

GRADE 7

SOCIAL SCIENCE

STRAND 2

ORGANISATION

SUB-STRAND 1	TRADITIONAL GOVERNMENTS IN PNG
SUB-STRAND 2	CONSTITUTIONAL GOVERNMENTS IN PNG
SUB-STRAND 3	PROVINCIAL AND NATIONAL GROUPINGS
SUB-STRAND 4	SOCIAL AND ECONOMIC DEVELOPMENT

ACKNOWLEDGEMENT

We acknowledge the contributions of all Secondary Teachers who in one way or another have helped to develop this Course.

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DIANA TEIT AKIS

PRINCIPAL

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 - 2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.

UKE KOMBRA, PhD

Secretary for Education



STRAND 2: INTRODUCTION



Dear Student,

Welcome to Strand 2 of the Grade 7 Social Science Course. This Strand is called Organisation.

In this Strand, you will:

- look at different governments in the Pacific Islands
- compare economic and social development in the Pacific Islands
- identify ways that you might contribute to national and regional development

The four Sub-strands you will study are:

1. Traditional Governments in Papua New Guinea
2. Constitutional Governments in Papua New Guinea
3. Provincial and National Groupings
4. Social and Economic Development

In Sub-strand 1, **Traditional Governments in Papua New Guinea**, you will learn about traditional government and how it is practised in different parts of Papua New Guinea.

In Sub-strand 2, **Constitutional Governments in Papua New Guinea**, you will learn about the modern system of government in Papua New Guinea.

Sub-strand 3 looks at **Provincial and National Groupings**. This sub-strand will help you learn about the different provincial and national groups in Papua New Guinea.

Sub-strand 4, **Social and Economic Development** will cover what you can contribute to the social and economic development of the province, nation and neighbouring regions.

Each Sub-strand has **Lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers. The answers to the Practice Exercises are given at the end of each Sub-strand. When you complete a Sub-strand, you will then complete the **Sub-strand Test** in the **Assignment Booklet**. You will repeat the same process until you complete the Strand.

We hope you will enjoy reading this Strand Book.

STUDY GUIDE

Follow the steps given below and work through the lessons.

- Step 1** Start with Sub-strand 1, Lesson 1 and work through it in order.
- Step 2** When you complete Lesson 1, you must do Practice Exercise 1.
- Step 3** After you have completed the exercise, you must correct your work. The answers are given at the end of each Sub-strand.
- Step 4** Then, revise well and correct your mistakes, if any.
- Step 5** When you have completed all these steps, tick the check-box for Lesson 1, on the content page, like this:



Lesson 1: Government

Then go on to the next lesson. You are to repeat the same procedure until you complete all the lessons in a Sub-strand.

Assignment: Sub-strand Test and Strand Test

When you have completed all the lessons in a Sub-strand, do the Sub-strand Test for that Sub-strand, in your Assignment Booklet. The Strand Book tells you when to do this.

Marking:

The Sub-strand Tests and **Assignments** will be marked by your **Distance Teacher**. The marks you score in each Assignment will count towards the final result. If you score less than 50%, you will have to repeat that Assignment.

Remember, if you score less than 50% in three (3) Assignments, your enrolment will be cancelled. So, you are encouraged to do your work carefully and make sure that you pass all Assignments.

Here is a sample Study Timetable to use as a guide. Refer to it as a reminder of your study times. A timetable will help you to remember when you should be doing some of your FODE work each day.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 10:00	FODE STUDY TIME				
10:00 – 11:00					
1:00 – 2:00					
2:00 – 4:00					
6:00 – 7:00					
7.00 – 9:00	Listen to or watch current affairs programs. Write your diary, read a book.				

SUB - STRAND 1

TRADITIONAL GOVERNMENTS

IN PAPUA NEW GUINEA

In this Sub-strand you will learn about:

- **What is a Government?**
- **Traditional Government**
- **Traditional Leaders**
- **Rules and Methods of Punishment**

SUB - STRAND 1: TRADITIONAL GOVERNMENTS IN PAPUA NEW GUINEA AND PACIFIC COUNTRIES

In this Sub-strand, you will learn about Traditional Government and how it is practised in different parts of Papua New Guinea. Examples of Traditional Governments in the neighbouring Pacific Countries will be cited occasionally in this Sub-strand.

Traditional Government refers to the organisation and set up of a society, community, village or hamlet by using local customs and traditions to govern its people.

For thousands of years, Papua New Guinea had many types of traditional governments. These governments were very small. Each group could have their own government. The leaders were usually big men in charge of extended families and clans. There were also big women who had special knowledge such as *sanguma meri*. There were chieftains in a few places such as the Mekeos in Central Province and Trobriand Islanders in Milne Bay Province. Their chiefs were born into leadership positions.

Most Papua New Guineans did not have leaders by birth. Each generation had new leaders. For the big man, it does not matter who their father or mother is. What is important is what they are able to do.

Two types of traditional government are common in the Pacific Islands. There was and still is the big man system in most of New Guinea, Vanuatu, Solomon Islands and Fiji. Chieftain systems existed on other Pacific Islands. The largest chiefdom systems were in Tonga, New Zealand and Hawaii.

The type of governments we have in Papua New Guinea and our neighbouring Pacific Countries today introduced by Europeans and Australians who came as early colonisers.

Lesson 1: What is Government?



Welcome to Lesson 1. This is the first lesson of the Grade 7 Strand 2 Course on Traditional Governments of Papua New Guinea. You will start by looking at the meaning of government and the different types of government.



Your Aims:

- define government
 - identify the two types of government
 - discuss the work of government
-

Different people have various ideas of what a government is. Let us begin by looking at Melissa's story below.

Melissa is fourteen years old and comes from Bonohitam village in the East Sepik Province. Like most young people her age, she is not very interested in government. Government does not seem to be important in her life. Let us look at few things which are part of Melissa's life. She is the class captain of 7Red at Gerehu Primary School. She also attends Sunday worship at the local church every week. She lives with her family at Waigani. Every day, she travels to school on public transport. After school each day, she helps out in the house to prepare dinner and does the dishes. Once in a while, she watches News on the television about events taking place in PNG and overseas.

If you look carefully at this story, you will see that all of them have something to do with some type of government.



Can you explain why?

Government has a lot to do with your life too. You are a student learning through correspondence because that is part of the way a school is governed. In fact, where people live together, there are some types of government.

What is Government?

Government is the way in which people are collectively ruled. It is also about the way people in groups organise themselves.

Governments can be ruled/organised by one person (like a king or dictator), by a small group of people (like an important family) or by all the people. When a country is ruled by all people, representatives are elected to represent them in the government.

Remember, **government** is about:

- choosing leaders to make decisions and organise activities
- deciding on how to share and use the group's resources
- providing services to improve the lives of people and
- solving conflicts and punishing people who break rules
- the way people in groups organise themselves

A major role of governments is to make rules and decisions

When people live together they need to behave well. People just can't do what they like whenever they want. If people did this, there would be constant fighting going on. People's actions are controlled, whether they live in a small social group (family, clan or tribe) or in a large group (city, province or country). This is necessary to keep peace in the group.

Leaders in a society make up a government which then makes rules. These rules are used by the government to control a group of people. When the people in a group go against these rules they are punished in some way.

If you go back to Melissa's story, you will see that she is not just an individual. She is part of many different groups and societies with different rules, leaders, and ways of doing things. She must learn to live peacefully with other members of those groups. To do this, she needs to understand how they are governed. She needs to learn what she should do for her groups and what her groups should do for her.

1. Traditional Government

Traditional governments have existed for thousands of years. In the past, groups such as tribes did not have much contact with each other and so different types of traditional governments developed. Their rules and ways of choosing leaders and organising activities were different. These governments worked well in their small societies. However, there were no overall rules for contact between the different groups. Problems between groups were usually solved by tribal fighting and payback.

A Need for Change

During the late 1800s, contact with the outside world started to change things. Around the same time, the island of New Guinea was divided into three parts by the Europeans. People began to mix with people from many different tribes and from other nations. A new type of government was needed to control contact between the different groups and to introduce one set of rules for everybody in Papua New Guinea.

2. The New Type of Government

The foreign countries set up new governments which were very different from traditional governments. This new type of government was suited to large societies. In large societies, many people with different customs and ideas are joined together. A town and a nation are examples of large societies.

The photographs below show examples of different types of societies.



A village: an example of a small society



Port Moresby city: an example of a large society

You will realise that, in modern societies, most people must know the ways of both types of government. In most villages, traditional government is still strong. In urban areas, constitutional government is effective.

Constitutional Government is a modern system of government where rules and guidelines are used to govern or make decisions.



Do you know what the government does?

Oh well, I believe it takes care of its peoples' welfare!



The Work of Government

The main job of a government is to try to satisfy the needs of its members. The job of satisfying the needs of all the individuals and groups in Papua New Guinea is too big a job for just one type of government.

The diagram below shows that different groups satisfy Melissa's needs.

Needs satisfied by new government

Government

clean town
sport fields
clean water
roads
school
health clinics
protection by police



Needs satisfied by other groups

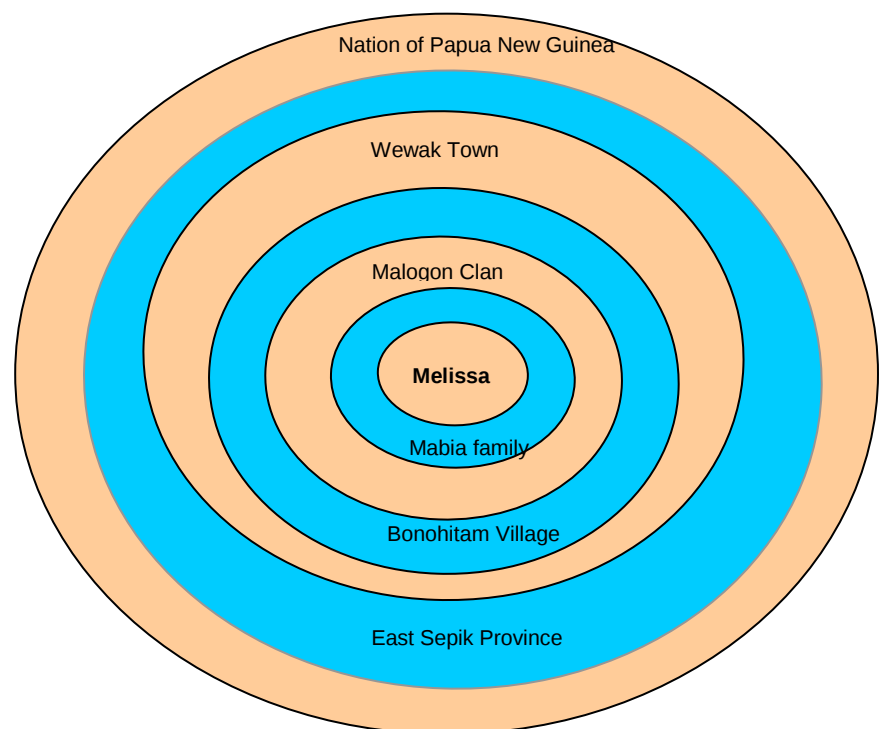
food
clothing
house
love

Family

spiritual growth

Church

- Melissa is like a dot at the centre of a set of circles. The diagram shows you that, the bigger the circle, the bigger the group.
- The groups she belongs to are like a series of circles around her protecting and helping her. The groups which usually have the strongest effect on Melissa's life are the ones which are closest to her, especially her family.



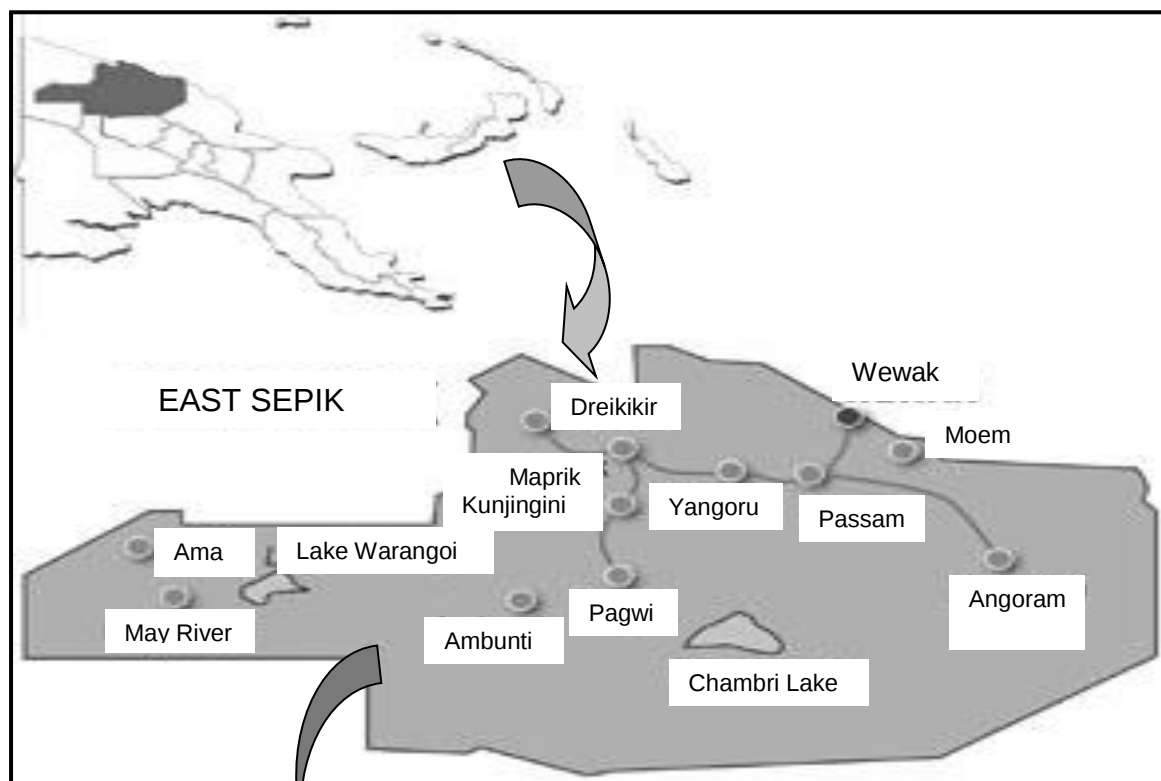
Family government is very important. When families are strong and work hard to satisfy their own needs, this helps the nations to be strong. The other groups that also affect her life are the church and the new government.

The next two layers of government are Melissa's clan and village. Her village is in Wewak, East Sepik province of Papua New Guinea. The outer layers of government around Melissa are the town, the province and the nation. You will realise that all these groups affect and influence Melissa's life in one way or the other.

Levels of Government

The layers of government around Melissa are organised into *levels*. Different levels of government are needed to satisfy peoples' different needs. The National government is responsible for the whole nation. The Provincial Government is responsible for each province and the Local Level Government (LLG) is responsible for each district. There are many LLGs in each of the provinces.

Look at the illustrations below. They show the different levels of government that are needed to satisfy people's needs.



- **Local or Community Government:** Many in each province



A Village in Melissa's Province



Summary

You have come to the end of lesson 1. In this lesson you have learnt that:

- All groups need some type of government
- Government is about the way people in groups organise themselves
- Governments must try to satisfy the needs of all members
- Traditional governments suit small societies
- The new government suits large societies
- The new government has three levels to help satisfy people's needs

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE



Practice Exercise 1

1. Write down **five** things that government is about.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____

2. What type of society does traditional government suit?

3. What type of society does the new government suit?

4. What is the **main role** of any type of government?

5. What are the **two** types of government?

- (i) _____
- (ii) _____

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

Lesson 2: Traditional Government



Welcome to Lesson 2. In the previous lesson, you learnt about what the government is all about. In this lesson, you will learn about two types of government at the local level.



Your Aims:

- define traditional government
 - discuss the origin and nature of traditional governments
-

What is Traditional Government?

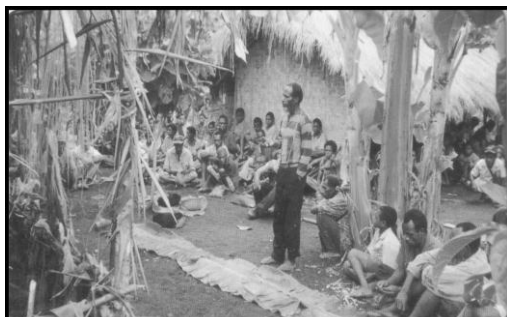
It refers to the organisation and set up of a society, community, village or hamlet by using local customs and traditions to govern its people.

For thousands of years, Papua New Guinea had traditional governments. These were very small. Each group could have their own government. The leaders were usually big men in charge of extended families and clans. There were big women who had special knowledge such as *sanguma meri*. There were chieftains in a few places. The Mekeo and Trobriand Islanders have a system of chiefs who are born into leadership positions.

In Papua New Guinea each culture or community has its own customs, laws, ways of choosing leaders and organising activities. In many communities the *traditional leadership* (system of being a leader) and way of government is still very important.

Let us now take a look at leadership in these traditional governments.

In most areas of mainland Papua New Guinea, the leader was traditionally known as the *big-man*. They earn their leadership-by being physically strong, working very hard, being good at organising people, being good at public speaking and having many valuable possessions. The leader was seen as the best person to organise the social, economic, political and ceremonial activities in the community. He did not command people, but led discussions so that problems were solved. Leaders in many parts are still known today as *big-men*.



A village meeting where everyone has a chance to express their views

The other kind of leadership is the *chieftain system*. This mostly exists along the coast, among people who arrived in Papua New Guinea later (about 10 000 years ago). In this kind of system the leader gets his powers from his father or other relatives. In the Trobriand Islands, there are two clans, each with a hereditary chief who has inherited the title from his father.

In societies, such as Manus, the chief could inherit power only from the people whom he thought was the right person. In places such as Buka and Rabaul, the power of the chief does not come through fathers, but through mothers.

In *matrilineal societies*, the inheritance of land, material goods, social rights and privileges are in the female line, commonly from mothers to the first female child in the family. In *patrilineal society*, the rights of inheritance of land, material goods, social rights and privileges are passed on to the first male child from the father.

Let us read Diana's story below.



Hello,

My name is Diana. I work with the Flexible Open & Distance Education as the Deputy Principal Curriculum in Port Moresby. I come from Matsungan Island in Buka. I am the first born of a family of eleven. My clan is called Sinit.

As the eldest child and a female, I have rights over land and I have a say in all matters concerning the clan. For example, I can build a house on a piece of clan land or give the right to a daughter or son or even my brother to settle on the land. Due to my status, I can give these rights to other members to make gardens if they ask me.

So, you can now see that one of the Principal of FODE is an example of a female chief with traditional leadership rights passed down to her from her mother.

The Leitana Council of Chiefs on Bougainville is an example of traditional government and leadership which is still very active today in conflict resolution in village communities. For example, the Leitana Council of Chiefs took an active participation in settling the Bougainville crisis in the Late 90's. Other examples include the Kukurai on Manam Island and Cakobau (pronounced as Thakombau) in Fiji, where traditional forms of leadership are actively used alongside modern forms, and in some cases is part of the modern form of government.

Next, we take a closer look at few examples of how traditional governments undergo changes and adapt to new challenges at the village level.

Example 1. Rarai village, Kairiku-Hiri District

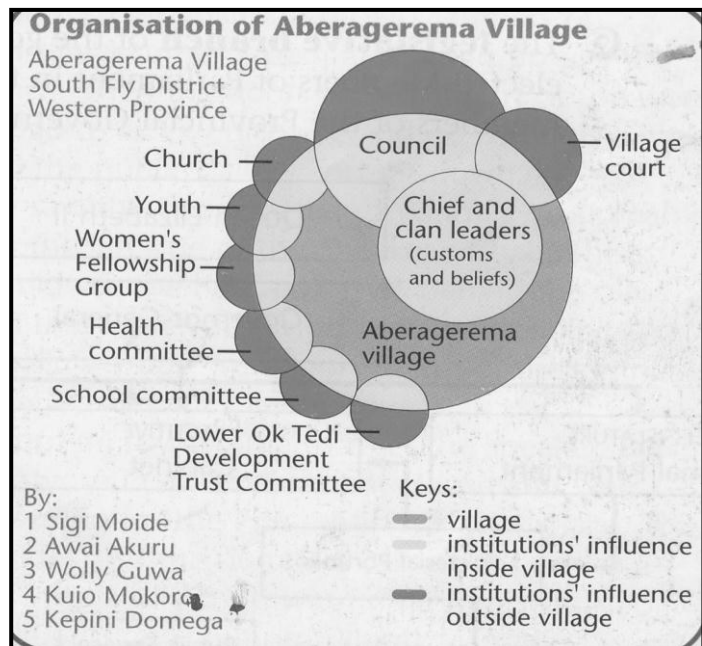
The Chiefs' Association has the most important influence on village life. Other important groups are the Business Groups and the Village Development Committees. The chiefs feel threatened when these two groups struggle to control the village. Now LLG councillors begin to take over decision-making from the chiefs. The villagers are beginning to ask what the roles of the groups and chiefs are. They see this as a threat to the peaceful life in the village. Also, the young people do not think the chiefs understand their needs.

Example 2: Aberagerema Village, South Fly

Here the Local level Government and the traditional chieftain and clan systems are both strong influences.

The traditional leaders keep the village working together. They look after the land rights and resource use. They work well with the other forms of government and influence.

The councillor is the villagers' only link with the Provincial Government. He is given respect and authority like the chief.



How a village is organised

Now do Activity 1 below. Check your answers at the end of the summary.



