>		<p>Kustom land system also causes some difficulties in negotiating tours, hotels etc., as there is no organisation managing and distributing profits to land owners, once projects are embarked upon</p>

Vanuatu

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.1. Land Management	4.1.1. Sensitivity of access to land/land information	all information on land matters is highly sensitive			
4.1. Land Management	4.1.2. Sensitivity of access to traditional sites (& information)	information on traditional sites is normally not very sensitive and data can be collected. if material is sensitive, it is stored in the tabu room. only one person has access to that room, and only the owners of the information have access to the information stored			
4.1. Land Management	4.1.3. Databasing of general information				
4.1. Land Management	4.1.4. Databasing of ownership information	as all information on land matters is highly sensitive, no systemic land ownership data base exists the cultural centre has the strict policy not to get involved in any matters relating to land ownership matters or disputes. if land ownership issues are raised during a survey, the survey is terminated			
4.1. Land Management	4.1.5. Databasing of cultural landscape information	cultural landscapes are inextricably tied to land ownership or resource ownership and thus cannot be databased either some cultural landscapes have been documented by the VCHSS but no land ownership information is placed on the register both the cultural reports and the database cards have safeguards to show that the persons providing the information are informants, but that the naming of the informants does not constitute and land ownership claims or any validation of such claims by the VCHSS or the cultural centre			
4.2. Heritage Site Inventory	4.2.1. Structure of register systems	the system is workable and robust	the material is not catalogued in an easily accessible manner		

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4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.2. Heritage Site Inventory	4.2.2. Spatial coverage of register systems	as the VCHSS is experiencing funding problems to execute surveys in the outer islands, the island of Efate, which can be travelled by car, is systematically surveyed.	the spatial coverage is very uneven as the development of the system was event (development project) driven		
4.2. Heritage Site Inventory	4.2.3. Recurrent verification of information				
4.2. Heritage Site Inventory	4.2.4. National Survey Programme	excellent site survey programme			
4.2. Heritage Site Inventory	4.2.4. National Survey Programme	well established cultural and historical site survey and inventory programme; VCHSS conducted between 1990 and 1994 five regular area surveys, after which the project focussed on development driven surveys (27).	heritage management has concentrated on the tradition of 'living' culture to the detriment of material culture Whilst a considerable amount of staff training and heritage administration could be achieved, these free pre-development surveys created a political climate in which developers, including aid donors, are unwilling to pay for these surveys, even though their own country such requirements would be met After the end of the EC project, only four such surveys were carried out in 1995, compared to 13 in 1994. All four surveys were conducted for the Environment Unit, Ministry of Lands and Natural Resources, as part of a survey of potential national parks	the placement of the VCHSS as part of the Vanuatu Cultural Centre allows for a close integration of the two survey structures of oral history and physical sites	the placement of the VCHSS as part of the Vanuatu Cultural Centre makes it a subordinate division, which might result in the weakening of the infrastructural and field trip fund resource base of the VCHSS
4.2. Heritage Site Inventory	4.2.5. Provincial/District Survey Programme				
4.3. Records and Collections Management	4.3.1. Archival management of data		relies on the VCHSS		

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4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.3. Records and Collections Management	4.3.2. Automatisation	the small collection held by the cultural centre has been placed on a computer database and a systematic databasing of Vanuatu material culture is planned	dual language structure may inhibit development of automated data systems	strengthen the databasing capabilities (inc training) of the cultural centre) to maintain current levels and broaden staff base	
4.3. Records and Collections Management	4.3.3. Traditional records management.				
4.3. Records and Collections Management	4.3.4. Museums/cultural centres collection management	New cultural centre provides new facilities combining the various departments several curatorial staff have received short training workshops on conservation and conservation management	no tertiary trained conservator to deal with material culture objects		
4.3. Records and Collections Management	4.3.5. Access limitations (safeguards)	The establishment of the tabu room has lead a widespread trust among the community that the information is restricted and that access is limited to those traditionally authorised to do so			
4.3. Records and Collections Management	4.3.6. Oral History & Performance Documentation	The oral traditions have been documented on video tape and audiocassette major ongoing documentation programme			
4.4. Research	4.4.1. Proactive Planning	the cultural centre has identified a list of issues which the centre would like to have addressed by researchers entering the country			
4.4. Research	4.4.2. Internal capacities		Internal capacities are limited by skills and funds	improve internal research capabilities through training and co-operative research efforts	
4.4. Research	4.4.3. Foreign research into the country's heritage	research permits had been frozen from 1990-1995. New research has just commenced		the cultural centre would like to see a number of research projects financed which would contain a training component for local staff and field officers	
4.4. Research	4.4.4. Co-operative agreements		no co-operative research agreements with universities or other heritage organisations are in place	develop policy and objectives to engage in strategic alliances with tertiary institutions to provide focussed research	reluctance of universities to enter into co-operative agreements with performance indicators

Vanuatu

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.4. Research	4.4.5. Approval processes	Existing approval processes are adequate as local community and chiefly approval is required			
4.4. Research	4.4.6. Administration of ongoing projects	no central administration or oversight (?)			
4.4. Research	4.4.7. Records depository	the new policy ensures that Vanuatu will have access to and ownership of the records			
4.4. Research	4.4.8. Access to results	the new policy ensures that Vanuatu will have access to the results			
4.5. Heritage Site Management	4.5.1. Access to knowledge				
4.5. Heritage Site Management	4.5.2. Ownership of sites	Strongly developed system of land ownership and site ownership (which need not be the same people)			
4.5. Heritage Site Management	4.5.3. Significance evaluation		no systematic significance evaluation is carried out	establish a system to evaluate the significance of resources, train cultural centre staff and selected fieldworkers in significance assessments expand this training to all fieldworkers	
4.5. Heritage Site Management	4.5.4. Development of site management plans		the development of site management plans solely relies on the landowners/site owners	establish a system to develop of site management plans train cultural centre staff and selected fieldworkers in site management techniques expand this training to all fieldworkers	
4.5. Heritage Site Management	4.5.5. Interventional Conservation Measures	much interest in researching Vanuatu's heritage;	heritage research approval processes on hold pending political decisions	streamlining of the heritage research approval processes; development of country priorities to achieve country/need driven research benefiting Vanuatu	
4.6. Local Control	4.6.1. Local control of data/information	sensitive information is stored in the tabu room			
4.6. Local Control	4.6.2. Local control of access to sites				

Vanuatu

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.1. Extent of skill base	5.1.1. Core heritage government agencies	<p>cultural centre employs many qualified staff and can draw on a large local volunteer base;</p> <p>a staff member is currently being trained at the University of Canberra</p> <hr/> <p>The department of culture has a single staff identified to manage the cultural affairs</p> <p>VCHSS conducted EU-funded survey programme between 1990 and 1994 a considerable amount of staff training and heritage administration could be achieved</p>	<p>the cultural centre lacks a staff who can supervise and administer the EIS applications likely to be filled if the new Environment Act is passed</p> <p>staff shifts in the public service is largely political acts, which can create uncertainty</p> <hr/> <p>the cultural centre staff base is very shallow with no one able to replace the current director;</p>	<p>identify and train an industry-savvy staff member in EIS project supervision and enforcement</p> <p>improve staff numbers in line ministry to increase and enhance throughput of cultural affairs related decisions and actions</p>	<p>limitations in the salary structure as little incentive exists for such a person to apply</p>
5.1. Extent of skill base	5.1.2. NGO agencies	<p>the NKDT has substantial vernacular language skills in hand</p>	<p>poor funding base</p> <p>no cultural officer on staff</p>		
5.1. Extent of skill base	5.1.3. Peripheral heritage government agencies	<p>the department of fisheries will send a member to a training course on traditional canoes as a means of modern fisheries</p>	<p>the knowledge about cultural issues related training options available to peripheral agencies is limited to interpersonal contact</p>		
5.1. Extent of skill base	5.1.4. Private Sector				

Vanuatu

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.1. Extent of skill base	5.1.5. International Volunteer Base	various volunteer programs exist in the country (AVA, CUSO, JOCV, Peace Corps, VSA, VSO)	At present there are no international volunteers working for the cultural centre or the department of culture (on cultural matters) lack of awareness by staff that volunteer organisations can be asked to 'headhunt' required skills lack of awareness that many countries have a volunteer scheme drawing on retired professionals (such as AESOP) a number of volunteers are working in the curriculum development field. The volunteers may lack cultural awareness w.r.t. Kustom in schools	develop a staff establishment plan and identify staff initial training and training reinforcement needs which can be met by drawing on the international skilled volunteer base (VSA, VSO, CUSO, AVA, AESOP, etc). establish informal relationships with volunteer organisations to facilitate 'head hunting' of required skills	
5.1. Extent of skill base	5.1.6. Local Volunteer Base	The Vanuatu fieldworker program is a prime example of volunteer based programs	the fieldworker program may place too many demands on the volunteers leading to disenchantment	systematic training of the volunteer base	change in government priorities may see the volunteer base eroding
5.1. Extent of skill base	5.1.7. Training agendas	enthusiastic and extremely well qualified director of the cultural centre; well developed skill base at the local as well as lower central levels; an extremely strong developed system of voluntary field officers providing oral historical and traditional instruction the Australian Museum has a cooperative agreement with Vanuatu to provide museum/cultural heritage related training workshops about two to three times a year the local presence of an ORSTOM bureau allows to draw in technical expertise and training if needed	potentially excessive workload of the director of the cultural centre, with substantial demands w.r.t. time and efforts continuously being made (among them this study...) limited skill/experience base (in terms of no. of staff) at the upper heritage m		dual language structure and the need to ensure that both Anglophone and francophone elements of the community are equally represented, regardless of qualifications and needs; Anglophone/Francophone divisions will remain
5.2. Buildings/Plant	5.2.1. Exhibition Building	a custom-designed exhibition building has been erected in 1995	increased running costs have not been recognised in the latest budget	develop site as a revenue generating tourist attraction	

Vanuatu

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.2. Buildings/Plant	5.2.2. Administration	the new exhibition building has space for administrative offices			
5.2. Buildings/Plant	5.2.3. Collection Storage	the new exhibition building has climate controlled and uncontrolled artefacts storage	some of the collection has suffered and is in a bad state of preservation.	while skills exist the staffing is too small with too little time available for preservation tasks	
5.2. Buildings/Plant	5.2.4. Professional Library	a professional library exists	the professional library is under developed	expand the professional library	
5.2. Buildings/Plant	5.2.5. Treatment Laboratory	a treatment laboratory is currently being equipped			
5.2. Buildings/Plant	5.2.6. Performance Facility	a 100-seat audiovisual theatre has been built			
5.2. Buildings/Plant	5.2.7. Public Library	a large outdoor performance area exists			
5.2. Buildings/Plant	5.2.8. (Museum) Shop	currently undergoing renovation and expansion in floor space			
5.3. Equipment	5.3.1. Saturation with computers	A counter in the exhibition gallery fulfils the function of a museum shop			
5.3. Equipment	5.3.2. Office equipment	plans exist to establish a museum coffee shop			
5.3. Equipment	5.3.2. Office equipment	the office equipment is DOS -based computers	systems not networked (LAN); no e-mail capable; no systematic data back-up capabilities in hand;	purchase a modem; network all cultural centre computers to a local area network; purchase and install a data back-up system (tape drive, zip-drive etc)	
5.3. Equipment	5.3.3. Recording/editing Suite	the new exhibition building has space for AV facility	a new editing suite is being funded by the EU		
5.3. Equipment	5.3.4. Photo production/Darkroom		all photo jobs are outsourced	while establishment of a photo laboratory is low priority it is deemed desirable by cultural centre staff	

Vanuatu

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.4. Operations	5.4.1. Operational constraints				
5.4. Operations	5.4.2. Mobility of staff (attitudes)	all male staff are ready and willing to travel several female staff have family commitments that limit their mobility			
5.4. Operations	5.4.3. Mobility of staff (vehicles etc.)	two vehicles in place			
5.5. Communications	5.5.1. Policy				
5.5. Communications	5.5.2. Fieldworker communications				
5.5. Communications	5.5.3. Access to the Internet				

New Caledonia		1. Cultural heritage manifestations			
Category	Issue	Strength	Weaknesses	Opportunities	Threats
1.1. Immovable Cultural Heritage	1.1.1. Archaeology	a rich and complex archaeological record exists, among them the eponymous site "Lapita" a viable archaeology program is in place	a single discipline (ie archaeology) is split into research, carried by the French State via ORSTOM) and management, carried out by the provincial governments via the Museum. Thus cross-fertilisation is wholly dependent on individuals.	conduct systematic surveys ahead of development as well as regional coverage of non-survey areas to enhance the capability for predictive modelling	
1.1. Immovable Cultural Heritage	1.1.2. Historic sites	the historic fabric of Nouméa offers some historic buildings, usually with modifications and additions, occasionally with deletions of the ornamental works some documentation and research into this heritage has commenced some historic fabric dating to the World War II period, as well as some of the coastal defence installations still exists	the development boom of the 1970s and early 1980s saw most of the historic colonial fabric of Noumea disappear or being modified to suit modern tastes While New Caledonia played a significant role as a R&R base and staging posts during WWII and while the US involvement has led to a creation of a cargo cult-like mentality among some Kanaks eager to find a western alternative to the French hegemony most of the building stock and the sites have been neglected and/or being demolished (such as the former US headquarters and SPC building)	conduct a training workshop on historic sites and site management for the municipal governments covering ICOMOS issues as well as appropriate management conduct an assessment of the extant colonial building stock and conduct a significance assessment and management plan	
1.1. Immovable Cultural Heritage	1.1.3. Settlement patterns and village lay-out				
1.1. Immovable Cultural Heritage	1.1.4. Traditional sites	ongoing identification with traditional sites	traditional sites or cultural practices are the property of individuals and tribes of people, whose common approach in the past has been to reject sharing this information with others; traditional sites — as opposed to archaeological sites — are not recorded	develop a level of trust with the land owners and advocate the development of a recording structure with a Tabu room, similar to the set up in Vanuatu	mistrust in the actions of the French State (as opposed to the territorial or provincial governments)

New Caledonia

1. Cultural heritage manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.2. Moveable Cultural Heritage	1.2.1. Material culture/crafts	substantial and professionally organised programs for arts and crafts; resurfacing and reaffirmation of Kanak culture The Preconfiguration du Centre Culturel Jean-Marie Tjibaou actively promotes contemporary interpretations of Kanak art traditions and stages events			
1.2. Moveable Cultural Heritage	1.2.2. Historic material				
1.2. Moveable Cultural Heritage	1.2.3. Archival documents				
1.3. Intangible Cultural Heritage	1.3.1. Land tenure	most of the land on the main island (Grande Terre) has been alienated during the French colonial administration with some less utilisable land left as 'reservations' for Kanak people			
1.3. Intangible Cultural Heritage	1.3.2. Genealogies				
1.3. Intangible Cultural Heritage	1.3.3. Linguistics	There are 28 languages spoken in New Caledonia, 22 of which on the main island (Grande Terre). The languages are still very much used in the northern and island provinces.	The advent of television is seen as a detrimental influence with the number of French words increasing rapidly. As French is the language of instruction in schools, the influence of French will increase. In urban areas many children grow up with French being their first language.		
1.3. Intangible Cultural Heritage	1.3.4. Oral traditions	oral traditions and performances are still very strong in the northern and islands province			

New Caledonia

1. Cultural heritage manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.3. Intangible Cultural Heritage	1.3.5. Performance traditions	The Preconfiguration du Centre Culturel Jean-Marie Tjibaou actively promotes contemporary interpretations of Kanak performance traditions and stages events	limited public education and promotion of Kanak culture for fear of 'commercialisation' or 'folklorisation' of that culture. This void has been filled by Polynesian groups, now dominating the floor shows in hotels The tourism development agency of the southern province actively promotes the development of a new Kanak performance tradition which is both varied and with pieces of shorter duration, suitable for marketing in tourist hotels	the completion of the Centre Culturel Jean-Marie Tjibaou will provide a venue to stage such events on a regular basis	
1.3. Intangible Cultural Heritage	1.3.6. Music	The Preconfiguration du Centre Culturel Jean-Marie Tjibaou actively promotes contemporary interpretations of Kanak Music and stages events a modern interpretation and form of Kanak music has seen a dramatic rise in popularity, starting in 1985		the completion of the Centre Culturel Jean-Marie Tjibaou will provide a venue to stage such events on a regular basis	
1.3. Intangible Cultural Heritage	1.3.7. Traditional obligations/exchange systems	The traditional exchange and obligation systems are still entrenched in the northern and islands provinces, even though the goods exchanged are adapting to modern needs and availability of goods			

New Caledonia

1. Cultural heritage manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.3. Intangible Cultural Heritage	1.3.8. Traditional political systems (hierarchies/chiefly structures etc..)	a system for decisions on breaches of customary law is in place with the creation of the house of chiefs the conventional western court system is also in place, and victims can choose the venue for the settlement of their grievances	not all offences can be dealt with by the traditional law system (ie murder etc.) the traditional mode of dispute settlement was based on community decisions and group/community benefits with the increasing individualisation of Kanak life this group decision making is becoming less acceptable. for example, traditionally rape cases were compensated by the offender's group, while now rape victims, encouraged by urban women's movements, are less likely to be accepting of these solutions and press for charges to be laid in the French civil courts		
1.3. Intangible Cultural Heritage	1.3.9. Traditional skills and knowledge				

New Caledonia

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.1. Heritage Policy	2.1.1. Attitude to Policy	there is a sense that a cultural policy could be developed, but that at this point in time of rapid change and constant readjustment of priorities such a policy could be to restrictive to a degree the cultural policy is defined in the act establishing the Agence de developpement de la Culture Kanak (ADCK)	the lack of policy and the lack of a commitment to policy disenfranchises the less vocal agencies of an active role in the shaping of the new New Caledonia the lack of agreed policy also makes program development much more subject to individual funding pressures and gradual subversion of deals formerly espoused	consider holding a national cultural convention to canvass the views of all the provinces, culture areas and immigrant groups	
2.1. Heritage Policy	2.1.2. National Heritage Policy	there is national French (State) cultural policy, which also applies to New Caledonia the French High Commissioner has limited flexibility to adjust the French State policies to the New Caledonian situation to assist local initiatives	since the culture and politics are closely interwoven, a push for self-determination may result in culture being, once again, a mainstream consideration the fear of a negative outcome of a referendum creates pressures among the New Caledonia establishment to arrive at a negotiated outcome		as culture and politics are closely interwoven, which may create a backlash if cultural heritage management becomes too politicised

New Caledonia

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.1. Heritage Policy	2.1.2. Territorial Heritage Policy	<p>the provisions of the Matignon accord, which stipulate that Kanak culture be recognised as vital for New Caledonia and that there is a need to balance out the previous support solely given to metropolitan French and Caldoches</p> <p>The Matignon accord is seen as the basis for cultural policy making to a degree the cultural policy is defined in the act establishing the Agence de développement de la Culture Kanak (ADCK) by defining as its functions to (a) give value to Kanak archaeological, ethnological and linguistic heritage; (b) to encourage contemporary forms of Kanak culture; (c) to define and conduct research programmes on Kanak culture; and (d) to build and prefigure the Centre Culturel Jean-Marie Tjibaou</p> <p>the FNKS has ideas on cultural policy which in part implemented by the ADCK</p>	<p>lack of a formulated territorial cultural policy</p> <p>lack of coordination of policy efforts resulting in a various interpretations of the intent of the Matignon accords</p> <p>not only do the different agencies develop their own interpretations of the intent, but also the various cultural groups (Kanak, Metropolitan French, Caldoches and Polynesian/other immigrants)</p>	<p>develop a territorial cultural heritage management plan which defines the task of the various agencies and which establishes a climate of co-operation, rather than cohabitation</p>	
2.1. Heritage Policy	2.1.2. National (Territorial) Heritage Policy -- overall policy issues	<p>a council of chiefs has been established which comments on all legislative proposals affecting Kanak culture, and which by its actions and the interpretation thereof) creates a set of non written cultural policy statements</p> <p>People increasingly understand the need to share for a policy and <i>modus vivandi</i> which accommodates both sides of the equation</p> <p>the changed global situation, with the reduction of bipolar politics (USA vs USSR) has made independence movements and the transition to decolonisation more complex as economic considerations have come to the fore</p>	<p>elected officials have very little (active) interest in the cultural centre or the museum</p> <p>this ideal is not shared by all, and some elements of the FLNKS support the view that a future Kanaky should be for Kanaks only</p>		

New Caledonia

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.1. Heritage Policy	2.1.3. Institutional/Departmental policy	<p>each agency and department, state, territorial and provincial has its own interpretation of the Matignon accord</p> <hr/> <p>at present the unwritten cultural policy of the cultural centre is to attract people to Kanak culture</p>	<p>lack of coordination of the actions and policies of the various elements involved in the cultural heritage field in New Caledonia</p> <hr/> <p>the lack of a systematic policy making exercise implies that the cultural centre operates in a vacuum, reliant on the leadership of single individual</p>	the	
2.1. Heritage Policy	2.1.4. Provincial/District Policy		<p>Skills and funding are often limited to the Territorial level, meaning that the Provinces have to approach the territorial agency for assistance on policy formation etc;</p> <p>Division of skills on this basis can perpetuate misunderstanding/lack of knowledge of culture on the provincial level and prevent information from being transmitted to the broader community through the instruments of the Territory/State via institutionalised education and public media.</p>		
2.2. Cultural Heritage Legislation	2.2.1. Appropriateness	<p>all three provinces have in place heritage acts which deal with the management of archaeological and traditional artefacts.</p> <p>At the territorial level French State law applies</p>	<p>there is no legislation which governs the actions of the territorial government</p> <p>legislation is being passed without providing an allocation for resources (both financial and staffing)</p>	<p>it would be appropriate to develop a uniform territorial law which applies to all provinces. this base law could be enhanced by provincial limitations/restriction which go beyond the territorial law</p>	<p>unless an territorial cultural policy has been developed, the heritage protection legislation will operate in a policy vacuum with a limited mandate</p>
2.2. Cultural Heritage Legislation	2.2.2. Level of protection		<p>the legislation does not force developers to pay for the impact assessment (only one case was successfully conducted)</p>	<p>review the current legislation and develop a territorial heritage law which governs the acts of the heritage agency and which ensures that persons proposing potentially impairing actions have to pay for the assessment of these acts</p>	<p>unwillingness of the French State/territorial government to take on the large investors in New Caledonia</p>
2.2. Cultural Heritage Legislation	2.2.3. Enforcement		<p>there seems to be little ability to enforce the heritage legislation</p>		

New Caledonia

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.2. Cultural Heritage Legislation	2.2.4. Protection of intangible heritage	existence of a viable and vibrant intangible cultural heritage; documentation and active teaching of this heritage occurs / is planned	there have been occasions where the intellectual property of Kanak iconography has been breached by local entrepreneurs this is seen as 'natural' free market economy and thus not a cause of concern		
2.2. Cultural Heritage Legislation	2.2.5. Research Permits		being part of France the legislation does not require any research permits (ie anyone can undertake research)	consider developing standards for research proposals/projects to ensure that they do not create unease among the Kanak communities	
2.3. Heritage Planning	2.2.1. Attitude to Planning	the planning capacity exists in the cultural centre as well as other government agencies	it was argued that the current culture of change does not create a climate favourable of systematic planning like the lack of a policy the lack of a positive attitude towards heritage management planning may see the cultural heritage field become a political football	improve the ability and preparedness of the various heritage management agencies to take heritage planning seriously and to develop a comprehensive heritage management plan	the status quo of a fluid planning/management environment may prevent executing officers to accept a strict planning regime
2.3. Heritage Planning	2.2.2. National (Territorial) Level Planning	culture plays a strong part in Kanak society (at all levels); existence of the Agence de Développement de la Culture Kanak to redress the previous exclusive promotion of French culture informal cooperation between agencies occurs, but this does not extend to medium-term planning efforts	administrative structure with its multiple levels of conflicting authority is an impediment there is no multi-year cultural heritage plan in place which would/could guide the efforts of the various agencies and bring them into concert lack of formal coordination of the agencies activities, even though informal cooperation occurs	develop a territorial cultural heritage management plan which defines the tasks of the various agencies and which establishes a climate of co-operation, rather than cohabitation	negative outcomes of the referendum for self-determination in 1998 may inhibit further promotion and integration of Kanak culture
2.3. Heritage Planning	2.2.3. Institutional/Departmental Planning	There appears to be limited institutional planning, usually as part of the annual budget process	absence of a systematic institutional planning process (Staff development plan, infrastructure plan, research plan etc).	empower the agencies to develop a systematic planning process which allows a multi-year development of the staff base and its operations	lack of planning ethos in executive positions