Activity 1

1. The two main types of leadership in the traditional societies are _____ and _____ systems.

2. Refer to the above diagram on Organisation of Aberagerema Village.

(a) Which institutions influence the inside village?

(b) Which institutions influence the outside village?

3. Why do the chiefs of Rarai Village feel threatened?

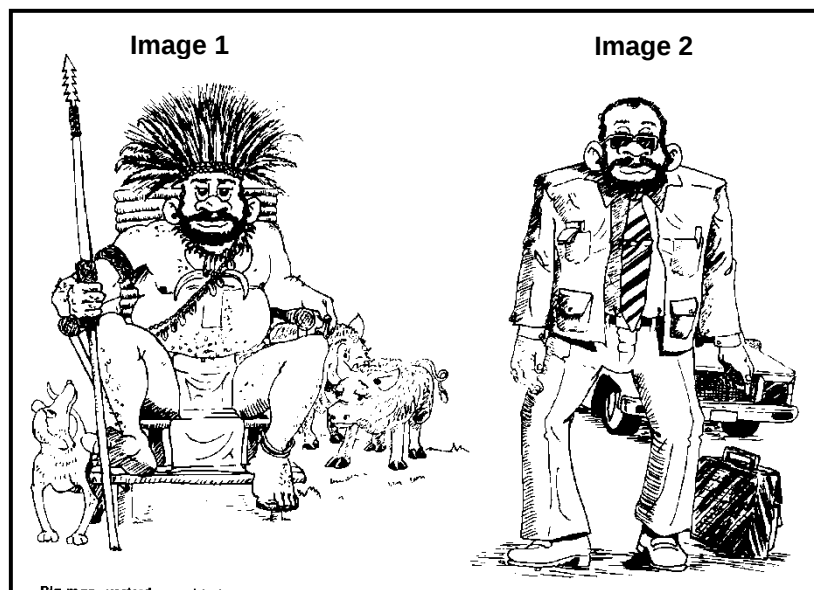
Traditional Governments in the Pacific Countries

Two types of traditional government are common in the Pacific Islands. The *big man* system is found in most of New Guinea, Vanuatu, Solomon Islands and parts of Fiji. **Chieftain** (*refers to clan*) systems existed on other Pacific Islands. The largest **chiefdom** (a larger territory or country) systems were in Tonga, New Zealand and Hawaii.

For example, the Hawaiian farmers produce taro, sweet potato, sugar cane, banana and gourds. They also use fish ponds to produce milkfish and mullet. The system allowed them to produce large surpluses. The extra food meant that some people did not have to work in the gardens. Some social scientists think that producing surplus food resulted in the chiefdom system.

The traditional Hawaiian system had different levels of chiefs. The top chief or king had other lesser chiefs. The chiefs were supported by traditional religious men and by warriors. The people were supported by farmers. Warriors could spend some time in gardens and farmers could fight.

The cartoon images below show how *big-man* is viewed in most of Papua New Guinean societies. The traditional perception of *big-man* is changing as Papua New Guinea becomes more developed and has access to more modern ways of accumulating wealth and status.



Big man: yesterday and today

Now see if you can read the hidden messages behind these cartoon images. Check your answers at the end of the summary.

Chiefdom – A larger country while Chieftain – Clan/tribe oriented



Activity 2

1. What do the cartoon images show? Briefly discuss what each cartoon images mean.

Image 1:

Image 2:



Summary

You have come to the end of lesson 2. In this lesson you have learnt that:

- Traditional government still exists in Papua New Guinea
 - Different tribes had different types of traditional government
 - In traditional governments, decisions are made by reaching a consensus or settling for a compromise
 - Traditional government works well in small societies where people share the same culture and way of life
 - In Papua New Guinea each culture or community has its own customs, laws, ways of choosing leaders and organising activities
 - In most areas of mainland Papua New Guinea the leader was traditionally known as the *big-man*
 - The *big-men* became leaders by earning the leadership-by being physically strong, working very hard, being good at organising people to do things, being good at public speaking and having many valuable possessions
 - Leaders in many parts are still known today as *big-man*
 - The traditional governments common in the Pacific Islands are the *big-man* system and the *chieftain* system
-

ANSWERS TO ACTIVITIES**Activity 1:**

1. big-men, chieftain
2. Chief and clan leaders, Council
3. Lower Ok Tedi Development Trust Committee, School Committee, Village Court, Church, Youth, Women's Fellowship Group, Health Committee
4. The chiefs feel threatened because the LLG councillors are beginning to take over decision-making from the chiefs.

Activity 2:

Image 1: The big man in the chieftain system became a leader by being physically strong, hardworking, and by being a good organiser, a good public speaker and having much wealth.

Image 2: In today's modern societies, leadership is often seen in terms of the level of education and wealth that one possesses.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE
--



Practice Exercise 2

1. What is a traditional government?

2. List at least three traditional leadership that still exist today in Papua New Guinea. Follow the example below.

Traditional Leader	Place
e.g. Kukurai	Manam Island, Madang

3. What are the qualities of a leader in Papua New Guinea?

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

Lesson 3: Traditional Leaders



Welcome to Lesson 3. You will study an important element of traditional governments in this lesson. Of course you will learn about traditional leaders and their responsibilities.



Your Aims:

- define traditional leaders
 - identify ways of determining traditional leaders
 - discuss responsibilities of leaders
 - describe decision making processes
 - List traditional methods of punishment
-

Most of Papua New Guinea did not have leaders by birth. Each generation had new leaders. For the *big-man*, it does not matter who their father or mother was. What is important is what they are able to do.

Who is a Traditional Leader?

A traditional leader is someone who organises activities in the traditional societies such as feasts, ceremonies, meetings, rituals and solves conflicts. He or she has the respect from the villagers. These people become leaders through hereditary or gaining status as *big-man*.

We will now look at stories of students from different parts of the country. They will tell us how traditional leaders in their areas are chosen.

Choosing Leaders

This is what Dombi from Western Highlands Province said.

“This is about my uncle Kup. He is a big-man in our village. He became a big man by taking part in a *tei* or *moka*. This is a ceremony to exchange pigs and other gifts between big men of different clans. The big-men do this to show their importance in public. Uncle Kup is wealthy. He has six wives and many children. Being rich makes him respected. All the big-men are recognised as leaders.”



A **Moka** or pig exchange in the Highlands

Ovia is from Central Province. He told the class about a different way of choosing leaders.

"I am from the Mekeo tribe. In our society leadership is hereditary. This means the position of chief passes down from father to son, usually to the eldest son. In the past we had two main types of chiefs. The civilian chief was a peace-maker and had to settle disputes. The military chief was the leader of war parties. Each chief had a sorcerer to help him do his work."



Civilian Chief, War Chief, and Sorcerer

Responsibilities of Leaders

Tomaya is from the Trobriand Islands. This is what he told the class about the responsibilities of leaders:

"My uncle Mwayubu is a hamlet leader and has many responsibilities. He must help organise dances and other activities for the whole village. He performs magic and organises the gardening. He is always ready to offer help and advice. He also organises the ceremonies when someone dies. When my uncle is old he must choose someone from his own clan to take his place. Often the nephews are a first choice. Uncle has already taught me some of the clan magic."



A Hamlet Leader in Trobriand Islands

Making Decisions

In the Trobriand Islands, a hamlet leader is responsible for gardening and many other aspects of daily life. A *hamlet* is a small group of houses. Villages in the Trobriand Islands are made up of many hamlets spread over a wide area.

Ovia comes from Central Province. This is what he wrote:

"My village is very close to Port Moresby so our traditional ways have changed a lot. We still know who the village chief is but his position is not important now. The old people are sad when he is not invited as a guest to special events. New types of leaders, such as councillors, the pastor, and the village court officials are responsible for organising and controlling the village now. One group of traditional laws still kept are laws about marriage and bride price payment. Family and clan leaders are still important in traditional activities like these. The old people are sometimes sad to see the old ways changing. Nowadays young people sometimes argue with their elders. In the past, respect for elders was very important."

For the Motu people, bride price is an important part of the Traditional Government. The photographs below show a pride price ceremony in a Motuan village.



Pride Price Ceremony in a Motuan village

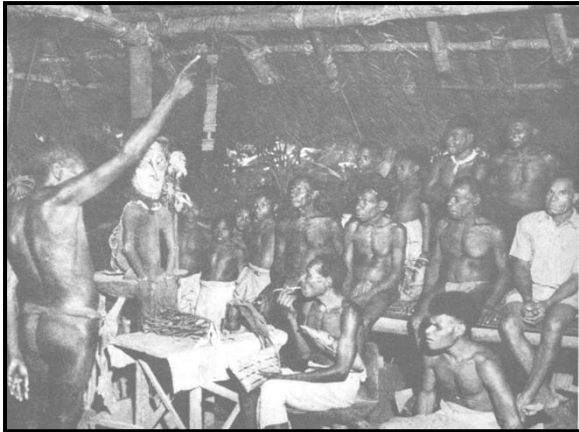
Making Decisions

The clan also discussed how *decisions were made*. They agreed that decisions were made in family, clan or village meetings. Women were traditionally not allowed to join community meetings but they could influence family discussions.

Community meetings took a long time because everybody could give his opinion before the decision was made. Sometimes decisions were made by **consensus**. This means everyone agree to a solution or an action during the meeting. Consensus is possible when people's opinions are similar and a general agreement is reached.

Often people have different opinions and a true consensus cannot be reached. People argue with each other and try to persuade the meeting that they are right. When this happens the decision is made by **consultation** and **compromise**. When a decision is made by *consultation*, the leader with the most influence listens to all the other opinions and then makes the decision for the group.

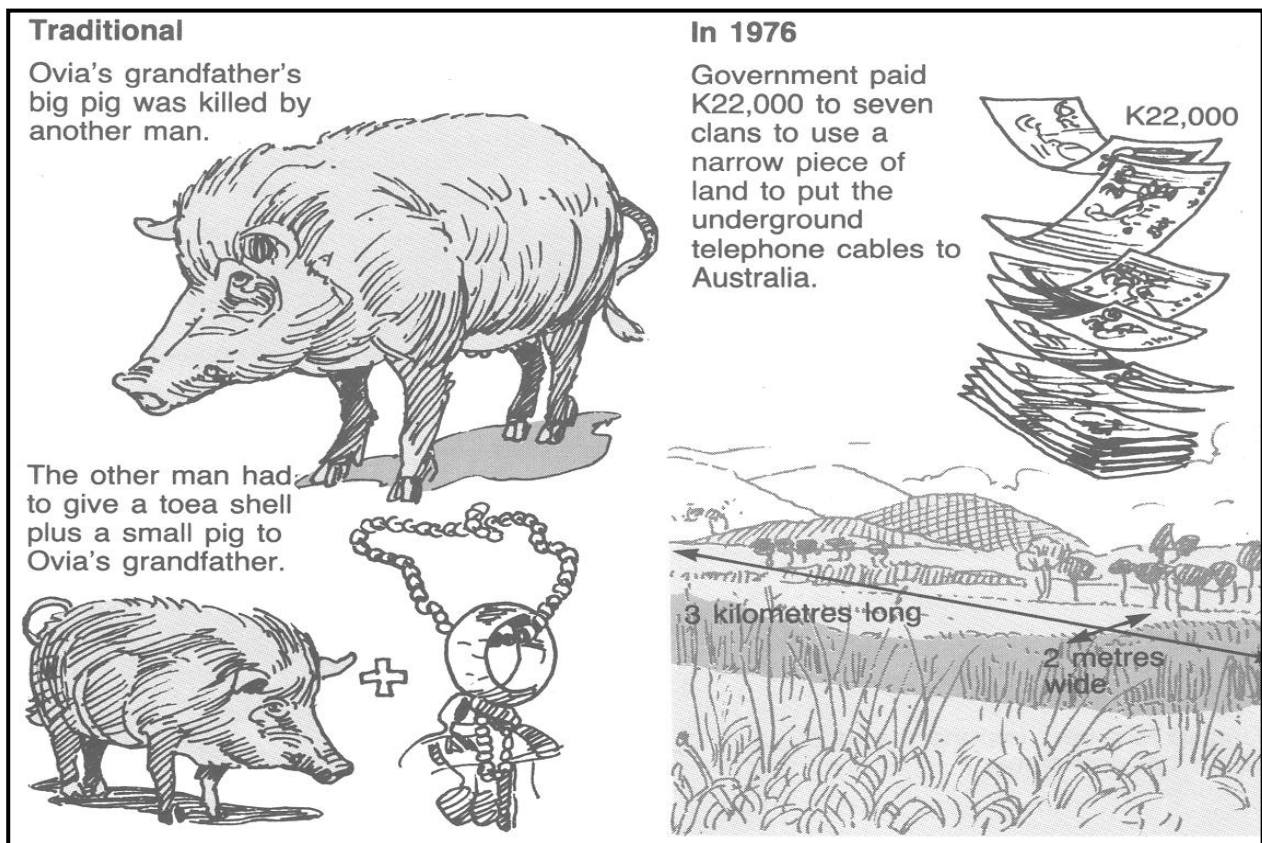
In a **compromise**, an agreement is reached by each side giving up part of its claim.



Men from Tambunum village in East Sepik holding a Meeting.

The discussion which the class enjoyed most was about *how conflicts were solved* and about *traditional methods of punishment*. The class agreed that the *payback system* should be stopped because often innocent people are killed or hurt. Some students described how their people used *compensation payments* to settle conflicts. Ovia asked his grandfather about compensation payments in his village.

The diagram below shows examples of what items Ovia's grandfather gave.



Rules were usually obeyed because people believed that breaking the rules and customs would cause sickness, death, or bad luck. They also knew that they would be badly punished and often shamed in public if they broke the rules. These were just some of the interesting things that Ovia learned from his friends. The class agreed that traditional government works well for small communities where people grow up with the same beliefs, skills, rules and customs. They join together to make gardens, hunt, fish, build houses, trade with other groups, and protect each other.

Let us check your understanding of the lesson as you do the activity below. The answers are at the end of the summary.



Activity

1. What were two ways that people became traditional leaders?

2. What are some responsibilities of a traditional leader?

3. How is a decision by a consensus made?

4. What is compensation?



Summary

You have come to the end of lesson 3. In this lesson you have learnt that:

- A traditional leader is someone who is a leader in traditional PNG society
 - Traditional leaders were chosen through the *big-man system* or through *hereditary*
 - In hereditary system of leadership, the position is passed down from the parent to the first born child
 - Traditional leaders have many responsibilities such as organising meetings, solve conflicts, organise feasts and other ceremonies
 - In traditional societies, decisions are usually made in family, clan or village meetings
 - Decisions were usually made by either a *consensus*, through *consultation* or *compromise*
 - A *consensus* is a general agreement from everyone
 - People or individuals who break rules are punished according to the traditional laws of the community
 - Conflicts were solved either through the *payback system* or compensation payments
-

ANSWERS TO ACTIVITY

1. People become leaders through *big-man system* or through *hereditary*.
 2. The responsibilities of traditional leaders were to organise meetings, dances and feasts; and solve conflicts.
 3. A decision is reached when people come to a common agreement.
 4. A payment in the form of cash or goods to replace for the loss, damage, and injury suffered by someone or a group of people.
-

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE
--



Practice Exercise 3

1. What is the difference between *hereditary* and *non-hereditary* leadership?

2. Define:

Patrilineal

Matrilineal

3. Where do you come from? _____

Is your society patrilineal or matrilineal? _____

4. Explain how decisions are made in your local area by this type of leadership.

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

Lesson 4: Rules and Methods of Punishment



Welcome to Lesson 4. In the previous lesson you learnt about traditional leadership in Papua New Guinea. In this lesson, we will study the rules and punishment used by traditional governments on law breakers.



Your Aims:

- discuss the importance of having rules and punishment in the society
- identify methods of punishment practised in Papua New Guinean societies

Before we start the lesson you need to know the meaning of the terms below. You will come across them frequently in the lesson.

Rules are norms of the society. Something regarded as customary or normal.

Punishment is the penalty that is imposed on somebody for doing wrong.

Sorcery is the use of magic.

Ritual Murder is murder performed in an organised way, as a requirement of a ritual.

Supernatural Sanctions are punishments relating to magic.

Retaliation is to deliberately harm to somebody in response a revenge for harm done.



Imagine a society where everyone just did what they wanted. Sounds good? What if somebody decided to help himself to something of yours? Or if some felt it was alright to attack you simply because she had never liked you? Think how confusing and how miserable life would be.

Every group of people living together needs its own set of rules. The rules by which a country lives are called its **laws**. Laws have to be enforced by someone in control. There will always be people prepared to break the rules to get what they want; regardless of the harm they may do to others. Some may lose their tempers and lash out violently, some may commit armed robberies or steal; others may lie and deceive to cheat people out of their property or money. That is why, in the modern world, we have police forces to protect people against the actions of the criminals.

Our society in Papua New Guinea is guided by our traditional rules and laws which are made by the government. But having laws is not enough for us to live happily and safely. We need to have ways of making sure the laws are obeyed. If the laws are not obeyed, we have a '*law and order*' problem and there are bad social and economic results. This affects the development of the nation and the lives of our people.

Rules in Traditional Society

The traditional rules of our societies are passed on down the generations by the spoken words for thousands of years. In traditional times children heard the customs and rules of their clan a thousand times. They then told their own children the same things.

Customary rules are based on two things:

- respect for the elders and the ancestors
- how to act towards one another

Customary rules help people to remember the right kind of behaviour in their societies. They tell what is right and wrong.

Let us see the examples below.

1. In East New Britain, women are forbidden to enter the traditional place where men and initiated boys keep the tubuans and dukduks.
2. In Bougainville, the law about the upe (a hat worn by boys during initiation) was very strong and someone breaking that law could be punished by death.
3. In Manus, some tattoo designs are reserved for certain people only.

So you can see that rules are the foundation of society. If there are no rules anybody can do what they want and when they want. It would be hard to maintain the society when everything and everybody would be out of control. We live in a world of rules – policies, laws and regulations. Sometimes you may not like all these rules, but you still abide by most of them most of the time because you know that the rules were made for good reasons. Some rules are very simple like *“do not take what does not belong to you”*.

Rules help us to relate with each other on a daily basis

Rules are needed because we all have slightly different standards for how to treat one another.

Rules help protect our society from our own human nature (ways of thinking, feeling and acting).



How did our people use traditional rules to punish law breakers?

In the next pages, we will look at how rules and punishments were used in traditional Papua New Guinean societies.

Methods of Punishment

In all communities of Papua New Guinea, especially in the coastal areas and on the islands *sorcery* or “*poisin*” was (and is) a strong socio-religious means of taking revenge. There is a great fear of sorcery in these societies. It is assumed that in most cases, sorcery leads to death. There are various ways of identifying the *sorcerers* and to make them pay for their evil deeds.

Ritual Murder is commonly known as *sanguma*. It must be regarded as a traditional ritual. It means to punish people who have done great harm to the community. Ritual murder is sometimes carried out secretly by a paid person. This person is supposed to have the ability to make someone invisible, or to turn into an animal when he or she carries out this task.

Supernatural Sanctions are forms of punishment used as a result of breaking a law or rule. Ancestral spirits may take revenge when they have been neglected or when certain taboos and laws have been broken. They react with sickness, death, infertility, famine and misfortune. In these cases, the community tries to find out the cause of evil so that the respective spirit beings can be offered peace offerings.

Most forms of pay-back takes the form of direct physical violence. Among most groups, for example, a woman found guilty of adultery would simply be beaten by her husband. Likewise, to avenge a death, either by sorcery or through some physical retaliation, relatives of the diseased must kill someone in the group responsible.

Beatings, capital punishment, pay-back murder, and compensation payments seem to have been very common in traditional Melanesian communities.

Death as punishment was given for crimes like incest, adultery and sometimes for major thefts. Sometimes the guilty person would get away with minor injuries, e.g. a finger was cut off, or a spear was shot through the thigh. Women who did not obey strict religious taboos, for example, who did enter the secret mask or initiation places, were killed on the spot, often in a very cruel manner.

The most common form of killing is *pay-back murder*. In a quarrel over land, women or pigs, violent tribal fights can erupt. The loss of a friend has to be retaliated with the death of an enemy. For example, in the Highlands, to restore the balance of two groups a *compensation payment* is given in the form of pigs, money and other valuables.

Witchcraft is also used as a means of pay-back murder, especially in coastal societies of Papua New Guinea. **Witchcraft** refers to the activity of witches, who are alleged to use supernatural powers, in the form of magic, to influence people or events in a bad way.

Witches are usually regarded as possessing natural mystical powers, whereas sorcerers are considered to be ordinary persons using learned techniques.



Summary

You have now come to the end of lesson 4. In this lesson you have learnt that:

- Every group of people living together needs its own set of rules
- Rules help us to relate with each other on a daily basis
- Rules help protect our society from our own human nature
- The rules by which a country lives are called its laws
- Laws have to be enforced by someone in control
- The common methods of punishment are sorcery, ritual murder, beatings, capital punishment, pay-back murder, supernatural sanctions and compensation payments
- Crimes like incest, adultery and major thefts are punishable by death
- Most common form of killing is pay-back murder

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE



Practice Exercise 4

Refer to the news article below and answer the questions that follow.

The authorities in Papua New Guinea have announced plans to toughen laws against sorcery-related murders, after a surge of them during the past year, BBC reports. The chairman of the Constitutional Review and Law Reform Commission said defendants were using accusations of witchcraft as an excuse to kill people. Police say at least 50 people were killed last year across the country. In the latest suspected incident, a young woman accused of being a witch was burnt at the stake last week. Correspondents say deaths and mysterious illnesses are sometimes blamed on evil curses and suspected sorcerers are often blamed and then killed.

Prosecuting those who kill these so-called magic makers within tight-knit communities is problematic, they add, and rural courts often acquit those who are made to stand trial. "It's the easy way out for someone to kill somebody else, and use sorcery as an excuse," the head of the law reform commission, Joe Mek Teine, told the Australian Broadcasting Corporation. "And you would find that the victim is totally innocent." Mr Mek Teine told local media that the new legislation would force rural courts to charge those accused of sorcery-related killings with premeditated murder.

"It is a problem that has been existing in the country before the arrival of Western influence, and it's deeply rooted," he told the Post-Courier newspaper last week. "The churches have done a lot to improve it but it's getting worse every time," he added.

1. The killings reported in the article are related to _____.
2. According to police reports, how many people were killed last year? _____
3. Why is it difficult to arrest those responsible for such murders?

4. What is the chairman of the Constitutional Review and Law Reform Commission advocating?

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 1
--

SUB-STRAND 1**ANSWERS TO PRACTICE EXERCISES 1 – 4**

PRACTICE EXERCISE 1

1. Government is about:
 - (a) choosing leaders to make decisions and organise activities
 - (b) deciding on how to share and use the group's resources
 - (c) providing services to improve the lives of people
 - (d) solving conflicts and punishing people who break rules
 - (e) the way people in groups organise themselves
 2. Traditional governments suit a small society.
 3. The new government suits a large society.
 4. The main role of the government of any group is to try to satisfy the needs of all its members.
 5. The two types of government are traditional and modern governments.
-

PRACTICE EXERCISE 2

1. Traditional government refers to the organisation and set up of a society, community, village or hamlet by using local customs and traditions to govern its people.
2. Some traditional leadership that still exist today in Papua New Guinea.

Traditional Leader	Place
e.g. Kukurai	Manam Island, Madang
Mumirah	Mainland Bougainville
Obia	Kairiku, Central Province
Nuim	Western Highlands Province

3. Qualities of a leader in Papua New Guinea are:
 - able to solve disputes
 - have respect from the community
 - has time for the people
 - able to organise the community during feasts and other gatherings

PRACTICE EXERCISE 3

1. Hereditary Leadership means the position is passed down from father to son, usually the eldest child. Non-hereditary leadership is passed to a person who may possess certain leadership qualities such as being wealthy, etc.
2. Patrilineal Leadership is a system in which one belongs to one's father's line of family. It generally involves the inheritance of land, other property, names or titles through the male line as well.

Matrilineal is a system in which lineage is traced through the mother and maternal ancestors. It is also a system in which one belongs to one's matriline or mother's lineage, which can involve the matrilineal inheritance of land, property and/or titles through the female lines.

3. Note: Your answer will depend on where you come from, and whether your society is a patrilineal/matrilineal
4. Your answer to this depends on your answer to 3.

PRACTICE EXERCISE 4

1. The killings reported in the article are related to sorcery / witchcraft.
2. Fifty (50) people were killed last year
3. Because rural courts often free those who are made to stand trial.
4. He announced plans to toughen laws against sorcery-related murders.

THIS IS THE END OF SUB-STRAND 1 LESSONS. NOW TURN TO THE NEXT PAGE AND START WORKING ON YOUR SUB-STRAND 2 LESSONS.

SUB-STRAND 2

CONSTITUTIONAL GOVERNMENTS IN PAPUA NEW GUINEA

In this sub-strand you will learn about:

- **Colonial to Independent Government**
- **Leadership in Colonial Government**
- **Local Government Councils and Community Governments**
- **Structure and Roles of Provincial and National Government**
- **Papua New Guinea's Political Process**
- **Constitution of Papua New Guinea**
- **Election Process and Papua New Guinea Electoral Commission**
- **Constitutional Rights and Responsibilities**

SUB-STRAND 2: INTRODUCTION

Constitutional Governments in Papua New Guinea

In this Sub-strand you will learn about Constitutional Governments. These are more modern forms of governments that are properly established by written rules. These are laws and policies which are made by the national and provincial governments. These laws are based on the *Constitution* of Papua New Guinea. This document provides the basis for governing the nation.

In the previous Sub-strand you learnt that our traditional rules can be spoken and have been handed down from one generation to another. These rules, although not written have lasted for hundreds of years.

The modern day constitutional governments in Papua New Guinea have three levels:

- National Government
- Provincial Government
- Local Level Government (LLG)

Our Constitution makes sure the nation is properly governed by separating the powers of governments, especially at the national level into three parts which are *Legislative*, *Executive* and *Judicial*.

Lesson 5: Colonial to Independent Government



Welcome to Lesson 5. In this lesson, you will learn about the events that led to the formation of colonial and independent governments in Papua New Guinea and the neighbouring Pacific countries.



Your Aims:

- distinguish between colonial and independent government
- define timeline
- discuss events that led to the formation of colonial and independent governments

In the previous lessons, you learnt that traditional governments existed in Papua New Guinea for many thousands of years which satisfied the needs of the people. Then in the 1880s foreigners introduced new ideas, activities and a new type of government. The type of government we have in Papua New Guinea today was introduced by Europeans.

Papua New Guinea and most of its neighbours have been *colonies*. Papua New Guinea was only a colony for a short time. Europeans occupied and colonised parts of Indonesia, all of Australia and New Zealand long before Papua New Guinea and many other Pacific Islands were colonised.

The island of New Guinea was politically divided with the Western part (now West Papua) under the control of the *Dutch* while the eastern half further divided between Germany and Britain. At the time of European control, the country was divided into two *territories*: the territory of *German New Guinea* to the north and *British Papua* to the south. The Germans introduced their type of government in New Guinea while the British did the same in Papua.

Netherlands is a small European country and people of Netherlands are called DUTCH.

Now turn to the next page and study the map. It shows the political boundaries set for these territories.

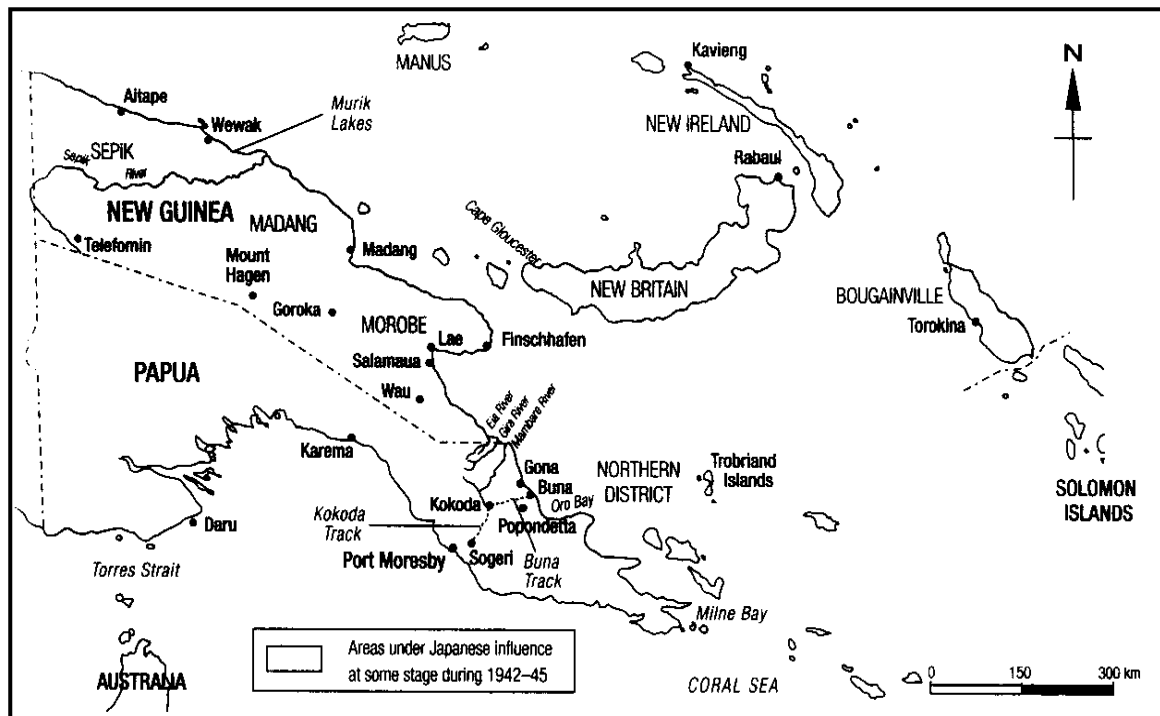
Early contact with Europeans

As early as the 1500s, both Spain and Portugal made claims to own the island of New Guinea. The Malay traders were visiting the north coast of West Papua before the first Europeans. They may have made some claims for trading rights. Around this time they gave the name *Papua* to the people which really means "*frizzy haired*". A Spanish explorer, Ynigo Ortiz gave the name Nueva Guinea (New Guinea) to the island in 1545. After the Spanish and Portuguese, many other countries laid claim to the island.



A woman with 'frizzy hair'

AREAS CONTROLLED BY JAPAN DURING WW II



A colony is a country or area that is controlled or ruled by another country

The British, Dutch and Germans were the successful colonisers of the island of New Guinea. The colony of Queensland in Australia, tried to make a colony in 1884 to prevent the Germans from colonising Papua. However, Great Britain said that a colony could not have its own colony. Instead, Great Britain made Papua a *protectorate* in 1885 to keep the Germans out. Great Britain gave the colony of Papua to Australia when Australia became an independent Commonwealth in 1901.

A protectorate is a country placed under the care of another country

What is a Colonial Government?

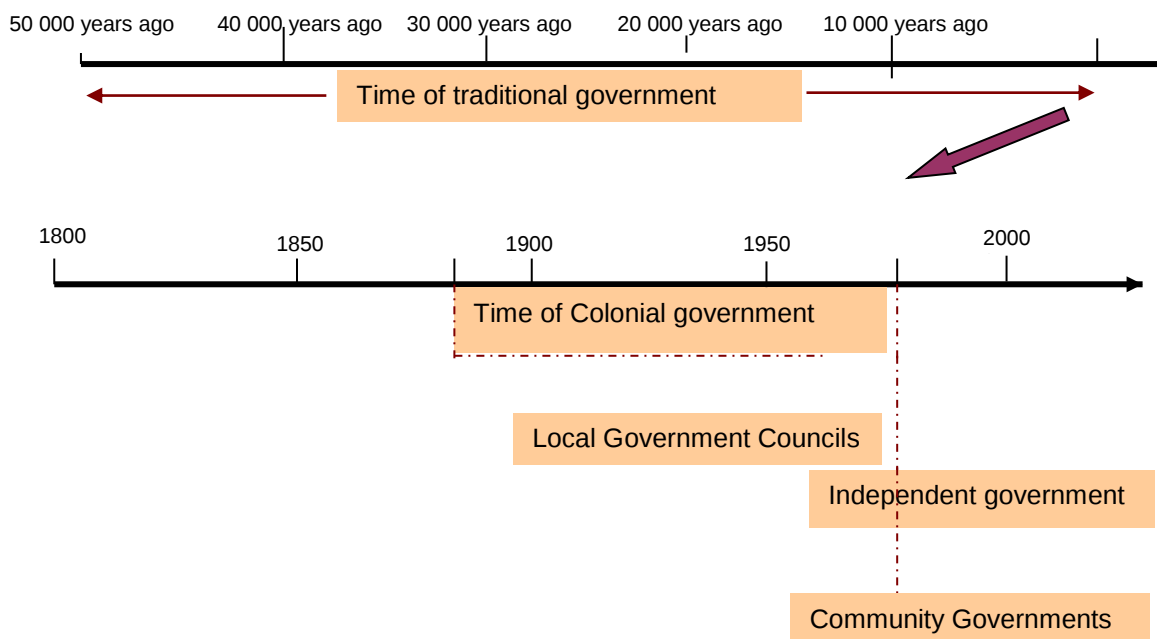
Colonial government is an introduced government by outsiders to a local group of people. In this type of government foreign rules, laws and ways are used together with local customs and traditions. It also refers to the government of another country controlling the affairs of its colony.

One good way to help us understand the different times or periods in which events happened in the past (in history) is by using **time-lines**. The time-line will make it easier for you to see the periods during which different types of government existed in Papua New Guinea.

A *time-line* is the presentation of events in the order of time they occurred (chronological sequence) along a drawn line that enables a viewer to understand historical relationships quickly.

Now study the diagram of the time-line below. You will see that the top part shows that the time of colonial government was very short compared with the period of traditional government in Papua New Guinea. The bottom part of the time-line shows the types of local governments and the periods in which they were set up by the foreigners.

TIME-LINE SHOWING PERIODS OF VARIOUS GOVERNMENT RULE IN PAPUA NEW GUINEA.

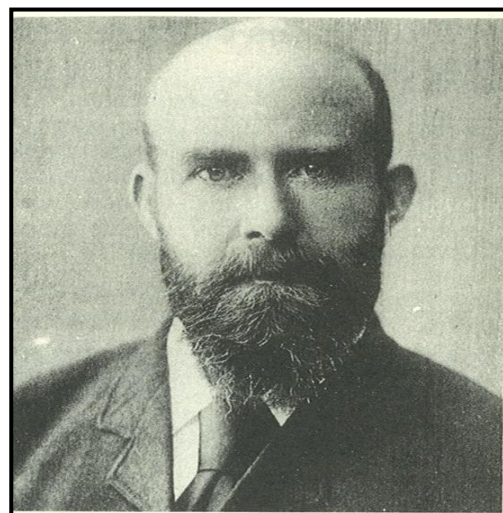


We now take a closer look at the colonial powers and the periods they ruled parts of Papua New Guinea.

Papua

In 1883 Queensland in Australia tried to take control of Papua out of fear that Germans in New Guinea would get the German government to take control of Papua as well. At that time Queensland was a *colony* of Britain and so did not have the power to take control of Papua. Instead, Australia asked Britain to make Papua a British *Protectorate*. This means that Britain agreed to help Papua without Papua being a part of Britain. Papua became a British Protectorate in 1884.

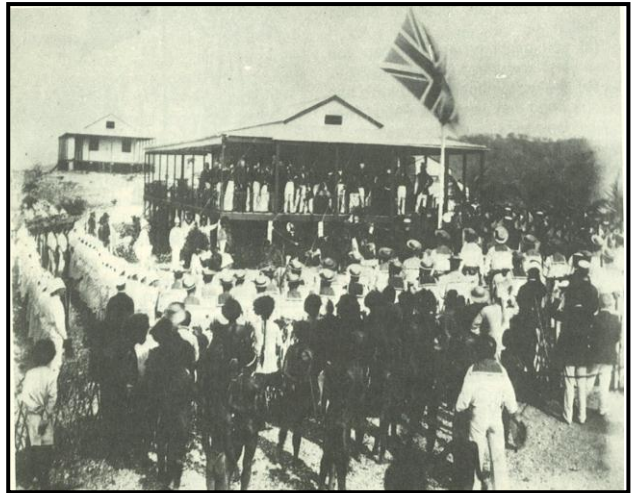
In 1906, Britain gave the newly independent country of Australia the work of governing Papua, which Australia did until 1975.



Sir William MacGregor: the first governor of Papua



Sir Peter Scratchley: the man in charge of the Protectorate



The British raised the Union Jack (the British flag) over Port Moresby in 1884 when they claimed the South-Eastern part of the country as their own.

The Dutch did very little to their half of the island of New Guinea. They made other people in Indonesia work very hard. For 50 years (1830-1870) people in Java had to grow a part of their crops or work part of the years for no money. The Dutch left the people of West Papua alone because there were no easy resources to take. They agreed to give independence to Indonesia in 1949, but they still kept West Papua until Indonesia claimed and took West Papua from them in 1963.

Papua and German New Guinea were divided between the Australians and Germans until 1914. The Europeans then fought World War I and the Germans lost the war and all its colonies. The Australian soldiers looked after New Guinea from 1914 to 1921. The *League of Nations* then asked Australia to govern New Guinea. The laws and conditions were different in Papua and New Guinea even though Australia was in charge of both places. *Papua was a colony while New Guinea was a Protectorate*. The names were different but the situation was similar as Papua New Guineans were ruled by others.

New Guinea

New Guinea was a colony of Germany for thirty years. From 1885 to 1899 the colony was controlled by a business called the *New Guinea Company*. The owners of this business lived in Germany but they had many plantations and trading stations in New Guinea.

In 1899, the German government took the power to control New Guinea away from the *New Guinea Company* and continued to govern New Guinea until 1914.

During the First World War, Germany lost control of New Guinea and so from 1914 until 1921, New Guinea was governed by Australian soldiers. In 1921 the *League of Nations* asked Australia to continue to govern New Guinea. The League of Nations is now called the *United Nations*.



Albert Hahl: the administrator of German New Guinea photographed with his wife.

An *administrator* is a person in charge of the government and law during the time of European control.

Test your learning of the important points by answering the activity questions below. Check your answers at the end of the summary.



Activity 1

1. What is a Colonial Government?

2. What is the difference between a *colony* and a *protectorate*?

3. Who were the first Europeans to come to Asia and the Pacific, and why?

4. The successful colonisers of New Guinea were the _____ and _____.

Next, we take a look at the colonial experiences of the Pacific Island countries.

Colonial Pacific Islands

Most small Pacific Islands had become formal colonies by 1900. For example, Chile claimed Easter Island in 1888. Germany and the USA claimed Samoa and divided it for themselves in the 1890s. The King of Tonga signed a Treaty of Friendship with Britain in 1900, which placed a British Resident in the King's cabinet to give advice.

The end of World War I in 1918, started many colonial changes. Germany was pushed out of the Pacific and lost all its Pacific colonies. In the 1920s, the Japanese took over all the German colonies north of the equator. Britain, Australia and New Zealand took the German colonies south of the equator. Very few island people saw benefits while good jobs and profits went to the colonisers.

World War II was fought in the Pacific from 1941 to 1945 resulting in many changes. Japanese military forces invaded deep into New Guinea and the Solomon Islands to the south, and into Kiribati to the east. The Japanese also forced many people from Nauru to go to Chukchi as labourers. In some places, the Pacific Islanders, Indonesians and other Asian people suffered under the Japanese military as they realised they were losing World War II. For example, at just one mine on the island of Sulawesi in Indonesia, the Japanese

military worked 4000 Indonesians to death. They also left 5000 of their Indian helpers to die of starvation in the Sepik.

Independence has not been easy for many small island states. Sometimes people describe them as *emerging state*, *fragile state* and *failed state*. All the recently independent states of the Pacific can be called emerging states while some such as the Solomon Islands, Fiji and Nauru, have very serious problems. They are now described as fragile states. Today, most islands of the Pacific and Asia (former colonies) are independent countries. An *independent government* is no longer under the control or rule of another country.



Summary

You have now come to the end of lesson 5. In this lesson you have learnt that:

- Colonial government refers to the government of another country controlling the affairs of its colony
- A colony is a place that is controlled by another country
- The Spanish and Portuguese were the first Europeans to come to Asia and to some of the Pacific Islands
- The Commonwealth of Australia started in 1901 when it became a constitutional democracy
- The British, Dutch and Germans were the successful colonisers of New Guinea
- Great Britain made Papua a British protectorate in 1885
- Papua and New Guinea were divided between the Australians and Germans until 1914. Australian soldiers looked after New Guinea from 1914 until 1921

ANSWERS TO ACTIVITY

1. Colonial government refers to the government of another country controlling the affairs of its colony.
2. A *colony* is an area that is controlled by another country while a *protectorate* is a country placed under the care of another country
3. The Spanish and Portuguese were the first Europeans to come to Asia and to some of the Pacific Islands. They wanted gold and spices.
4. British and Germans

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE
--



Practice Exercise 5

1. Define the following terms:

(a) Colonial government

(b) Independent government

2. Which European nations colonised these places? When did they gain independence?

Colony	Coloniser (s)	Year of Independence
PNG		
Australia		
Indonesia		
East Timor		
Western Samoa		

3. Which countries were defeated in the world wars and lost their colonies in the Pacific?

4. The end of World War I in _____ started many colonial _____.

5. _____ was fought in the Pacific from 1942 to _____.

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2
--

Lesson 6: Leadership in Colonial Government



Welcome to Lesson 6. In the last lesson you learnt about traditional leaders. In this lesson, you will continue to study about leadership but focusing on changes that took place from traditional leadership to leadership in colonial government.



- identify roles of colonial government leaders
 - explain how colonial leaders were chosen
 - discuss how colonial government leadership paved the way for the constitutional leaders in modern government
-

You learnt in Lesson 5 that Papua New Guinea colonial governments were established by the Germans and the British. At the time of European control, the country was divided into two *territories*. They were called the territory of *German New Guinea* and *British Papua*. These foreigners introduced their western ideas and ways of governing the people. For example, the Germans used their ideas and laws to govern the people in New Guinea while the British did the same with the people of Papua.



What did these leaders do?

We will now look at the roles of the colonial government leaders.

Colonial Government Leadership

The main task of the early colonial governments was to try to keep peace between different local groups (such as clans and villages) and between the villagers and foreigners.

Both the British and the German governments did this by appointing government officers to teach village people about the new types of government in Port Moresby and Rabaul (these were the headquarters).

These government officers were called *kiaps* in New Guinea and *patrol officers* in Papua. They chose leaders called *luluais* or *village constables* in the villages to help them with their work.