New Caledonia

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.3. Heritage Planning	2.2.4. Provincial/District Level Planning	the provinces have a positive attitude towards planning	administrative structure with its multiple levels of conflicting authority the good intentions of the provinces only rarely are transformed into actions because the provinces lack the ability, skills and experience to conduct planning exercises the territorial government provides the stimulus and the provinces react to the stimulus with a series of <i>ad hoc</i> planning decisions	conduct a national planning programme at the provincial level to coordinate the activities of the various heritage agencies and to empower the provinces to be proactive in their planning	
2.4. Funding Base	2.4.1. National (Territorial) Government	Substantial financial support by the French State, ensuring that the ADCK has no immediate funding problems; substantial investment in projects and programmes including key cultural facilities			uncertainty about the level of funding provided by the French State after 1998
2.4. Funding Base	2.4.2. NGO's	the Vietnamese community established a self-funded Vietnamese cultural centre the Polynesian community likewise has a self-funded cultural centre	despite a presence of self-funded community cultural centres it was asserted that there are no cultural heritage NGO's of relevance in New Caledonia	improve the cooperation of the various cultural centres and facilitate their inclusion into an umbrella cultural policy	
2.4. Funding Base	2.4.3. Regional heritage bodies	France is a member of UNESCO, but New Caledonia, while informed of the UNESCO activities, is not a beneficiary of the UNESCO grants and funding options			
2.4. Funding Base	2.4.4. Grant writing skills	excellent grant writing skills by the head of the cultural centre	the grant writing skills seem to be limited a single person as well as contracted consultants		

New Caledonia

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.4. Funding Base	2.4.5. Private Sector	<p>a maritime museum is planned for Nouméa, which will be funded by a private operator with assistance from the Nouméa Chamber of Commerce</p> <p>a number of heritage guides exist who take group of tourists through Nouméa and explain the history of the towns and the buildings</p> <p>the southern province has in place a development assistance scheme which permits tour operators to set up a business</p> <p>the same scheme allows Kanak cultural groups, such as a dance company, to set up a business. Funding is provided for one year, then the company must be self funding. Such support must be a development project</p>	<p>the cultural heritage related private sector appears to work in competition rather in cooperation.</p> <p>private sector clearly focussed on the European heritage elements with little interest in or cooperation with the Kanak culture</p>		
2.5. Heritage Agencies	2.5.1. Regional Co-operation, formal channels	<p>a level of sub-regional co-operation is already in place, by occasionally exchanging site survey/field officers between Vanuatu and New Caledonia</p> <p>the new cultural centre has a regional advisory body (inc. Vanuatu and PNG)</p>	<p>limited proficiency of the English language at lower levels of the administration inhibits regional exchange (with the notable exception of Vanuatu)</p>		
2.5. Heritage Agencies	2.5.2. Regional Co-operation, informal channels	<p>extensive cooperation of the director of the Territorial Museum and Preconfiguration CCJMT with other heritage specialists, occurring during the regional meetings of PIMA, PREMO etc.</p> <p>local New Caledonian investment in Vanuatu (Eg Vanuatu TV is owned by a New Caledonian company)</p>	<p>there appears to be an increasing number of ni-Vanuatu working in New Caledonia. the higher wages paid in New Caledonia could create a brain drain of trained ni-Vanuatu to Nouméa which may affect the viability of some heritage training initiatives in Vanuatu</p>		

New Caledonia

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.5. Heritage Agencies	2.5.3. Agency co-operation	<p>the ADCK as a public institution under French law is governed by a board of directors and has two advisory committees, the cultural committee and scientific committee of 10 members each, both and appointed by the French High Commissioner on the advice the ADCK Board of Directors</p> <p>the cultural committee of is drawn representatives of Kanak cultural and youth associations</p> <p>Three tiers of management are created through the political organisation of Government on a State level, a Territorial level, and a Provincial level create a conflicting management structure. Different aspects of management of one particular type of heritage resource are carried out on each of three levels stated above</p> <p>Current programmes such as the National Festival of the Arts are collaborated on by both territorial and provincial agencies</p> <p>the new cultural centre and the museum will develop a plan for future cooperation and sharing of skills at present the museum focuses on the material culture while the ADCK collects oral-traditions and non-material works of art</p> <p>this is very much a political issue, which has not been addressed as yet</p>	<p>administrative structure with its multiple levels of conflicting authority;</p> <p>a single discipline (ie archaeology) is split into research, carried by the French State via ORSTOM) and management, carried out by the provincial governments via the Museum. Thus cross-fertilisation is wholly dependent on individuals</p> <p>there is a danger that the museum will be developed to represent only the past, while the cultural centre will be addressing only contemporary issues, thereby creating an artificial split in the heritage and cultural continuum, exacerbating management problems and communal attitudes which are interested in making a 'clean' break' with the past</p>	<p>positive outcomes of the referendum for self-determination in 1998 may be used alter the current administrative structures</p> <p>improve the integration French State-funded and controlled research with the management mandate of the museum</p>	<p>negative outcomes of the referendum for self-determination in 1998 may inhibit further promotion and integration of Kanak culture</p>

New Caledonia

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.5. Heritage Agencies	2.5.4. Central co-ordination of heritage efforts.	the heritage agencies of the territorial government and the provincial government co-operate on an informal basis only	changes in provincial governments have brought about changes in policy which affected the co-operation of the agencies. the lack of formal co-operation and the reliance of individuals makes the long-term management subject to political stability and continuity of personnel in positions		
2.5. Heritage Agencies	2.5.5. NGOs	there are a few NGOs or community organisations who actively assist community members (eg Vietnamese and Polynesian)	there are no NGOs actively involved in the heritage management field		
2.5. Heritage Agencies	2.5.6. Decentralisation of heritage management.	following the French State model the heritage management in New Caledonia is very heavily centralised	some authority has been given to the provinces to determine their own policies, but the lack of funding to go with the authority has meant a strong reliance on the territorial authorities in Nouméa		
2.5. Heritage Agencies	2.5.7. Interaction of local with central authorities				
2.5. Heritage Agencies	2.5.8. Local involvement				
2.6. Key Stakeholders	2.6.1. Government development agencies	government cultural and economic development agencies are run by the provinces. Tourism development has been high on the agenda of the southern province, who called for a meeting to develop a Kanak tourism product	the cultural sensitivity of the development agencies seems to be in need of development		
2.6. Key Stakeholders	2.6.2. Local Communities				
2.6. Key Stakeholders	2.6.3. Developers				
2.6. Key Stakeholders	2.6.4. Religious Institutions				

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.1.1. Education policy	the Matignon accord defines the extent of educational policy, which, as with cultural policy proper, is left to the interpretation of the executing agencies	no formal written educational policy has been developed for New Caledonia. The secondary school system is controlled by the French State who appears to be inflexible and imposes a national curriculum.		
3.1. Formal Education	3.1.2. Curriculum Development	culture plays a strong part in Kanak society (at all levels); no immediate funding problems; existence of the Agence de Développement de la Culture Kanak is poised to redress the previous exclusive promotion of French culture	whilst research (a responsibility of the Territorial agency) is published and disseminated on the scholarly level, this is not transmitted to the broader community as the skills to carry this out are not available and as the archaeologists and anthropologists are unable or unwilling to perform (part of) this task there is no curriculum development unit situated within the Ministry for Education capable of assisting with above		
3.1. Formal Education	3.1.3. Primary Schools (structure)	primary education is the responsibility of the provinces In 1993 the primary school distribution was as follows Loyalty Is Prov 78 schools Northern Prov 92 schools Southern Province 109 schools some of these are provincial schools and congregational schools proportion of attendance of congregational schools is higher in the Northern and island provinces (~40%) than in the southern province ~27%	the congregational schools are more receptive of the need to include traditional education in the curriculum (but varies between congregations and denominations).		

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.3. Primary Schools (language and cultural education)	<p>territorial assembly has passed a law that in primary school 5 hrs per week be dedicated to cultural studies teachers can and do co-opt local elders and skilled craftspeople to assist in the teaching of the subject matter</p>	<p>no provision has been made to furnish training, researchers, or resource persons, leaving teachers to their own devices; teachers do not have a budget to pay for these services, the implementation relying on voluntary labour</p> <p>Education on Kanak culture is carried out very limited in the Southern Province, reflective of the political realities at hand</p>	<p>develop a structured curriculum for the 5hrs/week traditional studies element.</p> <p>provide funding for the inclusion of traditional elders/skilled craftspeople to give talks and demonstrations which the teachers cannot give</p> <p>consider alternative means of instruction (such as radio/TV/video)</p>	<p>lack of political will by the territorial school authorities to prescribe a vernacular language curriculum</p>
			<p>many teachers are not from the local communities but have been posted there to offset teacher shortages. as a result they have little if any knowledge of the local customs</p>	<p>improve the number of local primary school teachers by actively recruiting qualified students and by promoting a career in education as a means to further Kanak identity</p>	<p>improve the number of local primary school teachers by actively recruiting qualified students and by promoting a career in education as a means to further Kanak identity</p>
		<p>language of instruction is French</p>	<p>many children grow up with French being the first language learnt (ie many of those in Nouméa), disenfranchised from their own cultural upbringing.</p> <p>the 28 different languages traditionally spoken in New Caledonia also present a problem in the communication of information throughout the Territory. This is seen as a major factor why traditional culture is not taught in schools.</p>	<p>it should be possible to incorporate vernacular languages in the primary school curriculum, the geographic spread of the primary schools should facilitate this (with the exception of Nouméa)</p>	<p>lack of prestige and income options associated with primary school education (as opposed to secondary school teaching)</p>

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.4. Secondary Schools	<p>the secondary school curriculum and system follows the French system and is controlled by the French State.</p> <p>In 1993 the secondary school distribution was as follows Loyalty Is Province 9 schools Northern Province 16 schools Southern Province 33 schools</p> <p>Most teachers have been recruited from France, thereby diminishing the likelihood of incorporating traditional elements into the curriculum</p> <p>attendance of secondary schools is compulsory (until the age of 16)</p>	<p>Secondary schools are open to Kanaks only since 1956</p>		
3.1. Formal Education	3.1.4a. Primary/Secondary Schools-EPK	<p>In 1984 a series of schools was opened in a bid to localise the entire school curriculum from primary to secondary school These Ecoles Populaires Kanak (EPK) were not supported or fully recognised by the French Government</p>	<p>a vernacular Kanak curriculum trial (from primary school onwards) was seen as a failure as the children could not move on to further education</p> <p>the curriculum model used saw vernacular language used exclusively, rather than as a cultural foundation of the education system, thus setting up the children as 'failures'</p>		

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.5. Tertiary Institutions	<p>The French University of the Pacific (IUFM-Teachers learning University Institute) has a campus in Nouméa (as well as Tahiti and an extension in Wallis)</p> <p>IUFM offers a number of courses for the first two years of University study</p> <p>the university offers only the first two years of a three-year course</p> <p>the university offers a course for the hospitality industry</p> <p>theoretically access to the university is open to everyone with the appropriate qualifications and 6% of the people over 14 years (1989 census) had a university degree</p>	<p>there are no offerings in Kanak Studies or similar areas</p> <p>the university has little interest in the local arena and does not regard Kanak culture as relevant</p> <p>students are required to go overseas for the completion of their degrees, usually France.</p> <p>the course does not contain any cultural education etc</p> <p>in reality, there is a vast discrepancy between the southern province/Nouméa with 8% university graduates and the Loyalty islands province with 2% (which includes the teachers which may come from places other than the islands province).</p>		
3.1. Formal Education	3.1.6. Role of the museum	<p>enthusiastic director of the cultural centre</p> <p>no immediate funding problems; substantial investment in projects and programmes including key cultural facilities;</p> <p>existence of the Agence de Développement de la Culture Kanak to redress the previous exclusive focus on Caldoches/French Culture</p> <p>it is one of the tasks of the ADCK to give value to Kanak archaeological, ethnological and linguistic heritage, which is implemented through a department responsible for school education</p>	<p>the ADCK discharges this role mainly through the provision of resources in the mediatheque</p>	<p>develop educational materials for primary and secondary schools such as readers, resource books and travelling exhibition kits</p>	

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.1. Community Education Policy	<p>the New Caledonian Television has begun to broadcast Kanak cultural events (on occasion) during prime time (purely event driven);</p> <p>Current programmes such as the National (Territorial) Festival of the Arts are collaborated on by both territorial and provincial agencies</p>	<p>a single discipline (ie archaeology) is split into research, carried by the French State via ORSTOM) and management, carried out by the provincial governments via the Museum. Thus cross-fertilisation is wholly dependent on individuals</p> <p>similar problems exist in the field of anthropology</p>		
3.2. Community Education	3.2.2. Government Agencies		<p>there appears to be no formal programme to educate government agencies (state and territorial) in cultural and heritage matters</p>		