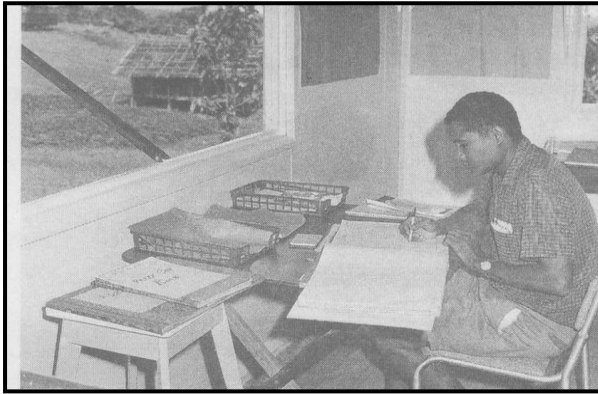
Although, many people helped the kiap to do his work, they had no direct influence over decisions made by the new governments. Most of the time the new government did not affect the daily lives of the people. Matters to do with the new government became important only when the kiap made his visit. The rest of the time, life went on as usual.

The village people had their first contact with the new kind of government through the kiaps.



A luluai in his uniform

One problem with the colonial type of government was that it did not involve the village people in making decisions. After the Second World War, in December 1949, a law called the *Local Government Council Act* was passed. This law then allowed the people to become involved in decision-making processes in the new government. The Local Government Councils were then able to take responsibility for rural based projects at the local level. They collected Head Tax from each adult to help meet the cost of the projects such as building roads, bridges and water supplies. A clerk was employed to keep records of how the money was spent on the projects.



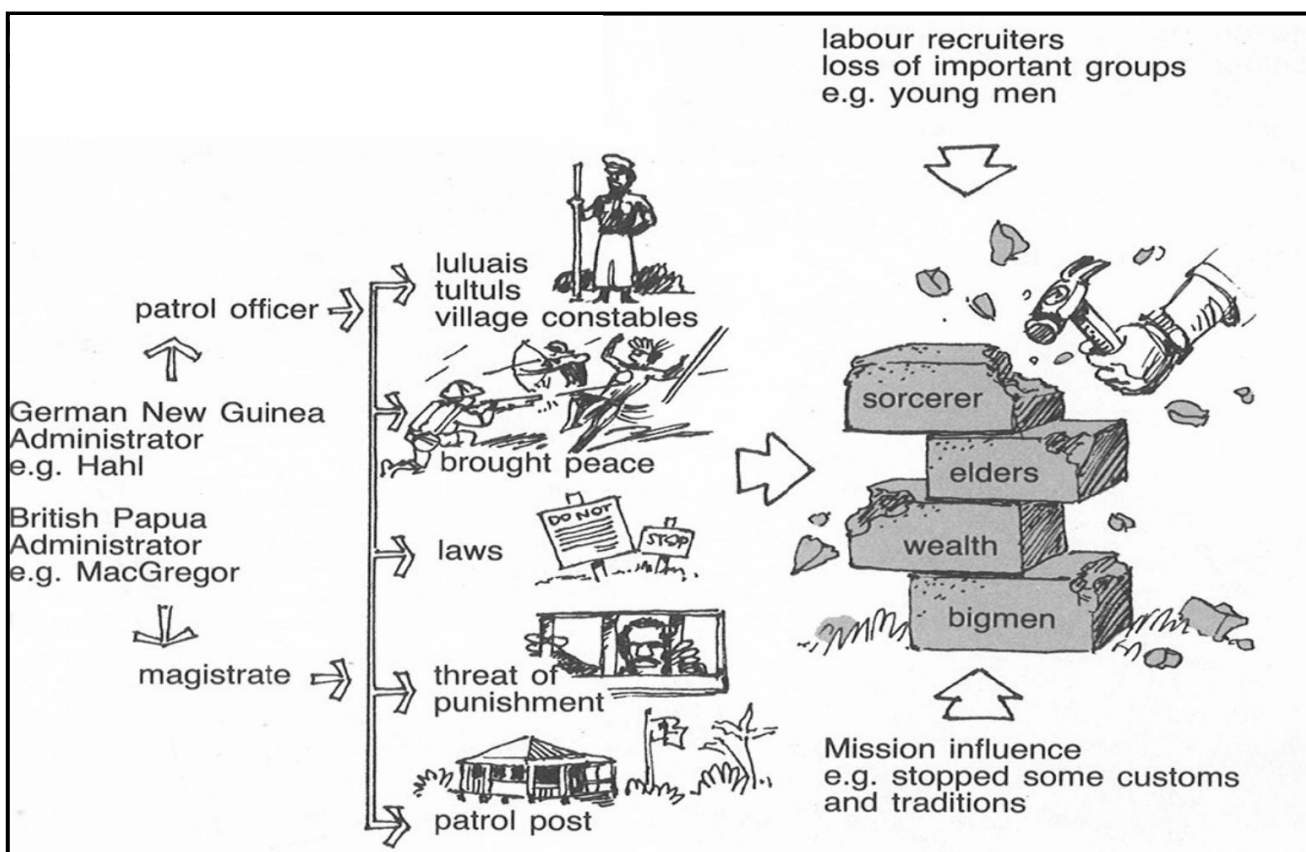
Council clerk keeping records of finance and projects



Collecting Head Taxes

The diagram below shows some of the ways in which the British, German, and later Australian governments tried to gain control over the Papua New Guinean people.

THE BREAKDOWN OF THE TRADITIONAL POWER STRUCTURE



Now answer the activity question below by filling in the blanks with appropriate words. Check your answers at the end of the summary.



Activity 1 (Answers are found on page 50)

1. During the colonial period, Papua New Guinea was divided into two _____. They were known as _____ and _____. The government officers in New Guinea were called _____ and in Papua they were called _____. The village leaders who assisted the kiaps and the patrol officers were called _____ or _____.

Administrator and Patrol Officers

An *Administrator* was the person in charge of government and law during the time of European control. In the early days of their rule, the administrator had a lot of power and made most of the laws themselves.

Many laws made by the administrators went against the people's customs and traditions. However, these laws tried to do many good things such as stopping people from doing things that hurt other people. The laws helped to stop tribal fighting and payback killing, and helped to get people to do things that the Administrator thought would help them. For example, people were told to bury their dead under the ground to prevent diseases, instead of following some of their traditional burial customs. Some of these laws were made to help the white people while others protected Papua New Guineans.

The *Patrol Officers* on the other hand were mediators of peace. It was important in those days to make peace because there was a lot of fighting between different tribes and clans. Peace amongst the people was needed before the new type of government could work.

The government patrol was usually led by a white patrol officer and Papua New Guinean police. The patrol officer's job was a very challenging one. Once he restored peace in an area, he had to build houses, airstrips, and wharves, look after the prison and hospital, and listen to court cases.

Here are photographs of some colonial leaders you have studied so far.



A patrol officer with an interpreter and a village luluai



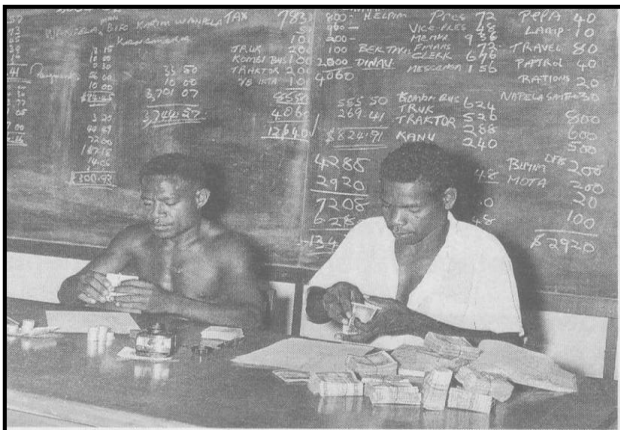
Members of the Royal Papua New Guinea Constabulary



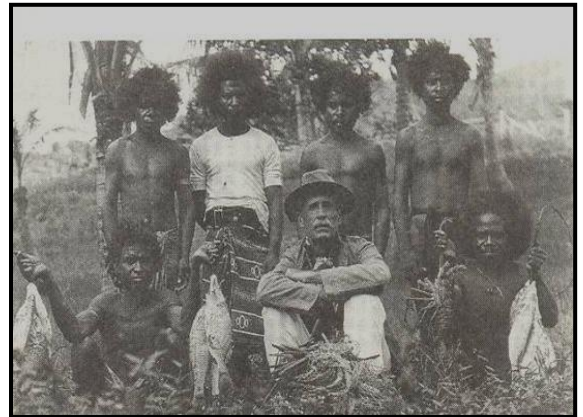
Patrol officers out on routine patrols with the locals



Local carriers on patrol



Counting Head Tax



Sir Hubert Murray, the Acting Administrator of Papua from 1907 and Lieutenant Governor and Administrator from 1909-1940.

Luluais, Tultuls, and Village Constables

The administrators chose people to act for the new government and to help patrol officers in the villages. In New Guinea, the first German governor, Albert Hahl, started the system of luluais and tultuls. Luluais were often village elders who made sure that the new laws were followed. Tultuls were usually younger men who helped as interpreters.

Similarly, in Papua, Sir William McGregor appointed *village constables* and *village councillors* who did the same work as luluais. These people sometimes went against the village people, such as sorcerers who were traditionally powerful. They helped to bring the European type of government to many parts of Papua New Guinea but also contributed to the breakdown of many of the customs and traditions of the people.

People sometimes broke the new laws if they thought they could do this without being caught and in doing so they were punished. The new laws brought many changes to the lives of Papua New Guineans.

Now go to Activity 2 on the next page and answer the three questions. Check your answers at the end of the summary.



Activity 2

1. The _____ is in charge of law and government affairs during the time of European control.
2. List the main tasks of the patrol officers.

3. In _____, the first German governor, Albert Hahl, started the system of _____ and _____.



Summary

You have come to the end of lesson 6. In this lesson you have learnt that:

- Papua New Guinea was divided into two territories called British Papua and German New Guinea
- The government officers in New Guinea were called kiaps while in Papua they were called patrol officers
- The village leaders appointed by the kiaps and the patrol officers were called luluais or villages constables
- The administrator was in charge of government affairs and law during the time of European rule
- Some laws made by the administrators tried to stop people from doing things that hurt other people, while other laws were made to get the people to do things that the administrator thought would help them
- Luluais were village elders who made sure the new laws were followed while tultuls were younger men who helped as interpreters
- In Papua, village constables and village councillors were chosen by Sir William McGregor
- Village constables were chosen to make sure the new laws were followed while councillors looked after the interest of the people

ANSWERS TO ACTIVITIES

Activity 1

1. territories, British Papua, German New Guinea, kiaps, patrol officers, luluais, village Constables.

Activity 2

1. Administrator
2. Establish peace, build houses, airstrips, wharves, look after prison and hospital, and listen to court cases
3. German New Guinea, luluais, tultuls

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE



Practice Exercise 6

1. Explain three ways in which the British, German and Australian governments tried to gain control over the people of Papua New Guinea.

- (i) _____
- (ii) _____
- (iii) _____

2. Imagine that you were a patrol officer.

- (i) What feelings might you have had as you went into an area where the people had never seen a white person?

- (ii) What would you do when you arrive in this area?

- (iii) How do you think the villagers would behave when they first saw you? Why?

3. Complete the table below.

European-Style Government in Papua New Guinea	
Good Things that Happened as a Result of the New Type of Government	Bad Things that Happened as a Result of the New Type of Government

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2

Lesson 7: Local Government Councils (LGC) and Community Governments



Welcome to Lesson 7. In this lesson, you will learn about Local Government Councils and Community Governments.



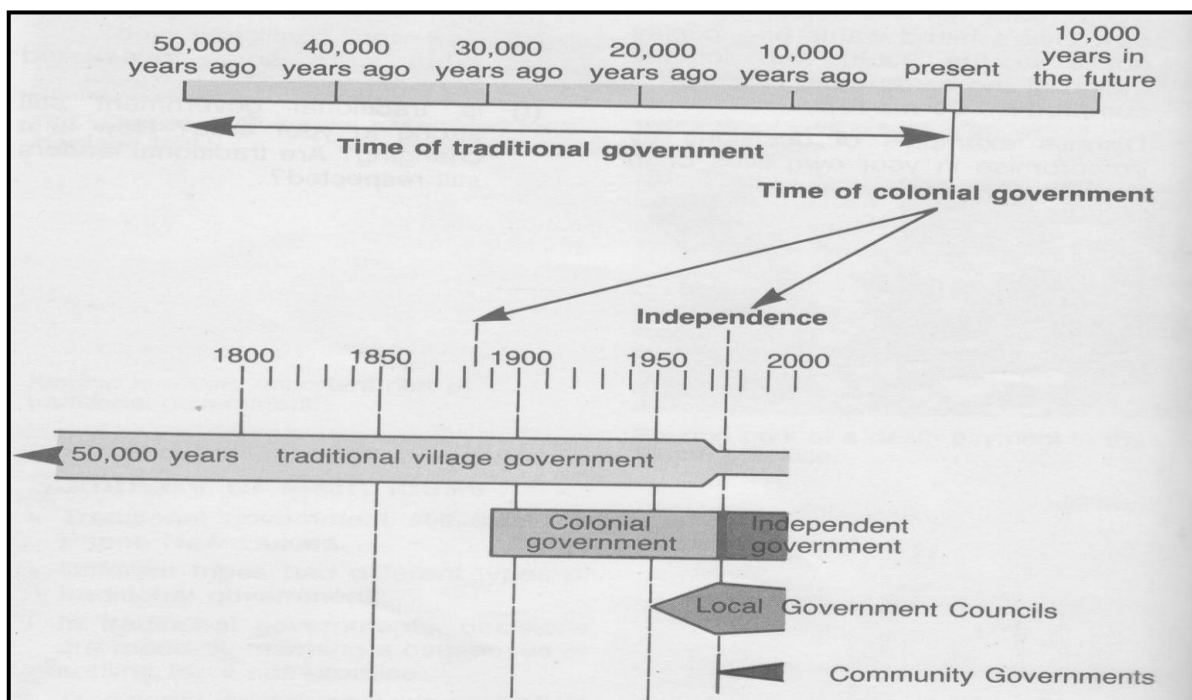
Your Aims:

- distinguish between Local Government Councils and Community Governments
- discuss how leaders were chosen in the Local Government Councils and Community Governments
- identify the roles and responsibilities of Local Government Councils and Community Governments
- list the services provided by Local Government Councils and Community Governments
- discuss the advantages and disadvantages of Local Government Councils and Community Governments

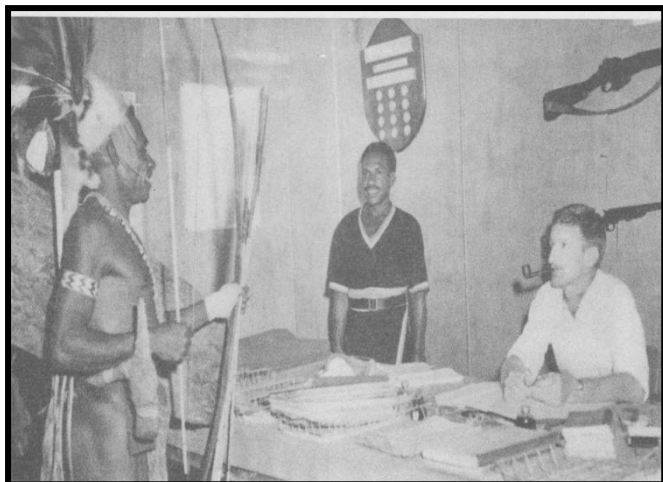
Does the timeline below look familiar to you? Off course it should. You came across it in lesson 5. In lesson 5, you studied the different periods and types of government that existed from colonial to period the period after independence.

In this lesson, we will focus on Local Government Councils and Community Government. Therefore, you need to spend some time to study this timeline again.

DIFFERENT TYPES OF GOVERNMENT IN PAPUA NEW GUINEA



You have already learnt about the main task of the early colonial governments. That was to try to keep peace between different local groups (such as clans and villages) and between the villagers and foreigners.



A patrol officer discussing the agricultural programme with a village luluai in traditional dress. The third man is an interpreter



A man wearing the uniform he used when he was a luluai

One problem with the colonial type of government was that it did not involve village people in making decisions. It was not until December 1949, after the Second World War that a law called the *Local Government Council Act* was passed. The Local Government Councils were then established by the colonial government in the 1950s by Australia. The main purpose was to teach Papua New Guineans about democracy and to get the support for development of the country. They were the first governments elected in Papua New Guinea.

The law helped people to become involved in decision-making in the new government. It enabled the Local Government Councils to take responsibility for some projects at the local level. They raised money for these projects by collecting a Head Tax from each adult. A clerk was employed by each council to keep records of finance and projects.

There are now 284 local-level governments in Papua New Guinea, 24 of which are **urban** city or town and the rest of which are **rural** villages and small towns.

The Local Level Government Laws

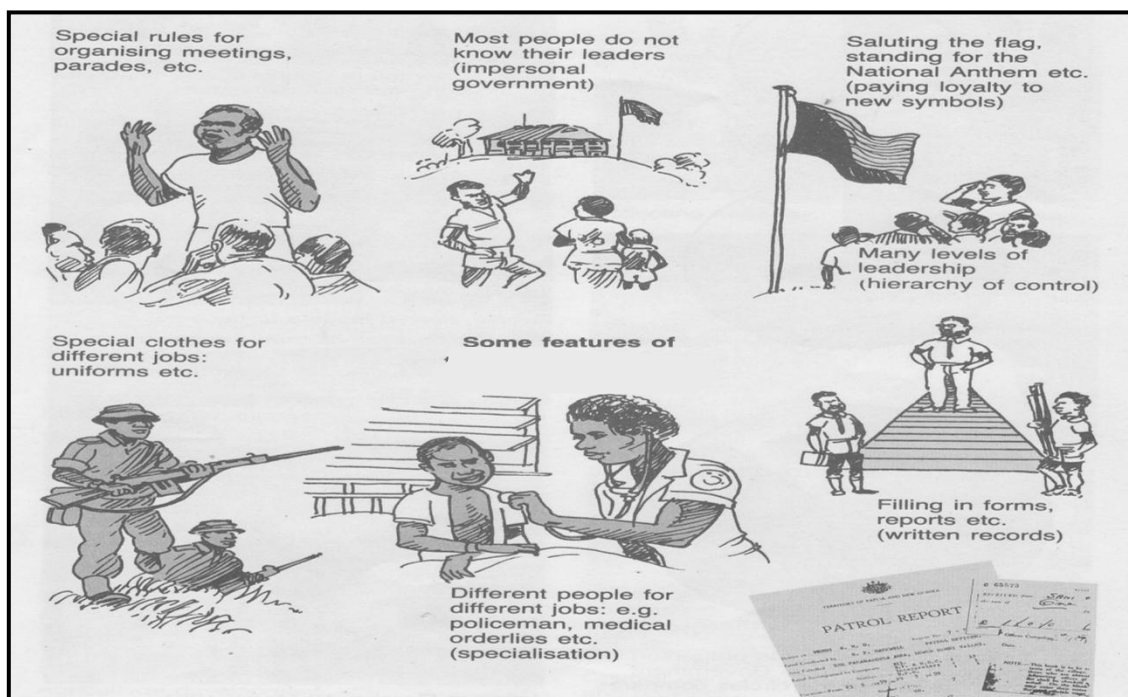
Local governments are run by elected members who represent the people in their **wards**.

A ward is represented by a councillor. It is a community of about 200 to 300 people.

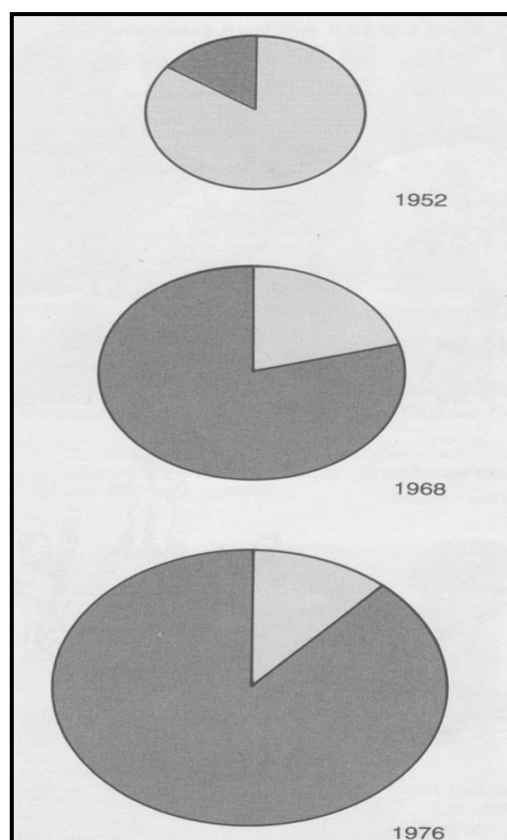
These governments help to decide which services can be offered in their area and they have the power to make laws related to local matters. Many of these laws are based on the **customary laws**. Customary laws are traditional laws made up of traditional customs and norms.

Customary laws are the traditional practices of the various parts of Papua New Guinea. These practices are recognised by the constitution and enforced by the Local Level Governments

SOME FEATURES OF THE NEW TYPE OF GOVERNMENT



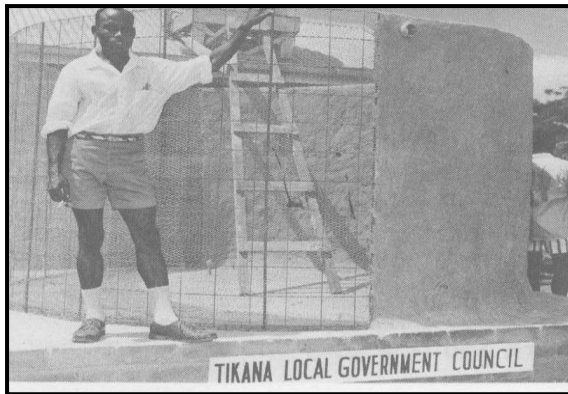
Take a look at the pictures below. They show the growth and work of Local Government Councils.



People elected leaders to become councillors



Agriculture development



Providing water supply

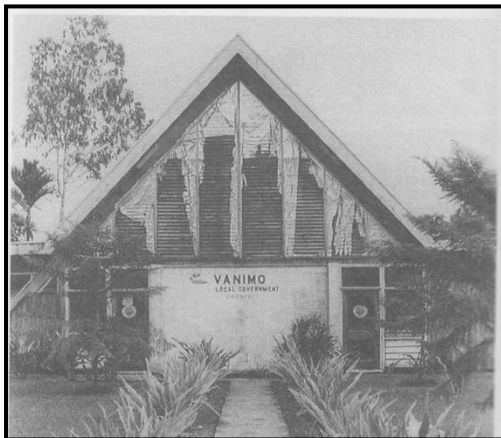


Building roads

Changes in Local Government since Independence

Before independence, the national government controlled the local government council system. Since independence this has changed. The changes that took place were:

- Six provinces operated under the National Local Government Council Act (laws).
- Eleven provinces established their own Local Government Council Acts so they control their own local level of government. They use the National Government for advice or expert help if they need it.
- Four provinces changed to community government.



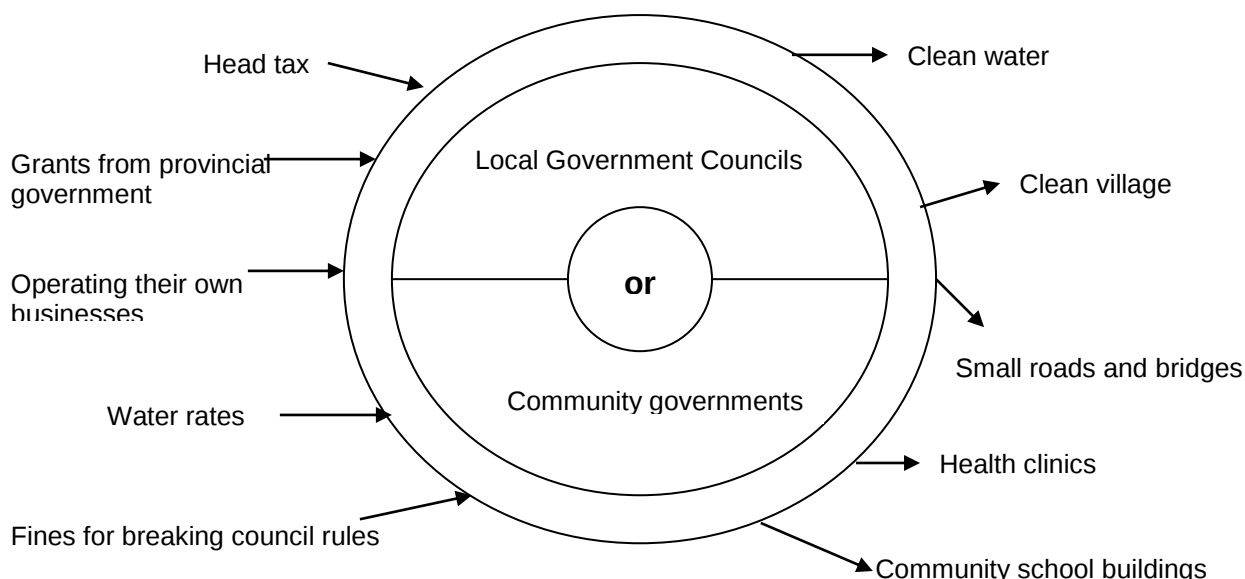
Vanimo Local Government Council

The idea of community government was started in North Solomons Province (Autonomous Region of Bougainville). It breaks the local government councils into smaller groups. For example, in the past North Solomons had nine local government councils and 37 community governments. An advantage of community governments is that more people can help make decisions at local level. A disadvantage is that it cost more to run because there are more governments. Each community government needs its own buildings and has its own staff.

The diagram below shows how the Local Government Councils and Community Governments receive and spend their money.

How they receive their money

Work and how they spend their money



You just learnt in this lesson about government of small groups at local level. Small and large groups have to be governed and organised in different ways. The table below outlines some reasons why the government needs of small groups and large groups are different.

Small Groups	Large Groups
e.g. family clan village few members fewer rules most people do the same type of work most group members know one another	e.g. town province nation many members complicated rules (usually written) many different types of work most group members do not know one another

Now do this activity. Check your answers at the end of the summary.



Activity

Refer to the timeline on page 51 to answer these questions.

1. The traditional government existed about _____ years ago to the present.
2. The time of colonial government was from 1880s to _____.
3. In _____ PNG became independent and has an _____ government.
4. Local government councils were introduced in _____ and the community governments in _____.



Summary

You have now come to the end of lesson 7. In this lesson you have learnt that:

- Small groups and large groups need different types of government.
- The colonial government introduced new types of local government.
- The kiap system took decision-making away from the people.
- In the local government council system people started making their own local decisions again.
- Since independence, some local government councils have changed to community governments.

ANSWERS TO ACTIVITY

1. 50, 000
2. 1975
3. 1975
4. 1950, 1975

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE
--



Practice Exercise 7

1. Fill in the blanks in the passage below.

_____ was established after the colonial period in 1975. The idea of _____ first started in the North Solomons Province. There were more _____ established than local government councils in PNG. One of the features of the new type of government was that _____ were kept. The community governments get their money from _____ and spend some of that money on _____.

2. List five features of local government councils and community governments.

- (i) _____
 (ii) _____
 (iii) _____
 (iv) _____
 (v) _____

3. Complete the table below.

	Main Task (s)
Patrol Officers and kiaps	
Luluais and village constables	
Tultuls	

CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2

Lesson 8: Structure and Roles of Provincial and National Governments



Welcome to Lesson 8. You just finished learning about the government of small groups at the local level in Lesson 7. In this lesson however, you will learn about the Provincial and National Governments which are examples of very large groups.



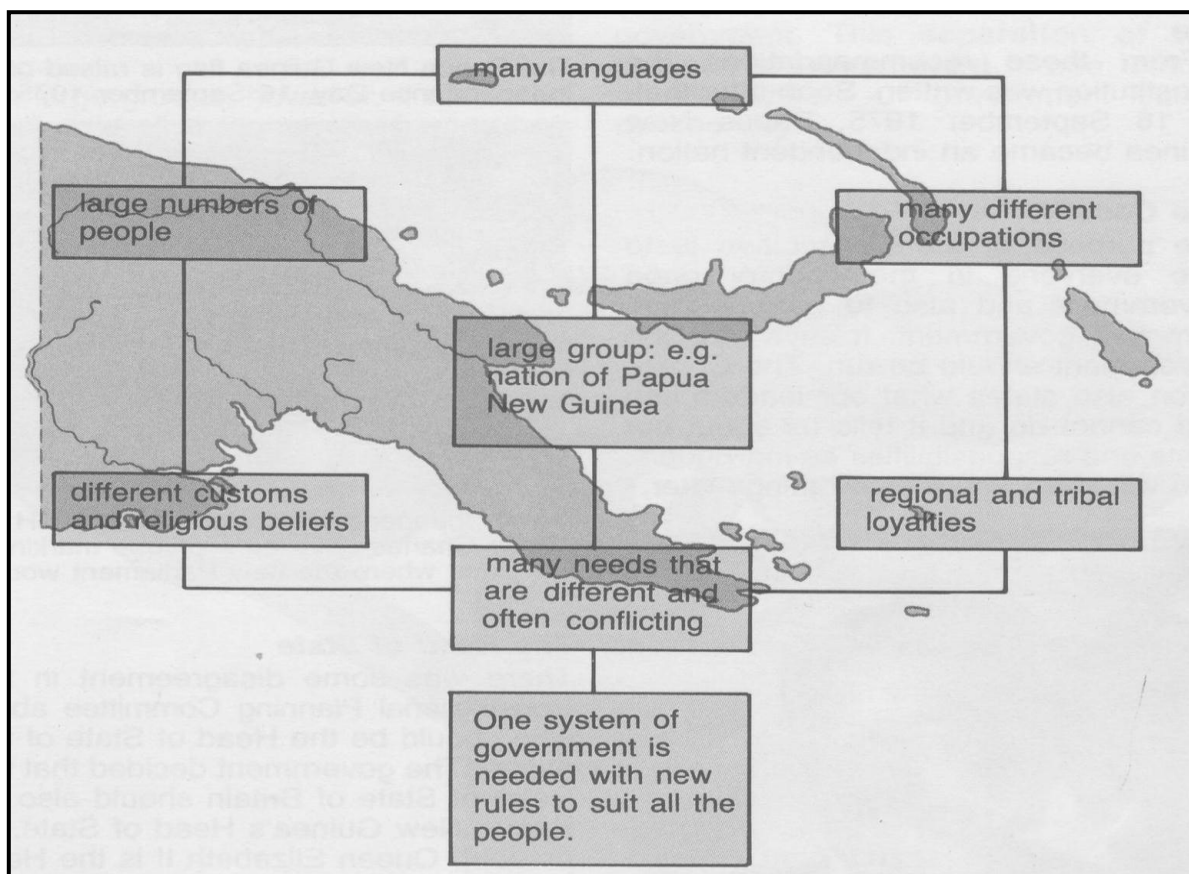
Your Aims:

- distinguish between roles and responsibilities of Provincial and National governments
- describe the three branches of these governments: *Legislative (Parliament)*, *the Executive* (Ministers and the Public Service) and the *Judiciary* (Courts).

Provincial and National Governments

Government at provincial and national level is more complex because provinces and nations are very large groups. The diagram below shows you some features of large groups.

FEATURES OF LARGE GROUPS



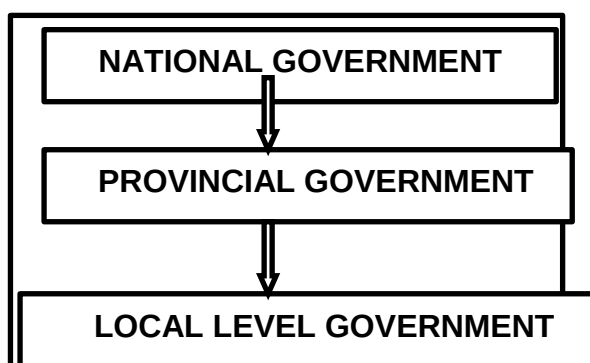
Most traditional ways of government do not work well at provincial and national level. A new type of government is needed to join the many small groups together under one system. This helps to unite people as citizens of one nation. The new type of government is based on the Australian and British systems. Papua New Guinea's colonial government was also based on these systems.

The National Government makes many important decisions about the everyday affairs of Papua New Guinea and its people. There are many things we should know about our National Government.

People from all parts of our country make up the nation of Papua New Guinea. We have a National Government to look after the affairs of our nation.

Levels of Government

Papua New Guinea is one country made up of many provinces. Each of these provinces has several districts. There are three levels of government- National, Provincial and Local Level Governments.



National Government

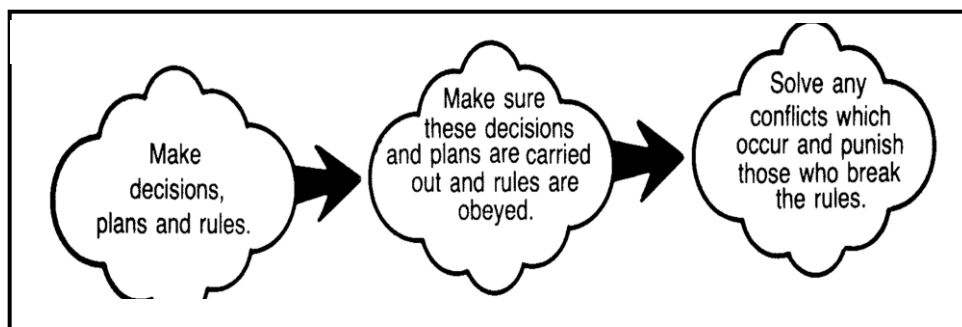
The National Government at Waigani plans how to provide all the government services. It discusses all its plans with the Provincial Governments. It collects all the money needed for the government to do its work. It decides how much money each province must get to do this work. It pays the salaries of all the government workers in the country.

Provincial Government

The provincial government provides most of the services at the provincial level which are under its responsibility. Together with the national government, it plans how to provide the services in the best way.

The Work of Government

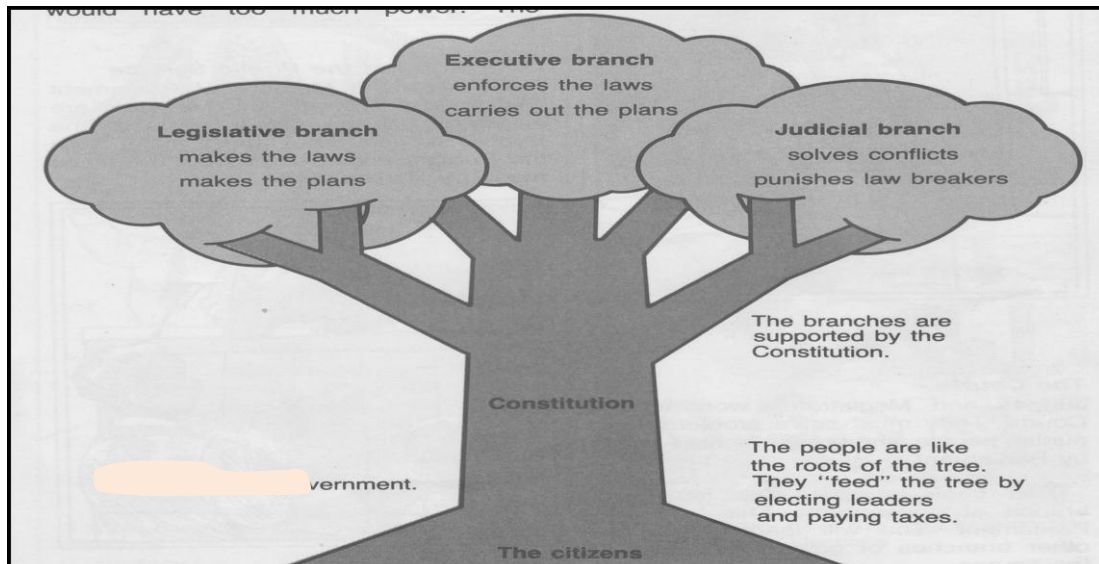
All types of government have three main things to do.



In small groups, these three things are often done by the same people (e.g. the parents in a family, or the elders in a village).

In large groups, however, if the same people did all three types of work they would have too much power. The Constitution says there should be three separate branches to do the work of government. This separation of the powers of government is one feature of the system of government called **democracy**.

THE TREE OF GOVERNMENT

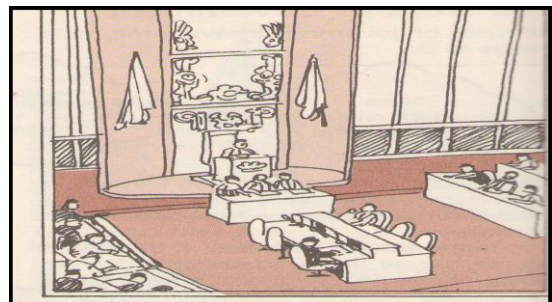


Branches of Government

In general terms, these three branches of government are the **Parliament**, **Ministers** and the **Public Service**, and the **Courts**.

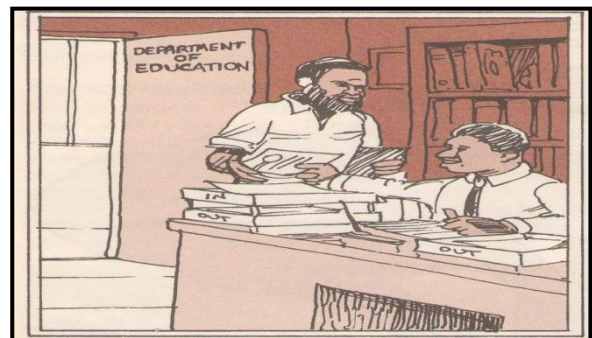
Parliament

This word comes from the French word "parler" which means "to speak". Parliament is the place where elected representatives speak for their people. They must tell parliament about their people's problems and ideas.



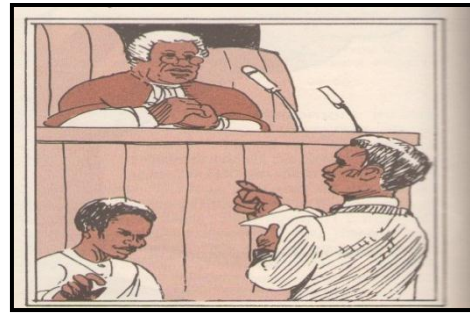
Ministers and the Public Service

A Minister is a Member of Parliament with special powers. The Ministers are in charge of the Departments of the Public Service. They must make sure the Public Service carries out the plans made by Parliament.



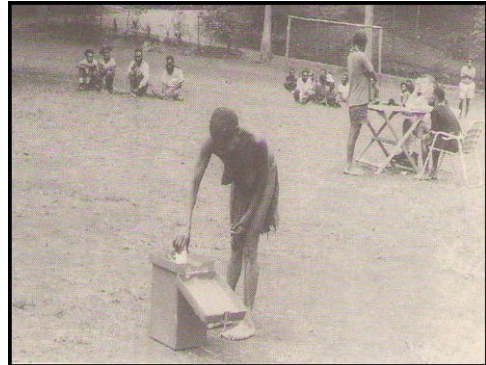
The Courts

Judges and Magistrates work in the Courts. They must solve problems and punish people who break the laws made by Parliament.



The legislative Branch of the Government: Parliament

Members of Parliament are chosen by the citizens of the nation. They do this by secret voting in an election. This is another feature of democracy. At election time, politicians say many things and make promises which can be confusing. People must use their right to vote wisely.





Activity

1. List three features of large groups. Refer to the map of Papua New Guinea on page 58.

a. _____

b. _____

c. _____

2. What are the three main things all governments should do?
Refer to diagrams on page 60 and 61.

a. _____

b. _____

c. _____



Summary

You have now come to the end of lesson 8. In this lesson you have learnt that:

- Large groups of people need one system of government to suit all members of the society. The Constitution says how our country should be run
- Papua New Guinea has a democratic government
- The three levels of government are National, Provincial and Local Level
- The three branches of government are the **Legislative** (Parliament), **Executive** (Ministers and the Public Service), and the **Judiciary** (Courts)
- The National government is responsible for the whole nation
- Provincial governments are responsible for each province in Papua New Guinea

ANSWERS TO ACTIVITY

1. Refer to the Map of PNG on page 59.
2. Refer to the Diagram on pages 60 - 61 of this lesson.

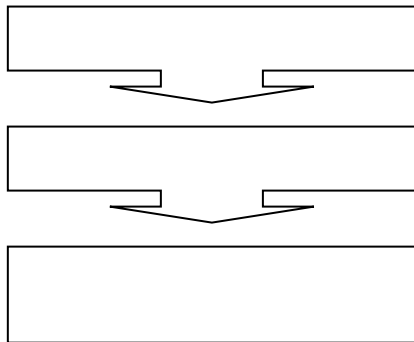
NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE
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Practice Exercise 8

1. Explain the difference between the National and Provincial governments.

2. Complete the diagram below showing the different levels of the government.



3. Complete the table below.

Branch of Government	Main Task (Responsibility)
i.	
ii.	
iii.	

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2

Lesson 9: Papua New Guinea Political Processes



Welcome to Lesson 9. In the last lesson, you learnt about provincial and national governments. In this lesson, you will study the political system of Papua New Guinea.



Your Aims:

- Papua New Guinea's political system
 - The processes in parliamentary debate
 - Passing a Bill in Parliament and the Act of Parliament
-

Papua New Guinea's Political System

Papua New Guinea inherited the **Westminster system of democracy (parliamentary democracy)** from Australia, which, in turn got it from Great Britain when Australia became independent from Britain in 1901. The system is called Westminster because the British House of Parliament is in Westminster in London.

Under this system a Parliament is elected by all adults over a certain age. In Papua New Guinea everyone over the age of 18 is entitled to vote in elections. The Westminster system has been adjusted to some extent since 1975 but has, on the whole, served Papua New Guinea well.

How is Parliament Organised?

After election, the Members of Parliament form themselves into a Government and an Opposition. If more than half or **a majority** of the members come from the same political party, then the party will form the **Government**. Its leader will usually become the **Prime Minister**. The rest of the members form the **Opposition**. One of them will be elected **Leader of the Opposition**. Often one party on its own does not have majority of members. When this happens, different parties join together to form a **coalition government**.



What is a coalition government?

It is a government made up of two or more political parties.



All of our national parliaments from Independence to 2009 have been coalition governments.

Why is an Opposition Important?

The Opposition must make sure that the Government controls and develops the country fairly. The power that the Government has affects the people. The Opposition has to try to make sure that the Government does things that are good for the people. The Opposition also provides a possible alternative government. A strong Opposition is an important part of democratic government.