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.3. Museums and Cultural Centres	<p>a cultural centre is under construction which will be able to present contemporary culture via performances, exhibitions and a mediatheque covering print, audio and visual media</p> <p>the current museum will see a face-lift and/or upgrade after the Centre Culturel Jean-Marie Tjibaou is completed</p> <p>Provincial Kanak museums are the Centre Culturel "Goa ma Bwaxat" in Hiengène, operated by the Northern Province the Centre Culturel "Yeiwéné Yeiwéné" on Maré, operated by the Loyalty Islands Province</p> <p>a historical museum exists in the Old Town hall of Nouméa, focussing on the history of the French settlement in Nouméa. This museum is operated by the Municipality of Nouméa</p> <p>in the southern province are two European History museums, one focussing on nickel mining and one of the cattlemen culture of the western part of the island (Musée du Bourreil)</p> <p>a maritime museum is planned for Nouméa, which will be funded by a private operator with assistance from the Nouméa Chamber of Commerce</p>	<p>the display at the current territorial museum very much treats the exhibited items as isolated artefacts, with an d emphasis on the object as art, rather than as an item embedded into the social context as part of which it was created.</p> <p>while this development has been discussed it is unclear who will furnish the funding for this in view of the new facility of the CCJMT.</p>		
3.2. Community Education	3.2.4. NGO's	<p>..00000..</p>	<p>..00000..</p>	<p>..00000..</p>	<p>..00000..</p>

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.5. Radio	<p>The radio (RFO) is state controlled the radio station now has a Kanak manager who localised much of the programming and the staff traditional subject matter is broadcast on occasion (event driven)</p> <p>the FNKS operates a Kanak radio station</p>	<p>radio has lost much of its popularity due to the increase in TV coverage (but mainly overseas/French programmes shown)</p> <p>reporting of traditional subject matter/stories/airtime is solely event driven</p> <p>the Kanak station does not broadcast traditional or cultural messages on a regular basis</p>	<p>develop the integration of radio broadcasts into primary school curricula to offset the lack of trained teachers and to offset the costs of bringing in resource persons.</p> <p>consider making a one-hour broadcast compulsory listening for primary pupils. This would ensure some sort of national unified curriculum on Kanak culture in primary schools</p>	
3.2. Community Education	3.2.6. Semi-academic journals	<p>professional publication series in place for archaeology and ethnology</p> <p>the ADCK published MWA VEE a quarterly magazine on Kanak culture with a wide readership</p>	<p>MWA Vee used to be disseminated free of charge (inter alia to schools) but cost recovery forced the ADCK to charge a subscription fee</p>	<p>a regional exchange of expertise could be developed</p> <p>schools should be encouraged (with incentive if need be) to continue to order MWA VEE for their libraries</p>	<p>skill base is limited by the Anglophone/Francophone distinctions</p>
3.2. Community Education	3.2.7. Local TV	<p>the Radio France Outre-Mer (RFO) operates two TV channels and a private company another the TV station now has a Kanak manager who localised much of the programming and the staff a local talk show (in French) has been developed, as well as other local content</p> <p>local news crews have been set up in the northern province and the islands province, which allow to address the previously Nouméa-centred imbalance of news reporting</p> <p>the New Caledonian Television has begun to broadcast Kanak cultural events (on occasion/event driven) during prime time</p> <p>the RFO TV has a local educational issues program in the afternoons, which covers culture and heritage among environmental and other concerns</p>	<p>the broadcasting of cultural issues largely event driven</p> <p>the private TV channel only broadcasts French and imported (and dubbed) programs as well as sport</p>	<p>the public education potential of TV could be expanded</p>	

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.8. Print Media	<p>there are two newspapers in New Caledonia, both of which are reflective of opposing political parties</p> <p>the cultural centre sends out press releases on an occasional/event driven basis to news media (mainly papers)</p> <p>the cultural centre intends to employ a media manager</p> <p>professional publication series in place for archaeology and ethnology</p>	<p>there is no regular cultural feature in the newspaper and all cultural reporting is event driven</p> <p>semi-professional and/or publication series is lacking; whilst research (a responsibility of the Territorial agency) is published and disseminated on the scholarly level, this is not transmitted to the broader community as the skills to carry this out are not available and as the archaeologists are unable or unwilling to perform (part of) this task</p>	<p>develop a semi-professional publication series for distribution in regional cultural centres and secondary schools</p>	
3.2. Community Education	3.2.9. Public displays	<p>the cultural centre has sent limited displays from the territorial museum or the cultural centre to provincial cultural centres as well as town halls providing substantial exposure</p>	<p>the security of the displays is not always given and fears for the safety and conservation status of artefacts exist</p> <p>limited public education and promotion of Kanak culture for fear of 'commercialisation' or 'folklorisation' of that culture. This void has been filled by Polynesian groups, now dominating the floor shows in hotels</p>	<p>develop portable education kits (with replicas) for schools and portable pictorial and audio displays for town halls</p> <p>consider the introduction of pre main features film screenings of educational films in cinemas</p>	
3.2. Community Education	3.2.10. Role of formal Education system	<p>culture plays a strong part in Kanak society (at all levels);</p> <p>no immediate funding problems; existence of the Agence de Développement de la Culture Kanak to redress the previous exclusive promotion of French culture</p>			

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.11. Targeted education of impact generators (developers, loggers, builders etc.)				
3.2. Community Education	3.2.12 Youth programmes				
3.2. Community Education	3.2.13 Public lecture series	the ACK runs a series of public lectures on topic of Kanak culture, offered twice monthly at changing venues in Nouméa			
3.2. Community Education	3.2.14 Private Sector		there is no private sector involvement in public education w.r.t. to cultural heritage		
3.3. Tourism	3.3.1. Tourism Policy	<p>there is a growing interest from visitors in traditional Melanesian culture this interest, however, is driven by the short-bite information society</p> <p>each province has developed their own policy on investment, which has been produced in coordination in order to ensure that there is continuity in policy across the provinces</p> <p>The southern province has in place regulation governing the operation of tourism facilities and companies and of water sport/water-based tour operations</p>	<p>a specific policy catering to the development of cultural tourism in New Caledonia is lacking the tourism operators/providers wish a product that may be conflicting with traditional presentations</p> <p>at the provincial level the spread of responsibilities is more complex. eg in the southern province tourism permitting and promotion is the responsibility of one department the production of Ecotourism material and the production of cultural tourism material the tasks of other departments with different agendas</p> <p>these regulations do not make reference to conduct w.r.t. traditional cultural heritage</p>		

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.3. Tourism	3.3.2. Tourism Planning	each province has tourism development plans in the process of completion or are produced cultural tourism is seen as an opportunity and joint planning meetings between the tourism industry, the southern province (for Nouméa based operators) and the ADCK have taken place the investment code of the southern province contains provisions for the subsidy and start-up funding of tourism projects (although heavily geared towards hotel developments)	Heritage promotion through cultural and ecotourism activities is likewise hamstrung by the administrative structure. Overseas promotion of tourism is handled by the "Destination Nouvelle-Calédonie, a territorial agency, which acts on behalf of the provinces. The actual tourism management, from permitting to policy formulation, is the prerogative of the provinces which also market tourism within New Caledonia		
3.3. Tourism	3.3.3. Marketing	the tourist arrivals for 1994 were 128,000 (land tourists and cruise ship tourists) with expectations of gradual growth. the non-cruise ship tourist population is drawn from Japan (31%), France (21.5 %),Australia (21%), New Zealand (10%) (percentages based on 1992-1994 combined figures) the average stay of tourists are between 7 and 9 days for the Japanese/Australian. NZ tourists and 35 days for the French tourists there is a growing interest from visitors in traditional Melanesian culture the southern province is interested in promoting and marketing Kanak culture as a viable tourism product	controls on access to the Melanesian culture and peoples in New Caledonia as well the 'unwillingness' of the Kanak to adapt to the market forces (such as shorter and more varied dances) throw to the forefront the alternative French and Polynesian cultures. The 'Frenchness' of New Caledonia. is prominently promoted ('The Pacific's Little Riviera'), especially in the Japanese, but also NZ, markets the promotion of New Caledonian culture often utilises Polynesian rather than Kanak imagery	develop a dialogue between the tourism industry , the development agencies of the provinces and the ADCK with the aim to a) develop an understanding that traditional cultural practices cannot be changed to suit four-bus schedules; b) encourage tourism developers to recognise the richness and complexity of Kanak culture as an asset, and that there is a tourism market segment that would have to adapt; and c) encourage Kanak performing artists to develop non-traditional concepts of cultural expression inc. new choreography of dances which would satisfy the market demand on the one hand, while not compromising or threatening the traditional dances on the other	
3.3. Tourism	3.3.4. Stakeholder consultation	in the tourism debate the traditional owners as stakeholders are deemed to be represented through the ADCK	the ADCK is largely made up of educated urban Kanak whose value systems may no longer be fully congruent with those held in the villages		development of a two-class Kanak society based on training levels rather than based on traditional rank levels

New Caledonia

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.3. Tourism	3.3.5. Land owner involvement	traditional landowners are only involved in the planning processes if they can offer a product (ie a dance group) or if they own the land targeted for development or have formally claimed it as their traditional land	most of the land has been expropriated and original land owners are but rarely consulted likewise with the provision of cultural expressions in form of performance or stationary art the traditional owners are rarely consulted and motifs are expropriated		
3.3. Tourism	3.3.6. Tour guiding	a formal programme exists in the southern province which trains and accredits tour guides the southern province also make available start up funds to develop a tour and tour guiding company	at present the tour guide training is limited to Caldoches and metropolitan French working as guides on historic Nouméa subjects	expand the program to target the training of Kanak tour guides with an emphasis on communicating Kanak culture	
3.3. Tourism	3.3.7. Impact assessments	the provinces conduct a limited EIS review which is solely focussed on environmental aspects. Archaeological assessments may, or may not, figure	no formal impact assessments are carried out which address cultural issues		
3.3. Tourism	3.3.8. Income options	the expanding tourism industry, especially w.r.t. to Kanak Culture is poised to provide increased income options	limited public education and promotion of Kanak culture for fear of 'commercialisation' or 'folklorisation' of that culture. reluctance by the Kanak to show cultural expressions in inappropriate contexts as thus could be interpreted as being brash and ostentatious, both of which is traditionally frowned upon This void has been filled by Polynesian groups, now dominating the floor shows in hotels (Note that some of the above, such as the strength of the privacy concept of Kanak tradition) are indeed strengths <i>per se</i> , but in the context of income generation via floor shows etc are classed as inhibitors)		

New Caledonia

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.1. Land Management	4.1.1. Sensitivity of access to land/land information	<p>land still is the underpinning of Kanak culture, and land is a very sensitive matter</p> <p>In the northern and islands province more attention is paid to the traditional owners of the land than in the southern province which is dominated by Nouméa. In the southern province the municipality owns/controls all land with all traditional rights to land deemed extinguished.</p> <p>land can be claimed as traditional land and if the claim is successful, the land will be bought back by the ADRAF (Agence de développement rurale et agricole @@@) at a fair market price to be handed back to the Kanak.</p> <p>this land then becomes community land</p> <p>some landowners do not wish to sell their land to the ADRAF for return to the Kanak, but community pressures are great and few resist. Often east coast farmers sell their land to the ADRAF and purchase new land on the west coast</p>	<p>information on the ownership and ownership levels of land is not sensitive no longer as the French systems has largely disrupted the normal land management practices throughout the country</p> <p>The ADRAF buy back of land is usually at a fair price, occasionally at an inflated price (see the scandal of 1989).</p> <p>conditions of the buy back are that the Kanak use the land for development purposes (cattle farms etc). Land claims for the mere claim and recovery of traditional lands are not accepted.</p> <p>this transfer of Caldoches properties from the east to the west coast may only delay the increasing buy back of land and may result in a delayed but strong antagonistic attitude by the Caldoches (once western lands are also claimed)</p>		