AREAS, POLUATION, AND ELECTORATES				
Province	Approximate Area (sq.km)	Approximate Population	Open Electorate	Provincial Electorates
Sandaun	31 150		4	1
East Sepik	44 000		6	1
Madang	29 150		6	1
Morobe	34 100		9	1
Eastern Highlands	14 200		8	1
Chimbu	5 880		6	1
Western Highlands	8 300		4	1
Southern Highlands	12 000		5	1
Enga	10 790		5	1
East New Britain	19 200		4	1
West New Britain	20 500		2	1
New Ireland	10 000		2	1
Manus	1 940		1	1
*ARB	10 620		3	1
Oro	22 200		2	1
Gulf	39 780		2	1
Western	97 600		3	1
Milne Bay	20 250		4	1
Central	32 120		4	1
Hela	-		3	1
Jiwaka	-		3	1
National Capital District	308			1
Total (22 provinces including NCD)			89	22

The National Parliament

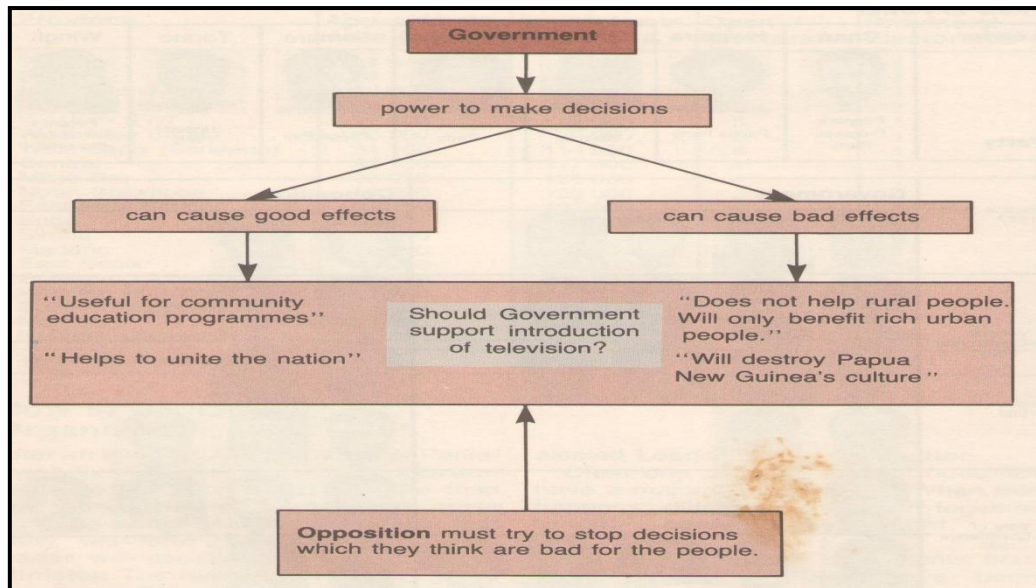
The Parliament is made up of 111 elected members. They are:

- 22 provincial members – one to represent each province. They are also known as Regional Members. They automatically become the Governors of their respective provinces, if they do not take up any ministerial portfolio.
- 89 open members representing the smaller electorates with the provinces.

The National Parliament passed a Bill in 2009 to create two (2) new provinces; Hela and Jiwaka. This means that Papua New Guinea now has a total of 111 elected members of parliament.

***ARB = Autonomous Region of Bougainville**

FUNCTIONS OF AN OPPOSITION IN A DEMOCRATIC GOVERNMENT

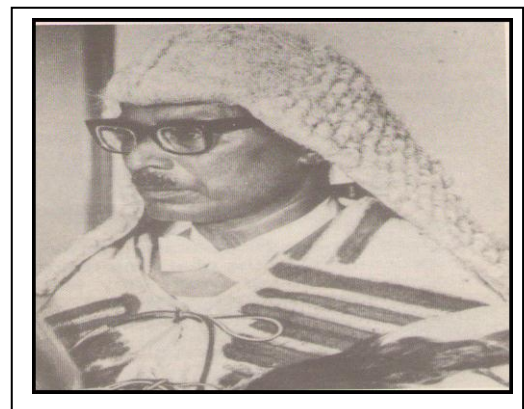


The National Executive Council

After the Government and Opposition have been formed, the Prime Minister chooses members from the Government to become his **Ministers**.

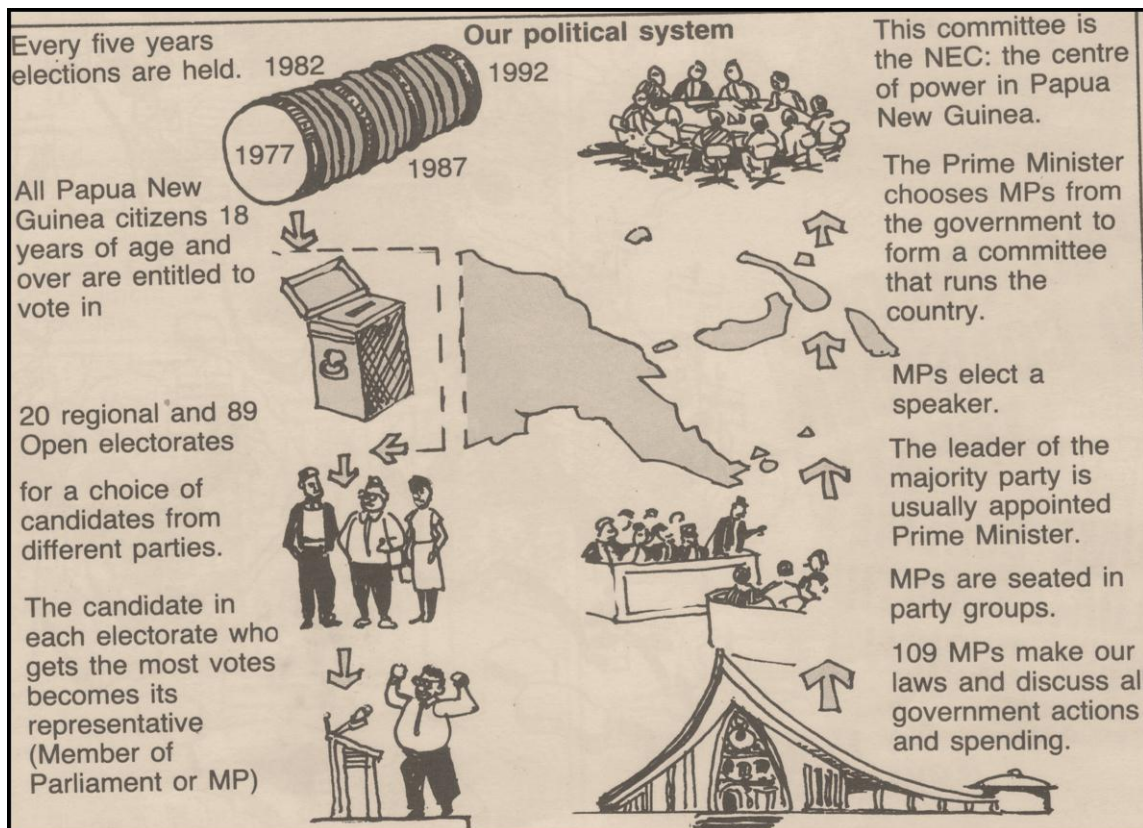
This group of Ministers is called the **National Executive Council (NEC)**. Each Minister is in charge of a government department such as Health, Education, Finance and Treasury and National Planning. The National Executive Council is also called **Cabinet**.

At the first meeting of Parliament after an election, all members vote to choose a **Speaker**. The Speaker acts as the chairperson of the meetings of Parliament, and make sure members follow the rules for discussion.



Sir John Guise, first Papua New Guinean Speaker of Parliament in 1968

PAPUA NEW GUINEA'S POLITICAL SYSTEM



The Work of National Parliament

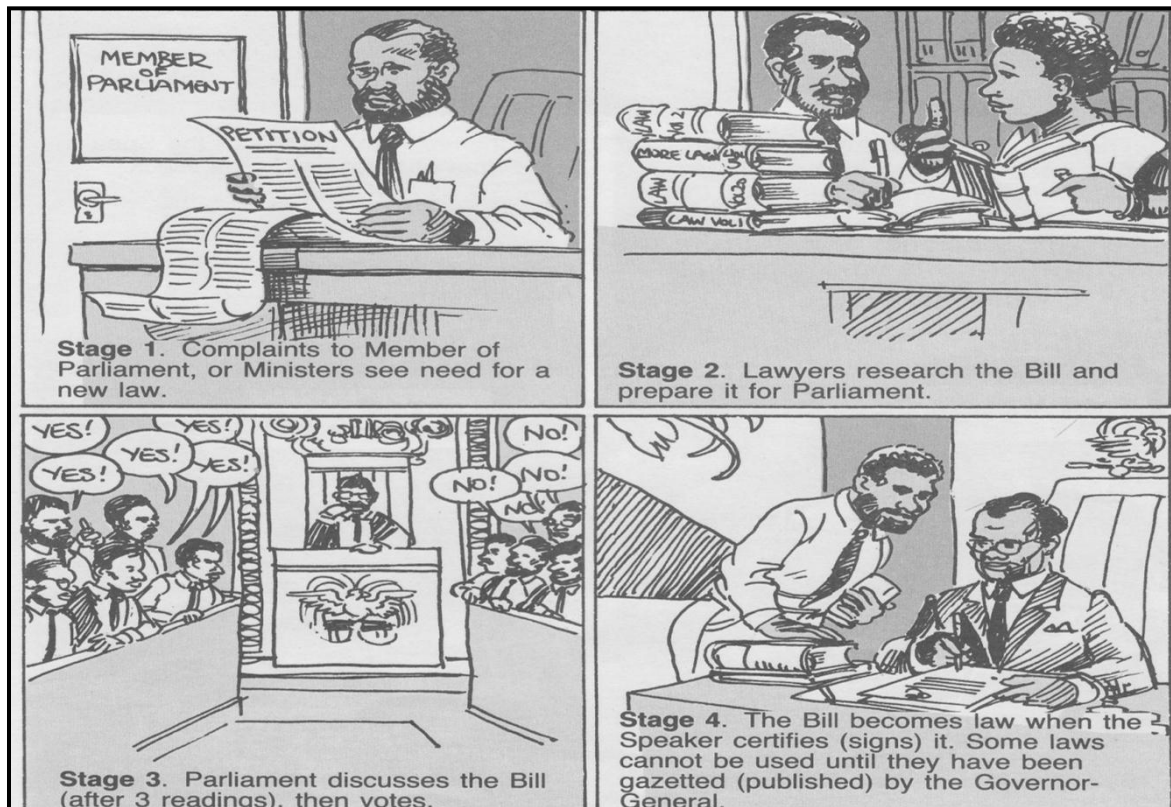
The people of Papua New Guinea elect their members of National Parliament to do two main jobs.

1. They make decisions and plans about how the country should be run and developed, and about how resources should be shared.
2. They make and change the laws of the nation.

Parliament is the decision-making branch of government. Citizens give their representatives that power when they elect them. The work to carry out the decisions Parliament makes is done by the Public Service.

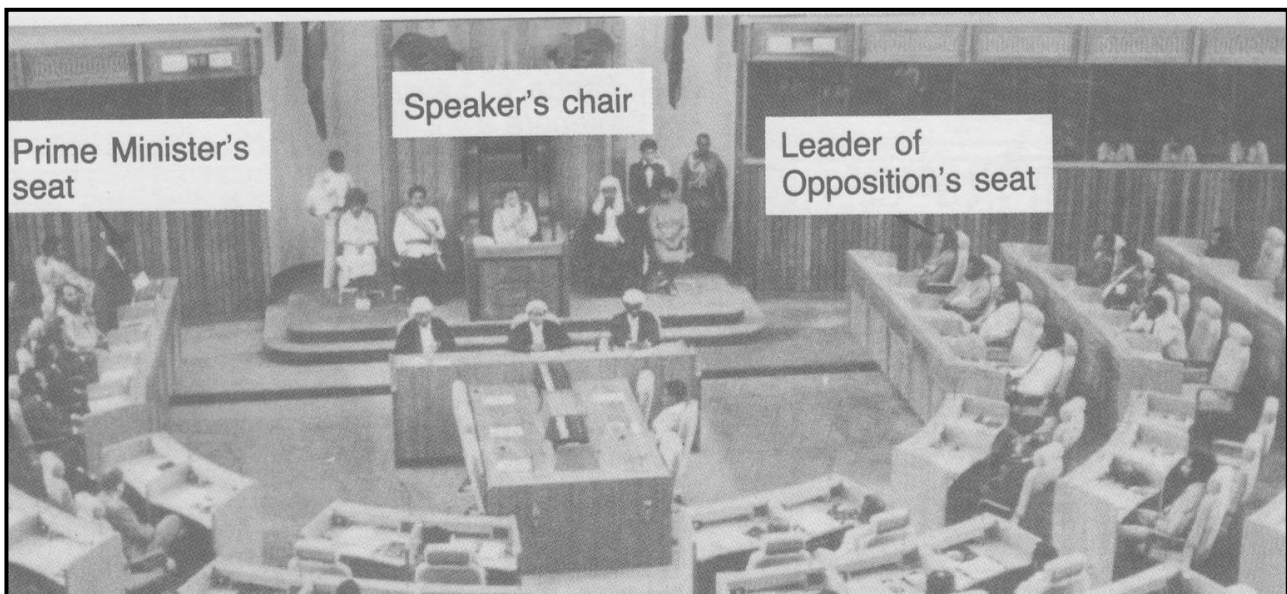


HOW PARLIAMENT PASSES LAWS



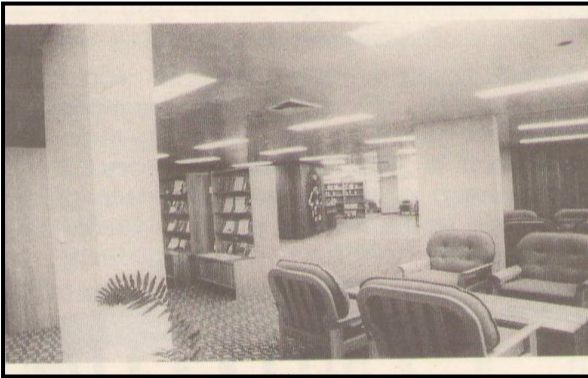
Inside the Parliament

The Sergeant-at-Arms is the Speaker's special helper. The Parliament has three blocks. The main block of Parliament is the **Chamber** of Parliament. This is where the **Sessions** (meetings) of Parliament are held. The Members have special places to sit in the Chambers.



Chamber of Parliament: Opening of new Parliament House in August 1984

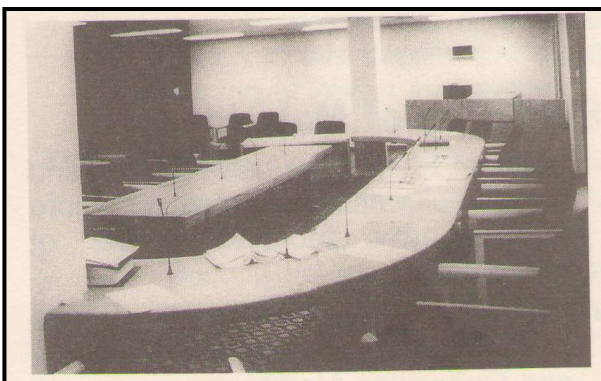
The second block has all the offices and working areas for the Members of Parliament. The third block has rooms for eating and relaxing after work.



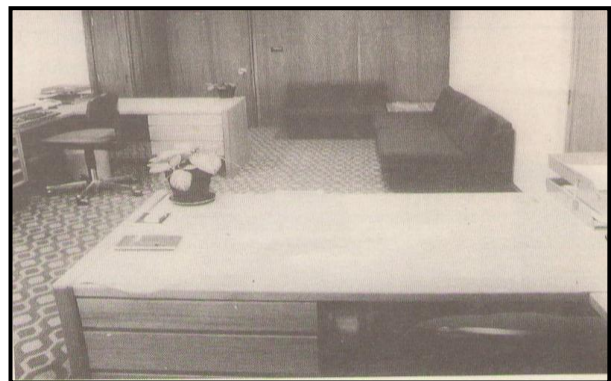
The parliamentary library



Member's dining room

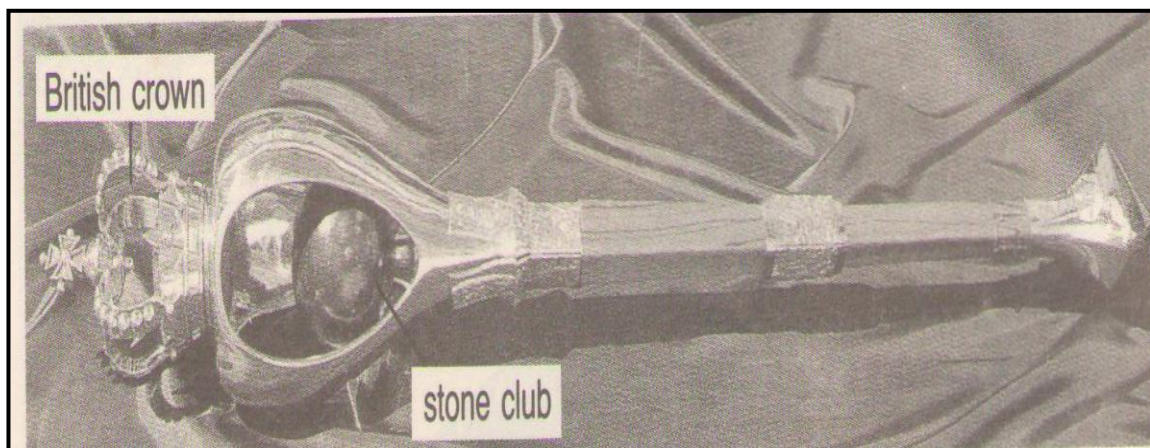


Committee table where parliamentary committees meet



A minister's office

The **Mace** is always put on the table when the Parliament is Session. This custom is from the British Parliament. A mace is a heavy club. Long ago in Britain, the Sergeant-at-Arms always carried a mace to protect the King. Today the Mace is used as a symbol of power and authority of Parliament.



The Mace

The parliamentary committee meets to plan the work of parliament. Committee members can be from the Government or the Opposition. Ministers cannot be members of parliamentary committees.



Summary

You have now come to the end of lesson 90. In this lesson you have learnt that:

- National Parliament has regional and open electorates. Provinces with more people have more Members of Parliament
- Parliament has two major groups of Members: Government Members and Opposition Members
- A strong Opposition is an important feature of democracy
- Parliament decides how the country should be run and make the laws of the nation

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE



Practice Exercise 9

1. How many members are there in the National Parliament?

 2. Members of Parliament are divided into two main groups. What are these groups?
_____ and _____
 3. What is a coalition government?

 4. What do the letters NEC stand for?

 5. What is the composition of NEC?

 6. What is the function of the NEC?

-

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2
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Lesson 10: Constitution of Papua New Guinea



Welcome to Lesson 10. In the last lesson you learnt about Papua New Guinea's political process. In this lesson you will study the constitution of Papua New Guinea.



Your Aims:

- Define Constitution
 - Discuss the creation of the Constitution of Papua New Guinea
 - Identify the National Goals and Directive Principles
-

What is a Constitution?

The **constitution** is a set of written rules, sometimes called the *principles of government*. It is also a system of rules that say how a government is formed and what it can and cannot do.

The constitution of a nation sets out how a country should be administered (governed) and developed. Almost every country has a Constitution. The Constitution is important for a country because it will guide and provide the basis for everything that a country does in the areas of its social, political and economic developments.

We have our own national Constitution. Sometimes the constitution is 'written' (e.g. Papua New Guinea), sometimes it is 'unwritten' (e.g. United Kingdom).

Almost everything to do with the organisation or group is set out in the set of rules the members have put in place and adopted. These set of rules control the way the organisation operates or functions. If any member of the organisation does anything regarding the organisation he or she should act in line with the rules of the organisation.

Our Constitution provides the foundation of our nation and independence from the colonial administration, it is also the highest law and every other law such as customs and laws made by the national Parliament in line with the Constitution.

Papua New Guinean Constitution:

- recognises Papua New Guinea as a sovereign (fully independent and self-governing) independent state.
- directs and guides how our country should be governed and developed. This means that the Constitution exists as an umbrella so that we can develop and move forward in a safe direction to achieve prosperity and equality.
- gives us rights and freedom. For example, right to be protected by the law, right to stand for public office such as in an election and freedom of speech and freedom of movement.
- also imposes duties upon us. For example, duty to obey the law and respect for other people's rights and freedoms.
- provides guidelines on how new laws should be made and how the existing should be changed by the national Parliament.

Who wrote our Constitution?

The members of the House of Assembly formulated (created) our Constitution. The House of Assembly was made up of Papua New Guinean leaders at that time as well as the representatives of the Australian colonial administration.

Some of our leaders who participated in the formulation of the Constitution include; Sir Michael Somare, Sir John Momis, Sir John Guise, Sir Matiabe Yuwi and Sir Pita Lus.

In 1970, the House of Assembly formed a special committee to work on the formulation of the Constitution. This committee is referred to as the Constitutional Planning Committee (CPC).

The CPC was the central body that co-ordinated the consultation process. During the consultation period the members of the CPC went around in our communities, consulted people, gathered their wishes, responses to questions and how they wanted us be governed and developed.

The work done by CPC is very important because from the consultations and meetings with other Papua New Guineans, the CPC was able to know the type of political, government and legal systems they envisioned and our relations with other countries and how we should be developed.

Based on the views of Papua New Guineans from these consultations, the CPC drafted our Constitution. When the CPC was satisfied that all our views and wishes were taken a final draft of our Constitution was made.

The CPC then recommended the House of Assembly to adopt the Constitution. On 16th September 1975, when our country gained independence from Australia, that Constitution was adopted and became our national Constitution. In fact, the Constitution gave us the basis for our independence from the Australian colonial administration.

Because of the way our Constitution was made, we normally refer to it as a **home grown Constitution**. Home grown means that the Constitution which is made by our people in our country. It is adopted from other countries and modified to suit the circumstances of our country. This is also a unique aspect of our Constitution.

In 1972 Michael Somare told the House of Assembly that it was:

... important that the fullest consideration be given to the type of future government we shall have. It is for our people that a constitution will be made. It is our people who shall have to live under the system of government that is established. We must ensure, therefore, that the constitution is suited to the needs and circumstances of Papua New Guinea and is not imposed from outside. In short it should be a home-grown constitution.

Source: Papua New Guinea Assembly Debates Vol.4, No.2

The National Goals and Directive Principles

The National Goals and Directive Principles (NGDPs) were formulated by the Constitutional Planning Committee through consultation with our people throughout the country. The NGDPs represent our wishes and aspirations and sets our vision and direction for development and growth. It shows our own vision for development, equality and governance.

The constitution sets out national goals and directions for Papua New Guinea. Most of the features also occur in Australia and England. Although certain amendments (changes) have been made, the constitution which was *adopted* (accepted) in 1975 is basically the same as it is today. There are five NGDPs adopted by our Constitution.

The constitution sets out our national goals as:

1. Human Development
2. Equality and Participation in Development
3. National Sovereignty and Self-Reliance
4. Conservation of our Natural Resources and the Environment
5. Papua New Guinea Ways

The constitution guarantees:

- the right to freedom from inhuman (cruel) treatment, forced labour, and searching of premises by police without good reason.
- freedom of speech, religion and gatherings of people for lawful purposes. These rights apply to everyone whatever their race, tribe, place of origin, political opinion, colour, religion or sex.

National Constitution Amended

During Sir Rabbie Namaliu's term of office (as the Prime minister) the constitution was *amended* (changed) eight times. One amendment extended to 18 months (from 12 months) the period before (and after) an election in which votes of no-confidence were allowed.

A **vote of no-confidence** is a vote taken by Parliament to find out if a sufficient number of members support a Minister or a group of Ministers, including the Prime Minister. If the majority of members vote in favour of the *motion* (proposal), the Minister or Ministers against whom the motion is moved automatically cease to be Ministers.



Summary

You have now come to the end of lesson 10. In this lesson you have learnt that:

- The *constitution* is a set of written rules, sometimes called the principles of government.
- The constitution is also a system of rules that say how a government is formed and governed.
- The members of the House of Assembly formulated (created) our Constitution.
- The five national goals in the constitution are;
 - Human Development
 - Equality and Participation in Development
 - National Sovereignty and Self-Reliance
 - Conservation of our Natural Resources and the Environment
 - Papua New Guinea Ways
- The constitution gives the right to freedom:
 - from inhuman (cruel) treatment, forced labour, and searching of premises by police without good reason.
 - of speech, religion and gatherings of people for lawful purposes
- A *vote of no-confidence* is a vote taken by Parliament to remove a Minister or a group of Ministers, including the Prime Minister.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE



Practice Exercise 10

1. Complete the passage below by filling in the missing words.

The constitution is also known as the _____ of _____ of a country. The constitution of Papua New Guinea is a _____ constitution. Different organisations and groups have _____ that give them the basis to exist, direct and guide them on what they can do and cannot do. These set of rules is called the _____.

2. Why is the constitution important to a country?

3. What does the constitution of PNG provide?

(i) _____

(ii) _____

4. List two (2) roles of PNG's constitution.

(i) _____

(ii) _____

5. Who created our constitution?

6. The constitution was created in _____ by a committee called the _____. The constitution was adopted and became the national constitution on _____.

7. Why is the constitution of PNG referred to as 'home grown'?

8. What is the importance of NGDPs?

9. Identify the national goals in our national constitution.

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2
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Lesson 11: Election Process and the Papua New Guinea Electoral Commission



Welcome to Lesson 11. In the last lesson you learnt about Papua New Guinea's constitution. In this lesson, you will study the role of the electoral commission.



Your Aims:

- the Electoral Commission
 - the election process
-

Our Political System

Our Constitution tells us how everything in our country should happen. The introduction to the Constitution states three important points about our political system.

The first point tells us about the **roles of the people**:

The Second Goal of equality and participation directs that there is equal opportunity for every citizen to take part in the political life of the country.

This means that every man and woman can take part in political activities such as voting or being able to stand as a candidate for election. We are all equal in politics by law in Papua New Guinea but one problem is that we have very few women members who get elected.

The second point tells about **how we can take part** in governing our country:

That all power belongs to the people, acting through their duly elected representatives.

This explains that we use a system (democracy) where the people of a country make the decisions about what happens in the country. Because we cannot all gather in one to make decisions, we elect members who represent us. All adult men and women in Papua New Guinea vote for their representative. If this is done properly, the representatives are duly (properly) elected.

The third point talks about the way we should solve problems:

That we reject violence and seek consensus as a means of solving our common problems.

To reject violence means that we must say no to fighting as a way of settling problems. To seek consensus means that the people talk about problems until they agree on a way to solve them. This is a traditional way of solving problems.

How are our Representatives Elected?

The Electoral Commission

We have a national election every five years. People in all the electorates of the country vote for their member to represent them in Parliament. Our national elections are looked after by the Electoral Commission.

Papua New Guineans who are 18 years and above need to register to vote. This means their names are written on the common (electoral) roll. To vote you must live in that electorate for six months.

The names of the registered voters are written onto the Electoral (common) Roll. People can check if their names are on the roll, even if a person was on the roll for the last election. People can also check other names and if they do not agree they can make a complaint to the Electoral Commission. The community leaders should check that all the people who should be on the roll are there. This is important so that everyone can vote, and cheating is stopped.

The Election Process - Our Voting System

We can change the government at the next national election if does not act the way we want. Not all countries of the world can do this. There are many countries where people cannot elect a government, or they do not have much choice about which government they elect. In some parts of the world only men can vote and there can be no women representatives.

From the first national election in 1977 until the sixth national elections in 2002, the system used to vote for candidates was '**first past the post**'. In this kind of voting system people in an electorate mark only one box on the voting sheet. They put a tick or cross next to the candidate they most wanted to win. Even if they like other candidates too, they cannot vote for them. All the votes for the different candidates are then added up to find the winner with the most votes.

This way of voting had some problems. People felt the country was not getting members who truly represented their people. Sometimes a member was not voted in by very many people because the votes were spread out among a lot of different candidates. The Electoral Commission looked at different types of voting system in other countries.

They looked at **preferential voting**. Preference means order of importance from first to last. This is the system of voting used in Australian national elections. People think this is a fairer way to elect a member of parliament. Instead of voting only for the person you most want to be member, you have to put a number next to all the people who stand for the election. If there are ten candidates, you put number 1 next to the candidate you most want, then 2, 3, 4, 5, 6, 7, 8, 9, and 10 next to the other candidates, in order of how much you want them.

The Electoral Commission decided to use a system of voting called **Limited Preferential Voting (LPV)**. LPV is a kind of preferential voting, but it is limited. Under LPV you only vote for three candidates. You do not have to number all the other candidates like Australian voters do. This system is now used in Papua New Guinea. It was used for the first time in the Abau Open by-election in 2003. Under LPV, the voters have to make three choices. They vote for the candidate they wanted the most (1), and two other candidates (2 and 3) as their second and third choices.

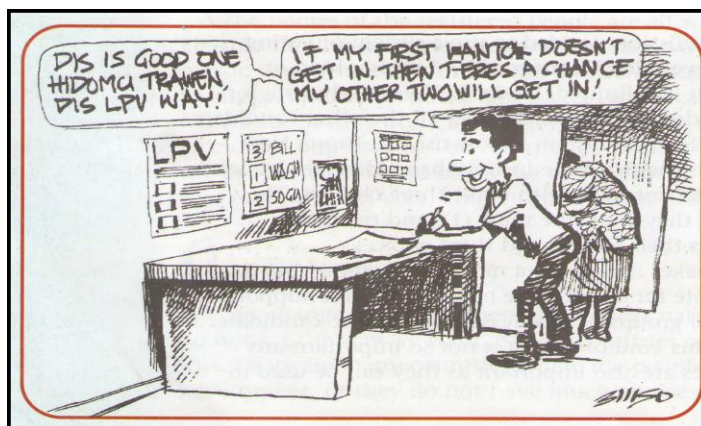
The LPV system makes it hard for a member to win by buying votes. Often people vote for a candidate because they are supporters, wantoks, friends, tribal groups or business friends of the candidate. The LPV means that this kind of voting is not so important any more. The second votes are also important as they can be used to elect a member.



Limited Preferential Voting (LPV)

In the LPV system, the winner must have an absolute majority. An **absolute majority** is more than half the votes that have been counted. This means they need 50 percent of the votes, plus one more vote. If any candidate has more than half the boxes marked box 1, then that candidate is the winner. The people who count the votes do not need to look at the box 2 and box 3 preferences. But if there is no candidate with an absolute majority on the box 1 votes, then the counters will have to look at the box 2 votes and box 3 votes for the other candidates. The counters follow these steps. They look to see which candidate has the least (lowest number) number of box 1 votes. That candidate is now crossed off the list. The counters look at number box 2 votes on the crossed off candidates papers.

The number box 2 votes were for other candidates. Those votes are added to the totals of the other candidates. If that does not give an absolute majority, the process continues until an absolute majority is reached. The box 3 votes can also be counted. The candidate who started with the highest number of number box 1 votes does not always win.



Source: The National Newspaper, 22 September 2007

The Limited Preferential Voting (LPV) is supposed to help us get good members who represent more voters.

Choosing who to vote for

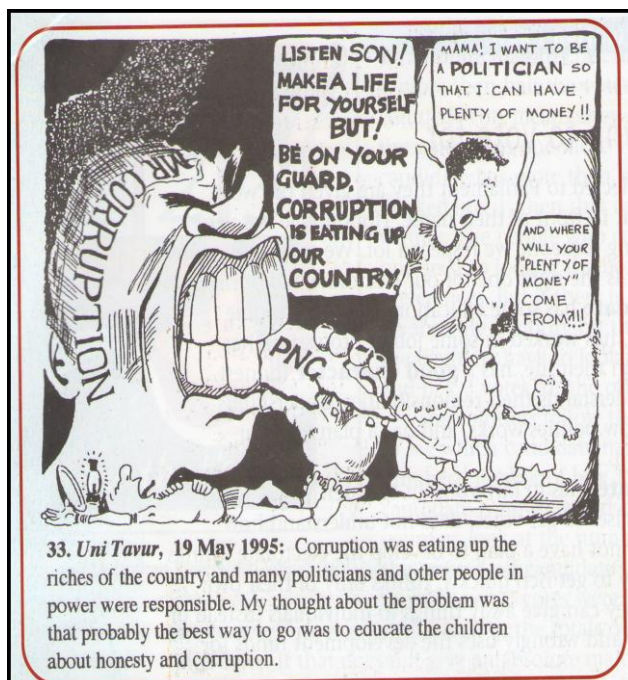
When a person is elected to Parliament they are given the title **Honourable** to put in front of their name. Honourable is a very strong word meaning someone we respect. We must make sure the person we elect is the right one for our electorate and our nation.

A **good candidate** has some education, has shown some leadership qualities, has worked in some job or profession, has reached some goal in their life, has a **good character** (honest, caring, reliable), understands their responsibilities, understands something about how politics works, and has a plan for your electorate.

A bad candidate tries to buy votes or threatens voters to vote for them, uses promises to get votes, does not understand how politics works, does not have a plan to develop the electorate, thinks that politics is a way to get rich quickly, thinks only for their own tribe, thinks that they can give away things to individuals instead of community groups, and wrongly uses the development funds for their electorate.

People vote for a candidate because:

- they think he or she has good **policies** (ideas and plans) for their electorate.
- he or she belongs to a **political party** they support. This means that they agree with the policies of that party.
- they support the **leader** of a party. This also means they are voting for that political party and its policies.
- the candidate has **promised** to give them things when they are elected, has given them things to buy their vote or has threatened them.
- the candidate is a **member of their tribe or church group**
- he or she has good character i.e. honest, reliable and can deliver services.



Source: Pacific Journalism Review, Vol.2 June 1995

The cartoonist thinks all politicians are only after plenty of money.

What happen when you vote?

The time when the vote takes place is called **polling**. Polling is done at places that the community knows about, and follows a timetable so that the community knows where and when to vote. The area for voting is marked off by the voting officials. They set up a table inside a roped off area. Then they check a copy of the electoral roll, and mark off the names of people who come to vote. A person is given the voting paper and sent to a corner of the polling area to vote secretly.

The marked paper is then placed inside a sealed box which has a special number on it.

Many things can go wrong at this time. In most places the election is peaceful, but in some areas the police and army are needed to make sure voting is fair. Ballot boxes can be opened and the votes can be spoilt. Ballot boxes can disappear. Un-numbered or wrongly numbered ballot boxes can appear.

Counting of votes is carried out at the district or provincial offices. Police must be there while the counting is going on. Candidates are allowed to have someone who supports

them to watch the counting. The Returning officer is the only person who can say who is the winner when all votes are counted.

What does your Candidate do for you?

Your member should talk in Parliament about any worries your electorate has. For example, if a big bridge has been washed away, your member can ask the Minister for Works what they can do about it. Your member also votes on the Bills which become the laws of our nation. The member should do things for their community such as building wharves, making sure there is power supply, water supply and classrooms. They should not do things for individuals.



Water supply project built from electorate money
(Markham)

Some candidates who are elected do good things for their electorate. An example of this is the photograph opposite.



Activity

-
1. Here are some voting papers. How would you vote for the candidates in the 'first past the post' system, and how would you vote in the 'LPV' system?

First Past the Post system

	Henry Simet
	Patrick Kapoka
	Nemi Turu
	Panga Vai
	Lelani Yanepa

LPV System

	Henry Simet
	Patrick Kapoka
	Nemi Turu
	Panga Vai
	Lelani Yanepa



Summary

You have now come to the end of lesson 11. In this lesson you have learnt that:

- Our Constitution tells us:
 - how everything in our country should happen.
 - how our society should be.
 - where the nation should be going.
 - what should happen and what should not happen in our system government.
- The three important points in our constitution about our political system are:
 - roles of the people
 - how we can take part in governing our country, and
 - ways we should solve problems.
- National elections are held every five (5) years.
- These elections are looked after by the PNG Electoral Commission.
- PNG has used the 'first past the post' system from 1977 to 2002.
- The 'limited preferential voting' system was used since 2007.
- People vote for candidates because of:
 - good policies (ideas and plans) for their electorate;
 - a political party they support;
 - promises to give them things;
 - a member of their tribe or church group.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE



Practice Exercise 11

1. Define the following terms.

- (i) Polling _____
- (ii) Candidate _____
- (iii) Absolute majority _____

2. What are the two (2) voting systems?

- (i) _____
- (ii) _____

3. How often are our general elections held?

4. What is the role of the Electoral Commission?

5. List the steps in voting.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2

Lesson 12: Constitutional Rights and Responsibilities



Welcome to Lesson 12. In the last lesson you learnt about Papua New Guinea's election process and the Electoral Commission. In this lesson, you will study the constitutional rights and responsibilities of Papua New Guineans.



Your Aims:

- Constitutional rights and responsibilities of citizens
-

Our Rights

As **citizens** of Papua New Guinea we have our **rights** guaranteed for us in the Constitution. Our rights *protect* us (keep safe) from **abuse** (bad actions) by anyone, including the government. As citizens of Papua New Guinea we have the right to;

- be free to make our own decisions and to get to where we want to go.
- have a safe life in healthy conditions.
- be protected by law.
- be free from any cruel or violent action (for example, being beaten or raped).

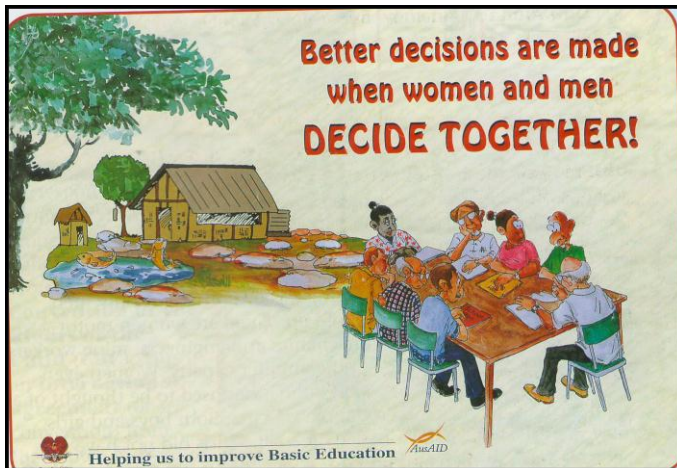
Our Responsibilities and Obligations

The Constitution also tells us what our responsibilities or obligations (duties) are as citizens. We cannot have rights without responsibilities. Our responsibilities are what we should do to protect the rights of others and be good citizens of our nation. We have a responsibility to;

- protect the Constitution.
- think that unity is important.
- register and vote in elections when we reach the age of 18.
- support the decisions our government makes.
- protect the natural environment.
- work in useful employment.
- respect the freedoms and rights of others.
- pay taxes to the government.
- be good parents who support, help and educate our children.
- as children to respect our parents.

Right 1: We have the right to be free to make our own decisions and to go where we want to go.

The Constitution talks about the rights of all citizens, male and female. However, we need to think carefully about the rights of **women**. This is because of the *traditional* view of the role of women. Traditionally, women have fewer rights than men, except in matrilineal societies. Women are the labourers and bearers of children. In village courts, which base their decisions on custom, women are not often treated fairly. This has been slow to change. Our nation will not develop properly unless both men and women are treated equally.

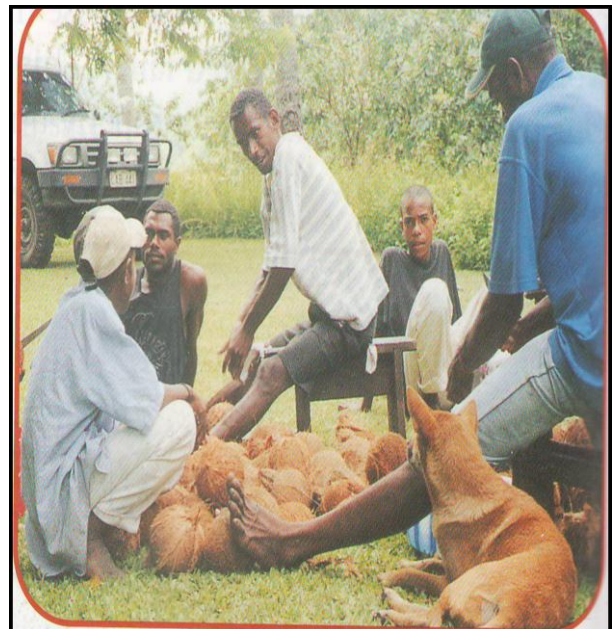


Source: BEICMP, PNG Department of Education/AusAid

A lot of work has been done by the government and non-government organisations (NGOs) to help Papua New Guineans understand that men and women should have equal opportunities. In Papua New Guinea we learn about the roles of men and women from the culture we grow up in. Men are expected to follow the rules of behaviour for men, and women are expected to follow the rules of behaviour for women. If they don't, they may be punished or laughed at.



Source: Family and Sexual Violence Action Committee, Port Moresby



Men helping to prepare food

There have been changes. Women are now doing many things that were once thought only men could do. There are women motor mechanics and engineers, mine workers and computer experts. Women even play sports that used to be thought of as men's games, such as soccer and martial arts. Both boys and girls play marbles and catch stones. Women and girls did not have the same chances as men and boys for education in the past. Now there is more equal opportunity. Girls at school have a chance to learn how to build things. Boys have a chance to learn how to cook and sew.

Here is a story from New Ireland.

When I was a girl growing up, I stayed with my mother and helped with the cooking and washing pots, feeding pigs, collecting firewood and looking after visitors. My father and brothers stayed in the haus boi. They expected us to cook their food and look after them. Now some men and women and their children, boys and girls, are sharing the work in the house and looking after children. Families are living together in a family house. The haus boi is now mainly used for meetings.

Source: Post Courier, July 2003

Papua New Guinea signed the **Convention on the Elimination (getting rid of) of all Forms of Discrimination Against Women (CEDAW)** with the United Nations in 1994.

Discrimination means not being able to do something because of your skin colour, race, sex or age. CEDAW calls for women to be protected in their marriage. Family violence is a big problem in Papua New Guinea. The country needs stronger laws to protect women from violence. Violence against a woman in a family affects every member of the family.