New Caledonia

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.1. Land Management	4.1.2. Sensitivity of access to traditional sites (& information)	access to some traditional sites in the northern and islands provinces is restricted	in the southern province no access restrictions exist unless the land owner refuses access. in view of the largely Caldoches and/or Metropolitan French owned land tracts little protection for any remnant traditionally significant sites is given, unless they are defined as archaeological sites		
4.1. Land Management	4.1.3. Databasing of general information				
4.1. Land Management	4.1.4. Databasing of ownership information	the land ownership of the southern province has been computerised on an land cadastre			
4.1. Land Management	4.1.5. Databasing of cultural landscape information		cultural land scape information does not play a role in the land registers		
4.2. Heritage Site Inventory	4.2.1. Structure of register systems	site data management is computerised in the @@@@ office			
4.2. Heritage Site Inventory	4.2.2. Spatial coverage of register systems				
4.2. Heritage Site Inventory	4.2.3. Recurrent verification of information		No recurrent verification of sites and register items occurs on a systematic basis (lack of funds). Sites are revisited if and when the survey/excavation work gets archaeologists back to the area. For example no work has been planned to reverify the coastal sites in the west coast area after cyclone Beti struck made landfall there.		
4.2. Heritage Site Inventory	4.2.4. National (Territorial) Survey Programme	A systematic archaeological survey programme has been carried out by the territorial museum and the provinces, but the survey was executed by ORSTOM staff based on an ORSTOM research schedule An inventory of European sites has been compiled for Nouméa only			
4.2. Heritage Site Inventory	4.2.5. Provincial/District Survey Programme				

New Caledonia

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.3. Records and Collections Management	4.3.1. Archival management of data	the territory operates the territorial archives, which are tasked with the management of the territorial records and which also curate the state records relating to New Caledonia			
4.3. Records and Collections Management	4.3.2. Automatisation				
4.3. Records and Collections Management	4.3.3. Traditional records management.				
4.3. Records and Collections Management	4.3.4. Museums/cultural centres collection management				
4.3. Records and Collections Management	4.3.5. Access limitations (safeguards)				
4.3. Records and Collections Management	4.3.6. Oral History & Performance Documentation				
4.4. Research	4.4.1. Proactive Planning		research is only driven by the interests of the researchers and the cultural centre has no proactive planning in place		the compilation of a list of required research projects is seen as a waste of time and effort

New Caledonia

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.4. Research	4.4.2. Internal capacities	<p>The Museum has access to research and researchers employed by ORSTOM</p> <p>the skill level of this resource base is high</p>	<p>the museum has no internal research capacity in the fields of archaeology, anthropology and linguistics</p> <p>it may be too expensive to develop and maintain such a capacity</p> <p>this access depends on the goodwill of ORSTOM and the congruence of the museums and ORSTOMs research interests</p> <p>the presence of researchers under the ORTSOM or CRNS banner depends on their projects. At present, for example, ORSTOM does not have an anthropologist on staff in Nouméa</p>		
4.4. Research	4.4.3. Foreign research into the country's heritage	<p>most research into Kanak and New Caledonian topics is conducted by Metropolitan French and not by Kanak themselves</p> <p>some other foreign research occurs in New Caledonian topics</p>			
4.4. Research	4.4.4. Co-operative agreements		<p>there are no formal co-operative agreements in place between the territorial museum, the cultural centre or the provinces and overseas research institutions or universities</p> <p>the only connection is the informal working relationship with ORSTOM</p>		

New Caledonia

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.4. Research	4.4.5. Approval processes	research permits are needed for archaeological excavations (which is a flow-on from a French State law and thus not peculiar to New Caledonia) researchers commonly consult with the local community, the chefté and the cultural centre/ADCK on their projects. This is done both out of courtesy and out a sense of self-preservation, as otherwise no one will be able to or willing to help if problems occur.	there is no need for a French or other European Union researcher to gain a research permit (national of other origin will need an entry visa and can thus be regulated---but rarely are)		
4.4. Research	4.4.6. Administration of ongoing projects				
4.4. Research	4.4.7. Records depository	all archival documents will have to be lodged with the territorial archives			
4.4. Research	4.4.8. Access to results	the cultural centre/ADCK strongly encourages the feed back of research results to the local community in a fashion that is widely understandable to non specialists	there is no enforcement of this and some research is carried out without copies being sent back to the territorial archives/library and the ADCK, let alone the local community	develop a policy for the cultural centre which ties any support (staff time etc) of the centre given to a research project to a tangible benefit for the community develop a set of guidelines which stipulate the requirements for such public education documents and stipulate the level of explanation the resulting documents can then be used for public education beyond the village level	
4.5. Heritage Site Management	4.5.1. Access to knowledge				
4.5. Heritage Site Management	4.5.2. Ownership of sites				
4.5. Heritage Site Management	4.5.3. Significance evaluation				
4.5. Heritage Site Management	4.5.4. Development of site management plans				
4.5. Heritage Site Management	4.5.5. Interventional Conservation Measures				
4.6. Local Control	4.6.1. Local control of data/information				

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4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.6. Local Control	4.6.2. Local control of access to sites				

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5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.1. Extent of skill base	5.1.1. Core heritage government agencies	<p>enthusiastic, tertiary educated Kanak as director of the cultural centre/territorial museum</p> <hr/> <p>substantial and professionally organised programs for arts and culture; the skillbase of the cultural centre is being widened with employment /training under way for:</p> <ul style="list-style-type: none"> - 1 anthropologist - 1 mediatheque manager - 1 librarian - 1 museum administrator - 1 communications and public education specialist <p>Funding permits the cultural centre to hire consultants to perform certain tasks</p> <hr/> <p>The French Government has an ORSTOM office in Nouméa which is staffed <i>inter alia</i> with anthropologists and archaeologists, thus providing a substantial resource base</p>	<p>potentially excessive workload of the director of the cultural centre, with substantial demands w.r.t. time and efforts continuously being made</p> <hr/> <p>no trained conservator to deal with material culture objects</p> <p>legislation is being passed without providing an allocation for resources (both financial and staffing)</p> <hr/> <p>the long-term of consultants will increase the reliance of the cultural centre on French-funded staff and staff support, which may influence or set the agenda</p> <hr/> <p>ORTSOM staff can be draw on only if research and management needs are congruent</p> <p>the presence of ORSTOM staff depends on projects carried out by them. Thus presence of expertise cannot be guaranteed</p> <p>the resources are subject to the French State and may not be available to the Territorial government or the provincial governments if and when needed (if in time or conceptual conflict with state-driven research programs)</p>	<p>a regional exchange of expertise and training could be developed</p>	<p>skill base is limited by the Anglophone/Francophone distinctions</p>
5.1. Extent of skill base	5.1.2. NGO agencies	..oo0oo..	..oo0oo..	..oo0oo..	..oo0oo..
5.1. Extent of skill base	5.1.3. Peripheral heritage government agencies				

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5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.1. Extent of skill base	5.1.4. Private Sector				
5.1. Extent of skill base	5.1.5. International Volunteer Base	<p>it is possible to attract internal French volunteers who wish to perform civil service rather than military service</p> <p>there is a dearth of culturally oriented and skilled people in the French volunteer cadre</p> <p>experiences by the cultural centre with two such volunteers have not been such that these volunteers are seen as a viable source of project assistance</p>	<p>the draw down of the French military service with the possible abandonment of compulsory military service in favour of a professional military may see the cut back or abolishment of the volunteer scheme</p> <p>being legally deemed to be part of France, New Caledonia does not have access to international volunteer programmes</p>		
5.1. Extent of skill base	5.1.6. Local Volunteer Base	<p>there is a potential local volunteer base for the European site/buildings programmes</p> <p>elders and skilled craftspeople give talks on a voluntary in the traditional education element in schools</p>	<p>increasingly payment for these services is required as people realise that the teachers are paid for a job they do not perform</p>		
5.1. Extent of skill base	5.1.7. Training agendas	<p>the need to train the staff in English competency has been recognised</p> <p>it has been recognised that the 'traditional' training in Paris may not be appropriate for the needs of New Caledonia and that training may need to be procured in the region.</p> <p>Australian and New Zealand degrees, previously seen as substandard compared to a degree from a French university, are now becoming accepted/-able</p>	<p>there is no formal staff establishment plan and no formal staff development plan which make long-term planning problematic</p> <p>the training agenda is developed in an <i>ad hoc</i> fashion</p>		

New Caledonia

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.2. Buildings/Plant	5.2.1. Exhibition Building	development of the AUs \$ 80 million Cultural Centre Jean-Marie Tjibaou funded by the French State) provides major boost for exhibitions, cultural activities and research the French State will provide 1/3 of the annual operating budget, with 1/3 to be paid by the territorial administration and the remaining 1/3 to be funded elsewhere, mainly via income generating schemes	the new cultural centre will require a substantial commitment for ongoing operating costs and maintenance		
5.2. Buildings/Plant	5.2.2. Administration				
5.2. Buildings/Plant	5.2.3. Collection Storage				
5.2. Buildings/Plant	5.2.4. Professional Library				
5.2. Buildings/Plant	5.2.5. Treatment Laboratory				
5.2. Buildings/Plant	5.2.6. Performance Facility				
5.2. Buildings/Plant	5.2.7. Public Library	The Bibliotheque Bernheim provides the services of a territorial library			
5.2. Buildings/Plant	5.2.8. (Museum) Shop				
5.3. Equipment	5.3.1. Saturation with computers				
5.3. Equipment	5.3.2. Office equipment				
5.3. Equipment	5.3.3. Recording/editing Suite				
5.3. Equipment	5.3.4. Photo production/Darkroom				
5.4. Operations	5.4.1. Operational constraints				
5.4. Operations	5.4.2. Mobility of staff (attitudes)				
5.4. Operations	5.4.3. Mobility of staff (vehicles etc.)				
5.5. Communications	5.5.1. Policy				
5.5. Communications	5.5.2. Fieldworker communications				
5.5. Communications	5.5.3. Access to the Internet				

Papua New Guinea

1. Cultural heritage manifestations

Category	Issue	Strength	Weaknesses	Opportunities	Threats
1.1. Immovable Cultural Heritage	1.1.1. Archaeology	a rich archaeological heritage exists throughout the country part of which has been documented; archaeological research and documentation of the sites is carried out by the National Museum as well as overseas researchers	resource base is threatened by development and natural decay; the resource base is so big and so varied that the current staff resources are overstretched to achieve adequate coverage	improve the strength and capabilities of the provincial authorities to conduct archaeological research; establish a support base in the NGOs to coordinate the fieldwork program on a regional/provincial level.; establish community outreach/fieldworker programmes similar to the Vanuatu model	provincial governments are being reorganised are losing some of their powers; provincial governments have varied interest, <i>inter alia</i> development of their economies, that take priority. Provincial government positions are not very well paid, thus attracting qualified staff may be a problem.
1.1. Immovable Cultural Heritage	1.1.2. Historic sites	there is a varied architectural history in the area, ranging from homesteads of planters of German, British Australian and other origin, to mission stations and early gold mining sites (dredges); abundance of WWII sites, many of which are documented or in the process of documentation	no systematic survey has been conducted or is in progress. Much of the work is driven solely by WWII enthusiasts, interested in salvaging material; uncoordinated approaches prevail also in the WW II arena	development of a historic buildings & sites register and a systematic survey for these sites, concurrent with archaeological surveys; development of a procedure for the documentation and classification of such sites	European heritage as a non-indigenous heritage is not recognised as of importance. Spending funds on the documentation of such sites may be seen as a neo-colonial activity.
1.1. Immovable Cultural Heritage	1.1.3. Settlement patterns and village lay-out	the University of Technology at Lae has begun with the systematic documentation of traditional village layouts and house construction techniques and is in the possession of a good collection of plans	the efforts are not tied in with a general nation-wide survey scheme (for ex. with the anthropology dept of the National Museum).	improve the integration of the village lay-out and house construction skills /knowledge into the overall anthropological documentation scheme	
1.2. Moveable Cultural Heritage	1.2.1. Material culture/crafts	substantial and professionally organised programs for arts and culture	there is no systematic active collection policy, no systematic plan to cover the area of PNG. Acquisition options depend often on walk-in situations and are governed by the national governments funding allocation. little active field collection takes place	fund the collection of material culture items in the field to facilitate the collection of all associated traditions and information; develop a needs analysis for the collection and establish collection priorities	clashing funding priorities

Papua New Guinea

1. Cultural heritage manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.2. Moveable Cultural Heritage	1.2.2. Historic material	a modern history unit has been established	the collection policy for the modern history collection is not developed. ongoing collection is largely serendipitous and depends on the interests of the individuals developing the collection; too much of the current activities focus on the WW II period; much of the colonial heritage items are threatened by decay and neglect	develop a needs analysis for the collection and establish collection priorities	it may be politically unacceptable to expend funds on colonial era and modern era items and places when there is not enough funding available to look after the archaeological and traditional sites and items
1.2. Moveable Cultural Heritage	1.2.3. Archival documents	the National Archive collects paper-based archival material as well as historic photographs; the Institute of PNG Studies has a collection of archival material	the integration of the archives with the other collection agencies (for cultural heritage material) is not well developed	develop an overarching policy that clearly assigns responsibilities to ensure a seamless integration and coverage of all field of collection	
1.2. Moveable Cultural Heritage	1.2.3. Archaeological/prehistoric material	National Museum is presently undertaking an inventory of traditional and a prehistoric/archaeological material held in villages/private hands and in overseas collections	The National Museum acquires items that come up for sale if the funds permit		smuggling of items is hard to detect and to prevent
1.3. Intangible Cultural Heritage	1.3.1. Land tenure	social mapping of the information held in the archives of the Department of Lands has begun; there is a World Bank proposal to register all traditionally owned land	no formal documentation system has been established. Some land tenure is collected by University of Technology Lae as part of the village pattern study		it may be socially unacceptable (at the village level) to register all traditional land
1.3. Intangible Cultural Heritage	1.3.2. Genealogies	the genealogical traditions of the PNG population is varied and complex, reflecting a richness of cultural diversity	no formal documentation system has been established		
1.3. Intangible Cultural Heritage	1.3.3. Linguistics	PNG has the greatest number of languages in any given country on earth	the rich diversity of languages poses challenge in terms of documentation and ongoing utilisation in the face of Pidgin and English	continue the documentation of local languages; continue the integration of local language curricula into the school system	changing cultural values and an increased status of English may create pressures on government agencies not to foster local language development

Papua New Guinea

1. Cultural heritage manifestations

Area	Issue	Strength	Weaknesses	Opportunities	Threats
1.3. Intangible Cultural Heritage	1.3.4. Oral traditions	PNG has an abundance of oral traditions in all local languages as well as in pidgin	there is no agency charged with the responsibility of systematically documenting the oral traditions and the context in which they exist	develop an oral traditions documentation unit using video technology; establish a traditions storage area in each province which documents the traditions and sends tape copies to a central depository in Port Moresby to safeguard for natural disaster impacts	the complexity of the task may be seen as overwhelming
1.3. Intangible Cultural Heritage	1.3.5. Performance traditions	there is a wealth of performance traditions in PNG, some of which is being documented by the National Film Archive as well as foreign researchers	the spread of TV/Video is threatening the wide spread practice of traditional performance arts, removing them from daily life to a status of special occasions;		
1.3. Intangible Cultural Heritage	1.3.6. Music	The Institute of PNG Studies has made a collection of traditional music and produced a series of publications on the issue			
1.3. Intangible Cultural Heritage	1.3.7. Traditional obligations/exchange systems				
1.3. Intangible Cultural Heritage	1.3.8. Traditional political systems (hierarchies/chiefly structures etc..)				
1.3. Intangible Cultural Heritage	1.3.9. Traditional skills and knowledge	traditional skills are recognised a significant contributor to the present make up of PNG culture; traditional skills contribute to the local economy via import substitution; some documentation and fostering programs are being executed by the National Cultural Commission			

Papua New Guinea

2. Cultural heritage policy and planning

Category	Issue	Strength	Weaknesses	Opportunities	Threats
2.1. Heritage Policy	2.1.1. Attitude to Policy	there is a 'tradition' of cultural policy development from the 1970s and 1980s as evidence by the Cultural Development Acts of 1974 (repealed); 1982 (repealed) and 1986 (repealed)	cultural policy has been described as a political football resulting in large shifts in policy and administrative structure whenever government changes		
2.1. Heritage Policy	2.1.2. National Heritage Policy	a notional cultural heritage umbrella exists; the National Cultural Commission is in the process of drafting a cultural policy that will govern the actions of the National Cultural Commission, but through the award of funds will also influence other executing agencies	the policies are frequently modified and/or not adhered to; changing political fortunes immediately translate into rearrangements of government portfolios and policies; these changes result in reduced staff productivity and morale; usually little funding is set aside to implement the policies; the policies arrived at seem to have been developed by the relevant ministry with some consultation with the national heritage management agencies (NRI, NCC, NM). A holistic approach is absent and no full stakeholder consultation has been carried out.	develop the framework for a national cultural convention and establish a cultural policy that is 'owned' and adhered to by the provincial governments, the national heritage management agencies, the other government departments as well as the non-government stakeholders	such a convention may not be politically acceptable as it can be interpreted as eroding the authority of the Ministry of Tourism, Culture and Civil Aviation
2.1. Heritage Policy	2.1.3. Institutional/Departmental policy	the National Museum has in place a set of general policies, as well as a draft 5-year which will be completed by late 1996; the National Cultural Commission is in the process of drafting a cultural policy that will govern the actions of the National Cultural Commission; the director of the National Museum as well as the director of the National Cultural Commission are political appointments	the integration of this policy with the national policy and with the policies of other government agencies charged with heritage management is unclear; the director of the National Museum as well as the director of the National Cultural Commission are political appointments so that changes in government may bring about changes in the administration and policy of the National Cultural Commission and the National Museum	development of strong institutional policies in lie with an overarching national policy	

Papua New Guinea

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.1. Heritage Policy	2.1.4. Provincial/District Policy	the local government commission bill tasks the provinces with the development of their own policies; some provinces have developed their own cultural policies; the National Museum has provided input into the development of provincial cultural policies for New Ireland, West New Britain and Chimbu Province	the presence and implementation of cultural policies depends very much on the cultural officers paid by the provincial government. While there are a several very active cultural officers in some provinces, others are there in the name only and perform mainly non-culture-related duties	develop workable provincial cultural policies	
2.2. Cultural Heritage Legislation	2.2.1. Appropriateness	there is no legislation governing a cultural umbrella organisation as the National Cultural Council is now defunct	the heritage legislation does not adequately cover the colonial past	review the appropriateness of the heritage legislation in view of changes heritage management concepts and standards	
2.2. Cultural Heritage Legislation	2.2.2. Level of protection	A national cultural preservation act is in place; the historic heritage is in part protected through the War Surplus Materials Act;	current levels of fines are inadequate resulting in the loss of cultural artefacts through export, and in the loss of sites through development and inadvertent destruction; the protection of sites under the environmental legislation is not fully given	a broad review of the preservation act is needed in the light of the new types of threats (mining, logging etc.) to the resource base there is need to improve the links between cultural institutions and law enforcement organisations to prevent the smuggling of cultural property	it was indicated that there is usually a great delay between the drafting of the legislation and its tabling and discussion in parliament.

Papua New Guinea

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.2. Cultural Heritage Legislation	2.2.3. Enforcement	<p>the heritage legislation is being enforced by both the National Museum and the national customs authorities;</p> <p>the museum sees a need to couple the punitive provisions of the legislation with public education; so far none of the enforcement cases has ended up in court. The status of common law in PNG is relatively undeveloped, which would prevent rogue judicial decisions from becoming binding precedents;</p> <p>all archaeological components EIS projects are carried out by the museum which permits to uphold high professional standards</p> <p>enforcement of the EIS legislation and the findings of the impact assessments is part of the duties of the social monitoring unit of the Department of the Environment and Conservation</p>	<p>there is political interference with the enforcement of the heritage legislation;</p> <p>small items, carried in hand luggage tend to go and cannot be detected/recovered;</p> <p>much of the enforcement relies on custom tip offs;</p> <p>monitoring of the airports to prevent individuals from leaving undetected ties up staff resources;</p> <p>the Social Monitoring Unit of the Department of the Environment and Conservation appears to be subject to internal pressure;</p> <p>the Social Monitoring Unit is understaffed to enforce issues. In addition it is placed at a level within the bureaucratic hierarchy that may stifle any meaningful mitigative program;</p> <p>recommended action is often not acted upon due to political reasons;</p> <p>some companies/projects are made exempt from the impact legislation if this is deemed in the national interest (eg Ok Tedi);</p>	<p>continue the public education campaign to ensure that the relevant cultural items do not leave the communities to which they belong;</p> <p>improve local policing of artefact movements;</p> <p>improve the heritage legislation to force airlines to reveal their passenger list to authorised heritage enforcement officers</p>	
2.2. Cultural Heritage Legislation	2.2.4. Protection of intangible heritage	existence of a viable and vibrant intangible cultural heritage;	at present there is no copy-right law in PNG	develop an intellectual properties law and copyright law for PNG	
2.2. Cultural Heritage Legislation	2.2.5. Research Permits	a system for the review, evaluation and granting of research permits is in place, managed by the National Institute for Research			

Papua New Guinea

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.3. Heritage Planning	2.2.1. Attitude to Planning	cultural heritage was part of the government planning process when a planning commission existed a document <i>Five Year Cultural development Plan 1990-1995</i> has been produced	heritage is not seen as a 'plannable' item by the heritage management agencies beyond the infrastructure/plant elements and the staff base; the conceptual framework for heritage planning does not extend beyond financial/budgetary planning none of the people talked to actually referred to or mentioned this planning document;	develop a rigorous planning regime in the various cultural heritage management agencies to facilitate the systematic medium- and long-term management of the heritage assets in the country planning must be conducted in all inclusive manner ensuring that all stakeholders are adequately represented	
2.3. Heritage Planning	2.2.2. National Level Planning	the National Planning Office is formally tasked with the planning throughout PNG. Sector plans are being drawn up; cultural heritage has been made part of the social services sector	no national heritage planning framework exists; the heritage agencies are not fully aware of their role in the formulation of the sector plans for the national five-year plans; the staff of the National Planning Office are all macro-planners from the Ministry of Finance with little experience in heritage planning and with little (if any) interest to pursue this avenue	develop the necessary planning skills to conduct systematic needs analyses and plan review processes both on the national and the provincial levels; empower the relevant heritage management agencies in the development of meaningful sector plans	the funding levels granted by the National government are not fully predictable
2.3. Heritage Planning	2.2.3. Institutional/Departmental Planning	some <i>ad hoc</i> planning occurs; the need for a more rigorous planning approach is being recognised by some agencies	no systematic institutional planning exists. Most planning is conducted in an <i>ad hoc</i> action to solve immediate problems. Little planning beyond the financial year cycle is conducted	develop the necessary planning skills to conduct systematic needs analyses and plan review processes at the institutional levels.	lack of political will to see through the planning exercise; there is an ingrained 'tradition' of <i>ad hoc</i> planning that may hinder a fresh and comprehensive approach to planning
2.3. Heritage Planning	2.2.4. Provincial/District Level Planning	In the 1970s attempts at provincial heritage/cultural management planning were made	no systematic or ad hoc planning on cultural heritage matters exists within the provinces, as these issues have a lower priority than education and economic development	develop an appreciation for the need to plan cultural heritage management at the provincial level	funding limitations; lack of political will by the provincial governments to see through a planning exercise

Papua New Guinea

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.4. Funding Base	2.4.1. National Government	the funding base for the National Cultural Commission and the National Museum relies to near 100% on the national government. The funding levels granted by the National government are fully predictable	there is only negligible outside funding available for the National Museum and the National Cultural Commission. The special aid agreement between Australia and the PNG government bars PNG from applying to the South Pacific Cultures Fund; other Ambassadorial discretionary funds are being used, but these funds are usually very small; the income generated by the museum is very small, (through the bookshop for ex..) but there is pressure on increasing self funding; the enabling legislation prohibits the National Cultural Commission and the National Museum from setting up non-for-profit charitable organisations	develop grant-writing skills to widen the funding base; develop a small grants scheme which allows the PNG agencies to apply for small funding amounts; plan through the cultural heritage management needs and identify elements that contribute to the overall planning effort but which can be executed and 'owned' by other ministries	the National government of PNG has signed a rescue package with the World Bank/International Monetary Fund that requires PNG to cut back on government expenditure, <i>inter alia</i> by reducing the staff levels in the public service; cultural heritage agencies are likely to be cut disproportionately by such economic rationalist approaches
2.4. Funding Base	2.4.2. Regional governments	the regional governments fund the cultural officers	the cultural officers are often moved from position to another and are most often placed in agencies which draw on their time (such as tourism etc).		
2.4. Funding Base	2.4.3. NGO's	some research foundations, such as Wenner-Gren have assisted in the past some NGOs are interested in heritage aspects related to their main focus	there are no cultural heritage focussed-NGOs in PNG; regional NGO's do not tend to finance the heritage management aspects	diversification of the funding base by including NGO's in the national heritage planning effort and delegating some sub-elements of the national effort to them	
2.4. Funding Base	2.4.4. Regional heritage bodies	PNG attracts limited funds from UNESCO	the UNESCO funds have a regionality criterion attached to them that is not appropriate in the PNG situation (given the cultural complexity of the country)	develop and cultivate alternative regional funding bodies; encourage the European Union to develop a Melanesian Small grants scheme	

Papua New Guinea

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.4. Funding Base	2.4.5. Grant writing skills	the National Museum intends to hire a full-time grants writer; the National Museum is capable of attracting small grants out of Ambassadorial discretionary funds	grant writing skills are not well developed and some of the available funds are not tapped; the Ambassadorial discretionary funds are dispersed far and wide, and some Ambassadors as not very receptive as would be desirable	develop grant-writing skills to widen the funding base	
2.4. Funding Base	2.4.5. Private Sector	there is some in-kind support, such as food and beverages for events donated by manufacturers; Air Niugini has donated airfares on occasion, but usually as payment for articles written for the in-flight magazine.	overall the private sector does not have much interest in the support of cultural heritage activities in PNG	develop a systematic sponsorship/outreach program to ensure that the private sector accepts the cultural diversity of PNG as an asset and supports heritage management activities develop a tax incentive scheme, such as the “Friends of the PNG National Museum”, the “Friends of the Cultural Centre” etc. which allows tax write-of for companies; amend the enabling legislation of the cultural agencies to permit the development of tax incentives schemes	any tax write-off scheme is likely to be vetoed as the funding base of the PNG government contracts; reduced economic activity in PNG may inhibit small and middle-level companies from donating goods/services in kind are via tax write-off schemes
2.5. Heritage Agencies	2.5.1. Regional Co-operation, formal channels	the National Museum of PNG has formal arrangements with the Bernice P. Bishop Museum in Hawaii, the Field Museum in Chicago and the Australian Museum in Sydney, covering staff exchange, skill transfer and exhibition/conservation cooperation; the PNG museum has provided training for the Vanuatu Cultural Centre staff; PNG is a member of PARBICA, PREMA/PIMA; PNG signed the World Heritage Convention	PNG not yet a signatory to the UNESCO convention of movable cultural heritage	establish a regional Melanesian body to ensure regular information exchange and to facilitate the development of regional cultural heritage plans to be presented to aid donors; emplacement of such a body within the political framework of the Melanesian Spearhead Group	reluctance of aid donors to fund the establishment of organisations and administrative bodies; national competition for limited aid funds

Papua New Guinea

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.5. Heritage Agencies	2.5.2. Regional Co-operation, informal channels	informal cooperation occurs, but mainly on occasion of meetings	frequency of informal contact is dependent on the occurrence of regional venues; on occasion of these meetings other business is also pressing reducing the ability to effectively communicate on micro-regional and bilateral issues;		
2.5. Heritage Agencies	2.5.3. Agency co-operation	the heads of the National Cultural Commission and the National Museum sit on each others advisory board/board of trustee ensuring some exchange of information; the cooperation is formalised but occurs at a low intensity level; there had been a scheme of National Research Institute fellows, which allowed staff from the museum and UPNG to be cycled through the NRI.	the National Cultural Commission and the National Museum are autonomous agencies and exhibit a certain lack of co-operation; the NRI research fellowship scheme has floundered in recent years as research fellows are reluctant to go back to their original positions (due to the salary differentials); NRI has no formal (only interpersonal) links with UPNG and with the Inst PNG Studies		
2.5. Heritage Agencies	2.5.4. Central co-ordination of heritage efforts.		there is only limited coordination of cultural heritage management activities; frequent administrative changes in mode of co-ordination are deleterious to productive work 'on the ground' in the provinces; levels of Central control vary over time, depending on the make up of the national bodies (NCC/NMN) and their political masters	develop a clear structure flowing from a universally agreed on national cultural policy to avoid impact on provinces	
2.5. Heritage Agencies	2.5.5. NGOs	active NGO culture; some NGOs are interested in heritage related aspects of their core work areas	there are no cultural heritage management focussed NGOs	encourage the participation of NGOs in the cultural heritage planning and management effort, by fostering their activities where they overlap with cultural heritage concerns/interests	

Papua New Guinea

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.5. Heritage Agencies	2.5.6. Decentralisation of heritage management.	the <i>Five Year Cultural Development Plan 1990-1995</i> argues for the decentralisation of activities from the national to the provincial level	in view of the varied state of technical and conceptual development of the provincial cultural centres the issue of decentralisation of heritage management activities has not been raised by the participants; no overall concept has been developed how the decentralisation may work in a productive manner; the provincial cultural officers only rarely come to Port Moresby and visit the museum. It is not clear how often cultural officers may come to town but do not visit and consult with the National Museum staff; provincial cultural centres often have a very short life span due financial insecurity, personnel changes and political interference		without well defined areas of authority and responsibility, including the clear separation of funding controls, decentralisation can easily become a tool to monopolise authority of a selected national agency; the issue is politically charged due to the different interests of the main national players (NCC, NM, UPNG)
2.5. Heritage Agencies	2.5.7. Interaction of local with central authorities		there appears to be lack of follow up of actions/support by the central authorities with the provincial levels; provincial authorities are reputedly only rarely requesting technical assistance from the NM	the cooperation between the National Museum and UPNG could be developed on a formal basis to for the mutual benefit of both inasmuch the museum staff could assist with the teaching of subjects and the students could gain practical work experience in the museum, thereby relieving staff shortages	
2.5. Heritage Agencies	2.5.8. Local involvement		there appears to be only limited local initiation of heritage management measures		
2.5. Heritage Agencies	2.5.9. Private companies	there are no private cultural heritage management companies involved in the archaeological elements of an EIS; thus there is little danger of commercial prostitution of the archaeological and anthropological heritage			

Papua New Guinea

2. Cultural heritage policy and planning

Area	Issue	Strength	Weaknesses	Opportunities	Threats
2.6. Key Stakeholders	2.6.1. Government development agencies	consultation between the government agencies and the heritage management agencies occurs	the quality of exchange between the agencies is limited, as much of the heritage profession is seen as a hindrance to development.	improve the communication between the cultural heritage management agencies and the other government departments to ensure that cultural heritage matters are within their frame of mind and part of the considerations at all levels of decision making	
2.6. Key Stakeholders	2.6.2. Local Communities	the local communities play a key role in the granting of research projects and stakeholder consultation is regularly carried out, both by the national authorities and overseas researchers	due to funding limitations there are no formal venues established which allow for an annual exchange of view and interest, as well as some training, for the cultural officers of the provinces	develop an annual conference circuit to bring together the provincial cultural officers for the exchange of information and skills. Run a training workshop to improve their stakeholder consultation skills	the distances and costs involved may prove to be prohibitive to run such a conference on an annual basis; there is the need to centrally organise and coordinate such a conference
2.6. Key Stakeholders	2.6.3. Developers		developer often only comply with the legislation is all other avenues (persuasion and threat) fail		
2.6. Key Stakeholders	2.6.4. Religious Institutions	the religious institutions make an effort to study and document the languages of the communities in which they are active; some churches exhort their members to study the cultural practices of their host communities	Christian tradition, especially as taught by the fundamentalist Christian movement, is at openly antagonistic to most of the traditional spiritual life and intent on preventing these practices from occurring; as spirituality pervades most of the daily activities on one plane or the other, this intervention is singularly destructive by reducing the vibrancy of traditional culture to a bland but 'safe' levels; despite being cognisant about the impact of their actions no documentation of traditional practices is being carried out by the churches	include the churches in the policy and planning for a and encourage their active participation; encourage an understanding of the direct and the collateral damage wrought by the Christian belief on the traditional cultures; encourage churches to appreciate their role as active players in cultural change with the aim of accepting responsibility for their actions; consider requiring social impact statements for all new mission developments;	

Papua New Guinea

3. Cultural heritage integration into other sectors

Category	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.1. Education policy				
3.1. Formal Education	3.1.2. Curriculum Development	a syllabus advisory committee has been established that provides the line to the relevant authorities; some cooperation occurs between the department of environment and the CDC to work on educational materials	there is a perception that other government agencies, mainly of the cultural heritage management field) are on the whole unhelpful and not interested in co-operation; stakeholders in the cultural heritage management agencies are occasionally unaware that the curriculum is being changed	alert the cultural heritage management agencies to the opportunities presented in the new development of curricula; educate the cultural heritage management agencies that prevention (via primary education) is better than curing at the adult stage	
3.1. Formal Education	3.1.3a. Elementary Schools	tokples schools provide a vernacular language curriculum for 7 to 9 year olds, the students enter the formal education system (Prep, year 1-2); the community chooses the language in which the tokples school is to be taught. The community can choose pidgin, but this occurs only in the urban areas; the community chooses the teacher who is then send on to teacher training. The community hires and fires the teacher, but the national government pays the salary; School hours are set at 0.5 day to ensure that children can remain part of traditional village life; curriculum materials are developed in the villages by a team made up of the local teachers and the curriculum development/reform office. he materials, some of them shell materials, are localised on the spot and are 'conceptually' owned by the community and the teachers	occasionally there are provinces who wish to start in English (eg. Milne Bay), suggesting that English has been given a higher status in Education than traditional languages/skills; the communities have conceptual problems with the tokples system. Criticism is often levelled at the need to learn a language children already speak	the local curriculum materials development concept can be 'ported' to the public education role of the cultural officers	
3.1. Formal Education	3.1.3.b Primary Schools	substantial national content has been developed and included in the curriculum; no locally produced grade 3/4 material in hand	The primary curriculum is solely taught in English (years 3-8) and incorporates little local contact		

Papua New Guinea

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.1. Formal Education	3.1.4. Secondary Schools				
3.1. Formal Education	3.1.5. Tertiary Institutions	<p>the University of Papua New Guinea offers a degree in Anthropology and a degree in Archaeology; the subject 'Papua New Guinea Studies forms part of the foundation program for all courses at UPNG;</p> <p>a teacher training program to train the trainers has been installed to ensure that the teachers are able to learn the local languages for the tokples schools</p>	<p>the curriculum of the Teacher Training programme is conducted without input from the heritage management agencies, such as the National Cultural Commission or the National Museum</p>	<p>develop a course in Pacific cultural heritage management at UPNG which is tailored to the regional needs;</p> <p>develop a (series of) subject(s) suitable for teaching in the teacher training strand; develop the subject in fashion that they can be offered as a Graduate Certificate course for the wider government service</p>	<p>the security situation in PNG at present is such that it may be problematic to convince other Melanesian governments to send their students to UPNG</p>
3.1. Formal Education	3.1.6. Role of the museum	<p>the National Museum teaches heritage units to school classes;</p> <p>the National Museum provides initial training and cultural familiarisation for the international volunteers;</p> <p>the National furnishes materials that can be used by teachers to develop their materials;</p> <p>the National Museum provides training and input to NGO workshops to raise awareness for cultural heritage concerns</p>	<p>no formal and informal cooperation with the curriculum development unit;</p> <p>history of failed communication attempts</p>		
3.2. Community Education	3.2.1. Community Education Policy	<p>the National Cultural Commission has expressed interest in being involved in the development of educational policy both on the level of formal education and community education</p>	<p>at present there is no cohesive educational policy w.r.t. cultural heritage issues.</p>		
3.2. Community Education	3.2.2. Government Agencies	<p>the National Museum runs a project training the foremen of roads management and building crews to recognise and understand archaeological sites</p>	<p>lack of interest in cultural heritage management issues by senior ministerial staff and politicians</p>	<p>develop public education mechanisms to encourage senior government officials, as well as politicians to pay more than mere lip service to the needs of cultural heritage conservation</p>	

Papua New Guinea

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.3. Museums and Cultural Centres	the aim of the cultural centres is to furnish community education; on request the National Museum furnishes technical assistance and training to the provincial cultural centres	the National Museum has no knowledge on the status of the cultural centres		
3.2. Community Education	3.2.4. NGO's	the NGOs play major role in community education throughout PNG	existing NGOs are only marginally interested in cultural heritage management matters; NGOs have no 'ownership' stake in the cultural heritage management field	develop formal and interpersonal ties between the national heritage management authorities and the NGOs to ensure that cultural heritage concerns permeate most of the NGO work at some level or the other	
3.2. Community Education	3.2.5. Radio	the national radio broadcast a book programme which occasionally reports on museum/heritage publications; the west New Britain province has a 30 min/week programme on the provincial radio station			
3.2. Community Education	3.2.6. Semi-academic journals	professional publication series in place for archaeology and ethnology; the museum has published a number of books, both of academic and semi-academic nature.	there is not outlet for reporting of archaeological or anthropological findings for the professional and for the wider community; there is dearth of regional journals/publication venues for professional publications, especially if data rich	a regional exchange of expertise could be developed; develop a regional publications mechanism that allows a low-cost by high quality publication of data rich documents	skill base is limited by the Anglophone/Francophone distinctions
3.2. Community Education	3.2.7. Local TV	MTV came up in early 1990; there was a children's programme that drew on cultural elements and items from the museum	cooperation lapsed due to disagreements on respective responsibilities and efforts to be expended		
3.2. Community Education	3.2.8. Print Media	The National museum has a media Officer	media reporting of cultural items is purely event driven		
3.2. Community Education	3.2.9. Public displays	the National Museum has prepared some laminated A3 sheet displays for the West New Britain province and send them to the province	the success of these displays has not been evaluated; there is a need to ensure the follow up of projects and the implementation of successful projects in other provinces	improve the evaluation of education measures	
3.2. Community Education	3.2.10. Role of formal Education system		the formal education systems plays at present no role at all in the community education arena.		

Papua New Guinea

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.2. Community Education	3.2.11. Targeted education of impact generators (developers, loggers, builders etc.)				
3.2. Community Education	3.2.12 Youth programmes				
3.2. Community Education	3.2.13 Public lecture series	the National Research Institute runs a professional public lecture series	there appears to be a lack of a community-based public lecture series		
3.2. Community Education	3.2.14 Private Sector				
3.3. Tourism	3.3.1. Tourism Policy	the tourism policy sees cultural heritage elements as an integral part of the marketability spectrum	the Tourism Development Corporation was in charge of cultural policy development and of administering cultural activities in PNG in the early 1990s; <i>inter alia</i> abolishing the National Cultural Council; this set-up created much animosity and distrust between the cultural heritage management agencies and the tourism sector		
3.3. Tourism	3.3.2. Tourism Planning	an Environmental plan for Tourism development has been prepared, but this plan mainly focuses on environmental issues			
3.3. Tourism	3.3.3. Marketing				
3.3. Tourism	3.3.4. Stakeholder consultation				

Papua New Guinea

3. Cultural heritage integration into other sectors

Area	Issue	Strength	Weaknesses	Opportunities	Threats
3.3. Tourism	3.3.5. Land owner involvement				
3.3. Tourism	3.3.6. Tour guiding				
3.3. Tourism	3.3.7. Impact assessments				
3.3. Tourism	3.3.8. Income options				

Papua New Guinea

4. Cultural heritage data management

Category	Issue	Strength	Weaknesses	Opportunities	Threats
4.1. Land Management	4.1.1. Sensitivity of access to land/land information		no overall recording of landownership information exists; the information is deemed sensitive if and when a development takes place; the recording of such information without announced development is suspected to be conducted in advance of development, thus impeding data capture.	develop a GIS system that combines archaeological/anthropological data sets with land management and ownership information to proactively manage site and cultural landscapes	
4.1. Land Management	4.1.2. Sensitivity of access to traditional sites (& information)	overall the access to information relating to archaeological sites is not as sensitive as for example in Australia; site files contain mainly information on the tangible/visible elements of the site	there are secret/sacred sites where the site location may be divulged, but the related story may not		
4.1. Land Management	4.1.3. Databasing of general information				
4.1. Land Management	4.1.4. Databasing of ownership information	the ownership information w.r.t to sites is databased where possible.	often the information is limited to third-party information		
4.1. Land Management	4.1.5. Databasing of cultural landscape information		cultural landscapes have not fully recognised as significant elements; only incidental documentation has occurred		
4.2. Heritage Site Inventory	4.2.1. Structure of register systems	a central archaeological site register exists, maintained by the National Museum; the museum also maintains files on artefacts and objects located in the field/villages as well as ancillary information			

Papua New Guinea

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.2. Heritage Site Inventory	4.2.2. Spatial coverage of register systems	there still is an attempt to achieve a spatially even coverage of the national site survey,	the spatial coverage of the site survey is uneven, at present driven by the EIS needs; the differential levels of funding, the limited staff and the differential enthusiasm of provincial cultural officers did not facilitate a systematic approach		
4.2. Heritage Site Inventory	4.2.3. Recurrent verification of information		there is limited funding available to verify the continued presence of sites. This verification usually only occurs if other research is being conducted in the area.	develop a scheme of random verification of sites to allow some selective and representative (?) verification of the survey database	the costs both in terms of time and travel funds may be prohibitive in view of competing interests of initial site recording
4.2. Heritage Site Inventory	4.2.4. National Survey Programme	substantial archaeological surveys have been executed by both National Museum staff and foreign researchers	there is no formal systematic national survey programme in place; the survey carried out is usually serendipitous and occurs in advance of development projects		
4.2. Heritage Site Inventory	4.2.5. Provincial/District Survey Programme		since there are no archaeologists resident in the provinces no such programmes are in place, unless driven by development/EIS needs of research driven by outsiders; provinces express little interest in archaeological survey work, as this is seen as a hindrance to the economic development of the province	develop a province-based system of site officers and field workers that will actively survey and document sites in the field and register them the National Museum	such a scheme requires systematic follow-up and ongoing supervision from the National Museum
4.3. Records and Collections Management	4.3.1. Archival management of data	systematic on- and off-site of computer data backups are being planned as the new and cheaper storage technologies has become available.	there is only one copy of the site register (paper) copy and one backed-up copy of the computer data files	the development of CD-ROM back-up structure would allow to create data dumps which can be stored off-site; publish some data in electronic format on the WWW	
4.3. Records and Collections Management	4.3.2. Automatisation	the archaeological site records as well as the artefacts records in the museum are being databased at present	the size of the databases is such that substantive computing power is required to adequately utilise these systems	improve the state of the computing equipment	
4.3. Records and Collections Management	4.3.3. Traditional records management.				

Papua New Guinea

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.3. Records and Collections Management	4.3.4. Museums/cultural centres collection management	The National Museum has a large collections facility and a collections management system in place; current verification of the presence and identification of catalogued items is in progress	the collections management at the provincial level is varied. the National Museum provides technical assistance in the set up of such systems, but there appears to be very little follow up; the extant collections need to be verified and entered into the electronic data management system		
4.3. Records and Collections Management	4.3.5. Access limitations (safeguards)	the National Museum has in place safeguards to control the access to items and to verify a user's bona fides			
4.3. Records and Collections Management	4.3.6. Oral History & Performance Documentation	The University of PNG has a collection of historic photographs;; the Institute of PNG Studies as well as the Film Institute maintain a collection video and film footage; the National Cultural Commission conducts ethnomusicology and contemporary literature documentation/collection; the national Museum hold several historic photographs	there is no national policy on the collection of historic photographs and footage and the collection efforts are disparate and dependent on the interests of individuals;	develop a systematic documentation program of performance arts using video technology; develop a still photo archive with a clear collection policy	
4.4. Research	4.4.1. Proactive Planning	there are some spatial gaps that have been identified and research programs to fill the gaps have been initiated; there are some settlement models with were used for proactive planning, but these have been found not to work	there are not enough resources to allow proactive planning and proactive surveying of areas; no proactive plan has been established	develop a proactive planning scheme and use the results to generate and direct foreign research to fill the gaps	reluctance by foreign researchers to follow country needs/guidance
4.4. Research	4.4.2. Internal capacities	the National Museum has trained staff in employment capable of executing research as required	the number of qualified and trained is too limited to meet the research requirements/volume placed on the National Museum	extend the skilled staff base; develop schemes whereby the research is carried out by foreign researchers as part of or on top of their own research interests	national emphasis on reducing the level of public sector employment may make staff increases impossible
4.4. Research	4.4.3. Foreign research into the country's heritage	much research in the archaeological and anthropological field occurs.	the research into the heritage is driven solely by the research agendas if the outside researchers	develop a research need priority list and attempt to have foreign researchers deal with these subjects/topics	

Papua New Guinea

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.4. Research	4.4.4. Co-operative agreements		no formal co-operative agreements w.r.t research are in place between the PNG government and a tertiary education institution or the research centre/museum institution		
4.4. Research	4.4.5. Approval processes	PNG has a well developed approval process for research which ensures that the local stakeholders as well as national government agencies are consulted.			
4.4. Research	4.4.6. Administration of ongoing projects	the Institute of Research control the research application process and keeps tabs on the researchers in the country			
4.4. Research	4.4.7. Records depository	The Institute of PNG Studies requires that a copy of a PhD thesis/research work be submitted to them for archival deposition.	if projects are carried out as part of EIS, then the data are usually owned by the initiator of the EIS. Copies may be held by the National Museum, but their use may be limited.		
4.4. Research	4.4.8. Access to results		there are no policies in place that require researchers to hand over copies of their archaeological or anthropological field notes		
4.5. Heritage Site Management	4.5.1. Access to knowledge				
4.5. Heritage Site Management	4.5.2. Ownership of sites				
4.5. Heritage Site Management	4.5.3. Significance evaluation		there appears to be no formal process for the establishment of cultural significance to heritage items; the archaeological determination of significance based on a research potential appears to be paramount	develop guidelines and a set of criteria for the establishment and determination of cultural significance.	
4.5. Heritage Site Management	4.5.4. Development of site management plans				

Papua New Guinea

4. Cultural heritage data management

Area	Issue	Strength	Weaknesses	Opportunities	Threats
4.5. Heritage Site Management	4.5.5. Interventive Conservation Measures		very little follow up work is being done to ensure the survival of sites threatened by decay; the lack of funding has been the main obstacle		
4.6. Local Control	4.6.1. Local control of data/information				
4.6. Local Control	4.6.2. Local control of access to sites	local communities have near total control of access to sites			

Papua New Guinea

5. Cultural heritage infrastructure

Category	Issue	Strength	Weaknesses	Opportunities	Threats
5.1. Extent of skill base	5.1.1. Core heritage government agencies	the National Museum has trained graduate and post-graduate staff in all divisions; the National Cultural Commission has some trained graduate and post-graduate staff			skill base is limited by the Anglophone/Francophone distinctions
5.1. Extent of skill base	5.1.2. NGO agencies				
5.1. Extent of skill base	5.1.3. Peripheral heritage government agencies	the provincial governments employ cultural officers	cultural officers in the provinces usually have a Grade 10 formal education augmented by training programmes, both individual and as part of workshops run by the National Museum; there is no formal training structure in place to ensure that the cultural officers are trained to do their job to minimum standards; graduating students (of UPNG) are usually taken up by private industry, which offers a greater rate of pay than the provinces could afford; the turnover of the cultural officers is considerable resulting in a lack of continuity		
5.1. Extent of skill base	5.1.4. Private Sector				
5.1. Extent of skill base	5.1.5. International Volunteer Base	in the past international volunteers were used; the National Museum provides initial training and cultural familiarisation for the volunteers and receives in return feedback from same (but by no means all) volunteers	the National Museum was critical of the value of these volunteers as they were more interested in furthering their own careers than the assist in the country's/institution's development		

Papua New Guinea

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.1. Extent of skill base	5.1.6. Local Volunteer Base	in the past use has been made of local volunteers	the level of violence in Port Moresby has meant that some volunteers were actually attacked outside the museum dampening the enthusiasm to volunteer services		
5.1. Extent of skill base	5.1.7. Training agendas	a staff development/training officer shall be employed	at present no formal training needs assessment has been carried out		
5.2. Buildings/Plant	5.2.1. Exhibition Building				
5.2. Buildings/Plant	5.2.2. Administration				
5.2. Buildings/Plant	5.2.3. Collection Storage				
5.2. Buildings/Plant	5.2.4. Professional Library				
5.2. Buildings/Plant	5.2.5. Treatment Laboratory				
5.2. Buildings/Plant	5.2.6. Performance Facility				
5.2. Buildings/Plant	5.2.7. Public Library				
5.2. Buildings/Plant	5.2.8. (Museum) Shop	the National Museum operates a small bookshop and museum shop.			

Papua New Guinea

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.3. Equipment	5.3.1. Saturation with computers	the National Museum is well saturated with computers	the electricity supply to the National museum is not stable, thereby causing problems for the maintenance of computer databases; the computer stock at the National Museum is aging; the National Cultural Commission is not well saturated with computers; very few computers exist in the provincial cultural centres/offices	acquire uninterrupted power supplies (UPS) for each machine	
5.3. Equipment	5.3.2. Office equipment		there is no GIS capability in the National Museum	develop a GIS capability to aid in the development of regional and provincial heritage management plans	
5.3. Equipment	5.3.3. Recording/editing Suite				
5.3. Equipment	5.3.4. Photoproduction/Darkroom				
5.4. Operations	5.4.1. Operational constraints				
5.4. Operations	5.4.2. Mobility of staff (attitudes)				
5.4. Operations	5.4.3. Mobility of staff (vehicles etc.)				

Papua New Guinea

5. Cultural heritage infrastructure

Area	Issue	Strength	Weaknesses	Opportunities	Threats
5.5. Communications	5.5.1. Policy				
5.5. Communications	5.5.2. Fieldworker communications				
5.5. Communications	5.5.3. Access to the Internet	museum staff have private access to the internet	there is nor formal access to the internet		