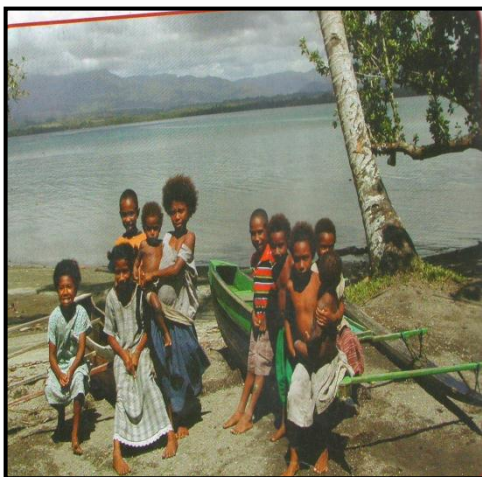
Under our Constitution children have the same rights as anyone else. Parents are responsible for caring for them properly. Children's rights are also protected by the **Convention of the Rights of the Child (CRC)**. This is an **international agreement** (or convention) from the United Nations. Papua New Guinea signed the agreement in 1991.



Police women are becoming more common

Some of the rights in the convention includes the right to/for:

- be healthy and have good health services
 - have a good standard of living
 - have parents look after children properly
 - be able to get an education
-
- disabled children to have special care
 - not to be treated cruelly
 - not to do work which is bad for a child's health or development
 - be protected by the State (that is the government) from bad treatment from anyone
 - meet with others
 - have their own views about their lives



Children need to have their rights protected

Children are a very large part of our population. They are too young to protect themselves fully. They need these rights to help to keep them safe. In 2002, an Act was passed in Parliament to make the laws protecting children stronger.

Freedom of Movement

In Papua New Guinea we move around when we want to. This is not the same in all countries of the world. In some countries, citizens need a permit to travel to another town or province. If we want to travel overseas, we need to have travel documents.

But we cannot have freedom without responsibilities. Many people feel that this freedom has been spoiled. They think too many people live in the towns, especially when they have no jobs. They feel this often leads to crime rates getting worse. There are often reports of crime and fights between groups.

Before independence there was a **Vagrancy Act**. Vagrancy Act is a law passed to stop people moving one place to another. Vagrants are people who have no way to support themselves. This Act was *repealed* (made no longer a law) in 1976.

The Supreme Court at that time made a ruling that the Act was *unconstitutional* (that it went against the freedom of movement which is a right given in the Constitution). Since then people have tried to bring in some kinds of laws to control people's movement. They have not successfully passed through Parliament yet.

The people of Papua New Guinea use their right of movement. This means vagrants leave their place of origin and travel to live in towns and cities. When the Census was done in 2000, it found that 20 percent of the people counted were not living where they were born.

Right 2: We have the right to have a safe life in healthy conditions.

To live in safe and healthy conditions, the police force, correctional services and the health services ensure that these rights are protected. These services cost a lot of money.

We can also be responsible to the nation. We can be responsible by leading lawful lives. We can help keep our families and communities safe by helping police get rid of criminals. We can be responsible by keeping healthy. We can help to stop our families and communities from getting preventable diseases.

Right 3: We have the right to be protected by the law.

Papua New Guinea has a very good system of laws to protect us. We have discussed these laws as part of the Constitution. If we feel that we have been hurt by someone who has broken the law, we can ask the police and the court to help us.

The job of the police is to:

- protect people and property
- make everyone obey the law
- catch criminals
- preserve peace and order

Part of the police force called the Criminal Investigation Division (CID) deals with crimes such as murder, cheating, drug offences, breaking and entering, and robbery. There is also the Traffic Branch which deals with road accidents, drink-driving offences and obeying traffic rules.

The courts in Papua New Guinea deal with people who break the law. Judges give their decisions after they hear and see the evidence. They solve problems and punish people who break the government laws. They can decide about what compensation someone should be given for damage done to them.

Right 4: We have the right to be free from any cruel or violent action.

Men, women and children are protected by this right. It is our responsibility to make sure that everyone gets this right. For example, it is against the law to torture and kill someone you think is a sorcerer. If a husband beats his wife, it is going against this right. If a parent beats a child, it is going against this right.



Activity

Movement of people

Refer to the table below to answer the questions.

Moving inside a District to a Town	Moving inside a District to a Rural Area	Moving inside a Province to a Town	Moving inside a Province to a Rural Area	Moving to a Town in Another Province	Moving to a Rural Area in Another Province
12%	41%	17%	27%	70%	32%

1. When people are moving inside a district, do most of them go to towns or rural areas? _____
2. When people are moving inside a province, do most of them go to towns or rural areas? _____
3. When people are moving between provinces, do most of them go to towns or rural areas? _____
4. Which kind of movement has the biggest percentage of migrants? What does this mean for those towns they went to?



Summary

You have now come to the end of lesson 12. In this lesson you have learnt that:

- A *constitutional right* is a freedom granted by a government's constitution and may not be legally denied by that government.
- *Responsibility* is something for which one is responsible; a duty, obligation or burden.
- As citizens of this country we have our rights guaranteed in the Constitution.
- Our rights protect us from abuse by anyone including the government.
- There are four basic rights in the constitution of Papua New Guinea.
- The Constitution also tells us what our responsibilities and obligations (duties) are as citizens.
- Men and women should have equal rights.
- In 1994, Papua New Guinea signed the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) with the United Nations.
- *Discrimination* means not being able to do something because of your skin colour, race, sex or age.
- The Constitution says that children have the same rights as anyone else.

Answers to Activity

1. Rural area (41%)
 2. Rural area (27%)
 3. Town (70%)
 4. Moving to a town in another province. It adds to the existing problems such as unemployment, over-crowding, increase of squatter settlements and increase in law and order problems.
-

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE



Practice Exercise 12

1. What is the difference between rights and responsibilities?

2. List the four basic rights in the constitution.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

3. Complete the passage below.

_____ women have fewer rights than men, except in _____ societies. Our country will develop well when both men and women are treated _____. Family _____ is a huge problem in our country. Violence against _____ in the family affects _____ member of the family. Children's rights are protected by the _____ of the _____ of the _____ (CRC). In Papua New Guinea, citizens also have the right of _____.

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 2
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SUB-STRAND 2**ANSWERS TO PRACTICE EXERCISES 5-12**

PRACTICE EXERCISE 5

1. (a) Colonial government refers to the government of a country that controls and rules other countries, usually ones that are far away.

(b) Independent government is a government that is politically free from outside control.

2.

Colony	Coloniser (s)	Year of Independence
PNG	Germany, Great Britain, Australia	1975
Australia	Great Britain	1901
Indonesia	Netherlands (Holland)	1949
East Timor	Portugal, Indonesia	2002
Western Samoa	New Zealand	1962

3. Japan and Germany

4. 1918, changes

5. World War II (WW II), 1945

PRACTICE EXERCISE 6

1. Three ways the British, German, and Australian governments tried to gain control over the Papua New Guinean people was through:

- (i) setting European laws and punishing law breakers.
- (ii) stopping some customs and traditions.
- (iii) taking away young men to work in distant places.

2. (a) Patrol Officer: I would be nervous, scared and uncertain at the first sight of the people because of their primitive lifestyle and their fierce looking warriors.

(b) As the patrol officer, I would organise a village meeting immediately by using the village constables. Carry out a census and tell them about the purpose of my visit.

(c) The people would have been scared and at the same time curious because of the different coloured person, who may be mistaken for a ghost.

3.

European – Style Government in Papua New Guinea	
Good Things that Happened as a Result of the New Type of Government	Bad Things that Happened as a Result of the New Type of Government
prevented unnecessary killing through sorcery law and order in place education for our people health care was provided	guns were used to kill people in retaliation families were separated as young men were taken away to work in distant places some good traditional practices were stopped by the missions

PRACTICE EXERCISE 7

1. **Independent government** was established after the colonial period in 1975. The idea of **local government councils** first started in the North Solomons Province. There were more **community governments** established than local government councils in PNG. One of the features of the new type of government was that **written records** were kept. The community governments get their money from **water rates (head tax, grants from provincial governments)** and spend some of that money on **health clinics, (clean water, clean village, community school buildings and etc.)**

2. Features of local government councils and community governments.

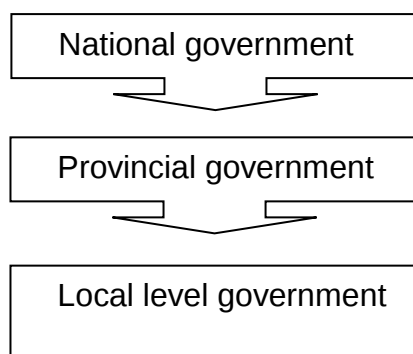
- (i) Special rules for organising meetings
- (ii) Special clothes for different jobs
- (iii) Most people do not know their leaders
- (iv) Different people for different jobs
- (v) Many levels of leadership, etc.

3.

	Main Task (s)
Patrol Officers and kiaps	To keep peace between the different local groups, and between the villagers and the foreigners Teach the village people about the new type of government
Luluais and village constables	Helpers or assistants to the patrol officers and kiaps
Tultuls	Interpreters for the patrol officers and the village people

PRACTICE EXERCISE 8

1. The national government makes plans and provides money for the overall running of the country, while the provincial government provides services at the provincial level.
2. Different levels of government



3.

Branch of Government	Main Task (Responsibility)
1. Legislative	Makes the laws Makes the government plans
2. Executive	Enforces the laws Carries out the government plans
3. Judiciary	Solves conflicts Punishes law breakers

PRACTICE EXERCISE 9

1. There were **109** members, after 2012, there are now **111** members
 2. Members of Parliament are divided into two main groups. They are the **government** and the **opposition**
 3. A coalition government is made up of two or more political parties forming the government.
 4. NEC stands for *National Executive Council*
 5. The NEC is made up of the Prime Minister and his/her cabinet ministers.
 6. The NEC carries out the decision made by the National Parliament (Legislative Branch)
-

PRACTICE EXERCISE 10

1. The constitution is also known as the principles of government of a country. The constitution of Papua New Guinea is a written constitution. Different organisations and groups have rules that give them the basis to exist, direct and guide them on what they can do and cannot do. These set of rules is called the constitution.
2. The constitution is important to a country because *it will guide and provide the basis for everything that a country does to achieve its social, political and economic developments.*
3. The constitution of PNG provides the:
 - (i) foundation of our nation and independence from the colonial administration
 - (ii) highest law and every other laws written or decisions taken by people in authority must be in line with the Constitution.
4. Roles of PNG's constitution include:
 - (a) recognises Papua New Guinea as a sovereign independent state.
 - (b) directs and guides how our country should be governed and developed.
 - (c) gives us rights and freedom.
 - (d) also imposes duties upon us.
 - (e) provides guidelines on how new laws should be made and how the existing laws should be changed by the national Parliament.
5. The members of the House of Assembly formulated our Constitution.
6. The constitution was created in **1970** by a committee called the **Constitutional Planning Committee**. The constitution was adopted and became the national constitution on **16th September** 1975.
7. Home grown means a Constitution which is written by our people in our country.
8. The National Goals and Directive Principles represent our wishes and hopes and set our vision and direction for development and growth.
9. The national goals in our national constitution are:
 - Human development
 - Equality and Participation in Development
 - National Sovereignty and Self-Reliance
 - Conservation of our Natural Resources and the Environment
 - Papua New Guinea Ways

PRACTICE EXERCISE 11

1.
 - (a) Polling is the casting and registering of votes in an election.
 - (b) Candidate is a campaigner or a politician who is running for public office.
 - (c) Absolute majority means more than half of the votes in elections.

 2. The two (2) voting systems are:
 - (i) First-past-the post
 - (ii) Limited preferential voting

 3. Our general elections are held every 5 years.

 4. The role of the Electoral Commission is to coordinate all election programs in the country.

 5. The steps in voting are:
 - (i) register to vote
 - (ii) find out where to vote
 - (iii) become an educated voter
 - (iv) mark your calendar for the upcoming election date and vote
-

PRACTICE EXERCISE 12

1. Right is a freedom granted to a person by the constitution and may not be legally denied, while responsibility is something for which one is responsible; a duty, obligation, or burden.
 2. The four basic rights in the constitution are the right to:
 - (i) be free to make our own decisions and to get to where we want to go.
 - (ii) have a safe life in healthy conditions
 - (iii) be protected by law.
 - (iv) be free any cruel or violent action
 3. **Traditionally** women have fewer rights than men, except in **matrilineal** societies. Our country will develop well when both men and women are treated **equally**. Family **violence** is a huge problem in our country. Violence against **women** in the family affects **every** member of the family. Children's rights are protected by the **Convention** of the **Rights** of the **Child** (CRC). In Papua New Guinea, citizens also have the right of **movement**.
-

SUB-STRAND 3

PROVINCIAL AND NATIONAL GROUPINGS

In this sub-strand you will learn about:

- **The Contributions of Individuals and Groups to National Development**
- **Government Services at Local, Provincial and National Level**
- **Movement of People and Goods**

SUB-STRAND 3: INTRODUCTION

Provincial and National Groupings

In this sub-strand you will learn about National Development. This includes social, cultural and economic development in Papua New Guinea.

Moreover, this sub-strand tells us the various groups and individuals who contribute to the development of this nation.

Therefore, development is progress in terms of services at all levels which leads to better living standards.

In order for Papua New Guineans to live a better life, government services are important at the;

- Local Level
- Provincial Level
- National Level

The government makes sure these services are delivered and distributed evenly to all the people of Papua New Guinea.

Lesson 13: Contributions of Individuals and Groups to National Development



Welcome to Lesson 13. This is the first lesson of sub-strand 3 which identifies social, cultural and economic development.



Your Aims:

- social, cultural and economic development
 - contribution and the positive impacts of individuals and groups to national development
-

Here are some ideas about national development from our Constitution.

1. Our national wealth must be shared by everyone. This means both men and women.
2. We should develop mostly by using Papua New Guinean ways.
3. The good things that come from development should be shared by everyone.
4. Everyone should have a chance to take part in development.
5. We should try to develop ourselves rather than rely on people with skills from overseas.
6. We should not get involved in any foreign aid that goes against the freedom of our country to make its own decisions.
7. We should not get involved in any foreign aid that makes us too dependent on any other country, investor, lender, or donor.



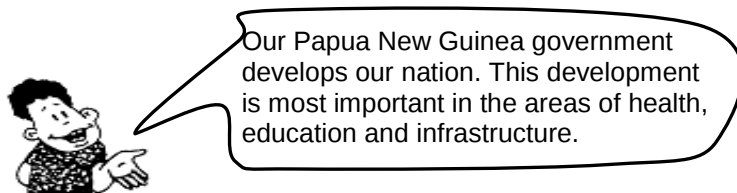
A female pilot with Airlines PNG

Who Contributes to National Development?

We must contribute to national development ourselves. Our Constitution says that we, the citizens of Papua New Guinea, should be the biggest contributors to national development. We can contribute by:

- acting positively to provide our own food and shelter
- taking care of our health by avoiding preventable diseases
- helping to pay for the education of our children
- using our education to improve the lives of other people
- electing leaders who think of our country first, before themselves

- paying taxes to the government if we have a job
- growing cash crops that can earn Papua New Guinea money from overseas
- starting and sustaining businesses that bring money into Papua New Guinea
- protecting government property from those who want to destroy it
- looking after government property by maintaining buildings, roads and bridges
- watching out for corrupt acts, obeying the laws and giving up criminals to the police
- keeping peace with other groups.



Contributions to National Development in Our History

The colonisers who came to Papua New and Guinea wanted to promote their interests. The British set up their headquarters in 1884 in Papua. They wanted to defend Australia, which was very important to the British. The people in the state of Queensland had economic interests. They wanted labour for sugar plantations. The Germans had traders in New Guinea who they wanted to protect. All the colonizers saw that Papua New Guinea was very rich in resources which they could use.

Until after the Second World War (WWII) there were very little health or education services for Papua New Guineans, except those provided by missions. In the later years leading up to Independence, a lot was done to develop Papua and New Guinea by the Australian government. The Australian government helped the country to develop economically, improve living standards and spreading health and education services. A public service was set up. Money was put into health, education, public works, postal services and civil aviation services. The Australian government started to encourage Papua New Guineans to grow their own cash crops.

After 1960, the United Nations wanted more countries to be independent. Papua and New Guinea was changing too. Because of the United Nations' idea about independence, the Australian Government helped more Papua New Guineans to work alongside Australians and learn about looking after their own country.

The Missions

Missions were very important in the rural areas before and after the Second World War (WWII). They provided health, welfare and education services. They encouraged self-help economic and social projects, helped in setting up plantations and small businesses, such as village cooperatives, and built roads and community centres. Missions still play a big role in national development. Read the example below.

YANGPELA DIDIMAN

The Lutheran Mission realized they could not educate jobseekers, so decided to help people get ahead and develop their assets in rural areas. People who came from the villages were trained for the villages and returned to the villages. They were trained to set up their own farms and to show others how to do it. This made a very big contribution to national development.

Source: The Lutheran Church in Papua New Guinea, the First Hundred Years 1886-1986

Contributions to National Development since Independence

Papua New Guinea took over responsibility for its own national development at Independence. Papua New Guinea gets money to do this from taxes on businesses, mining companies, forestry companies and people who earn wages. Money also comes from the royalties from resources and from the sale of licences such as fishing and driving licences. However, there is not enough money for all the nation's needs, so we borrow money from the World Bank and Asian Development Bank and accept aid from donor countries.



Children like the benefits from aid to education, Tubusereia Primary School

Australia continues to give Papua New Guinea a lot of help with education, health and infrastructure. It does this through aid projects. These aid projects have helped with school buildings, materials such as text books and the development of new syllabuses for primary and secondary schools.

Other aid project donors are the Japanese Government, which set up a media centre so that TV broadcasts could be made to schools;

New Zealand Government, which has a project to produce a school journal; and the European Union, which has built classrooms and houses and bought school materials.

Look at the example below.

AUSAID HELPS FUNDS MENYAMYA HIGH SCHOOL

AusAid has funded the building of six school projects in the Menyama area. The schools are: Wauwoka (K295 487), Aseki (K174 000), Menyama (K87 207), Bowas (K77 121), Kwaplalim (K87 207), and Hakwange (K164 328).

Source: Post courier, 3 October 2003

Many people in Papua New Guinea feel that we should not take so much aid. They feel that we have moved away from the ideas of freedom of choice in the Constitution. People also feel that the nation has accepted too many loans and will never be able to pay back the money.



Do you know that much of the development of Papua New Guinea is done by friends of our country?

Below are some of the helpful friends of our country.

1. Volunteers

Volunteers are people who work for no money, a small wage or have their living expenses paid for. In Papua New Guinea we have national volunteers in education, rural development and health through the National Volunteer Service.

They teach or give technical assistance to the people of Papua New Guinea. Some of these people are Papua New Guineans who work through the National Volunteer Service (NVS).



An Australian volunteer examines a baby at the Arawa Health centre in Bougainville.

Overseas volunteers come from other countries to help us. Some of these are British Volunteer Service Overseas, Canadian volunteers, Australian volunteers Abroad, the Peace Corps of USA, JICA of Japan, and DED German volunteers.

Some of the ways they have helped national development are:

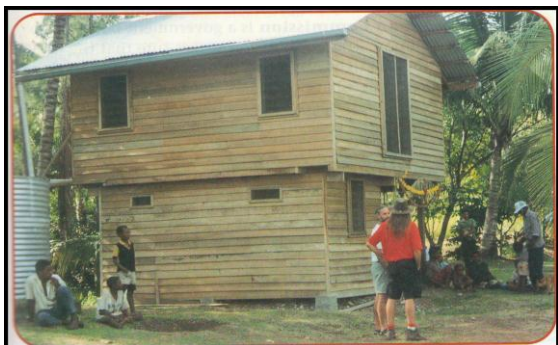
- helping to set up the Individual and Community Rights Advocacy Forum (ICRAFT), which lets people know about family rights and responsibilities (CUSO) Canadians
- vocational education by GTZ (German volunteers)
- Many of these are still active, though some have not done so much recently because of security problems
- water supply and grass roots programs (JICA)
- management skills in local businesses (Australia)

2. Churches

Many churches in Papua New Guinea are involved in helping people in their everyday lives. They do this by providing health services (for example, Anglicare Stop Aids programs), social services (for example, Salvation Army hostels) and education (for example, Caritas Girls Technical Secondary School).

3. Non-Governmental Organisations and Service Clubs

There are many organisations that help fill the gap that government is unable to fill: Rotary (e.g. Rotary against Malaria (RAM), Lions, Laila Foundation (eye care in rural districts), Soroptimists, Professional and Business Women's Club (school fee help for girls), Friends of the Disabled (fund-raising to help the disabled), Friends of the Library, Red Cross (disaster relief), Friends of HIV/AIDS sufferers, Cancer Relief and Mental Health Assistance, and Habitat for Humanity which builds houses using local timber.



A house built by Habitat for Humanity.

Habitat for Humanity began its program in Papua New Guinea in 1982. By 2003 it had built 1041 houses under its Save and Build program.

Here are three examples.

Blanch is a health educator who works with the Susu Mamas in Port Moresby. She teaches mothers about what they should do when their children are sick and gives information about the benefits of breastfeeding.

Olivia works in the Western Highlands. She gives cooking and sewing lessons to women from her home.

Dora is a community worker on Buka Island. She is a literacy teacher.

Source: National Volunteer Service

THE RED CROSS SOCIETY

The Red Cross has been in Papua New Guinea since the Second World War (WWII). In 1976, the PNG Red Cross was set up by an Act of Parliament. Its role is to help the sick and the wounded of all nationalities and people whose lives have been affected by natural or man-made disasters. The PNG Red Cross Society does this by helping disabled people; helping youths; helping during disasters, earthquakes, floods and droughts; providing first aid and safety services; and storing blood from blood donors, so that it can be used for sick and injured people. The Red Cross needs to raise money to do these things. People also make donations of food and goods through the Red Cross when there is a disaster.



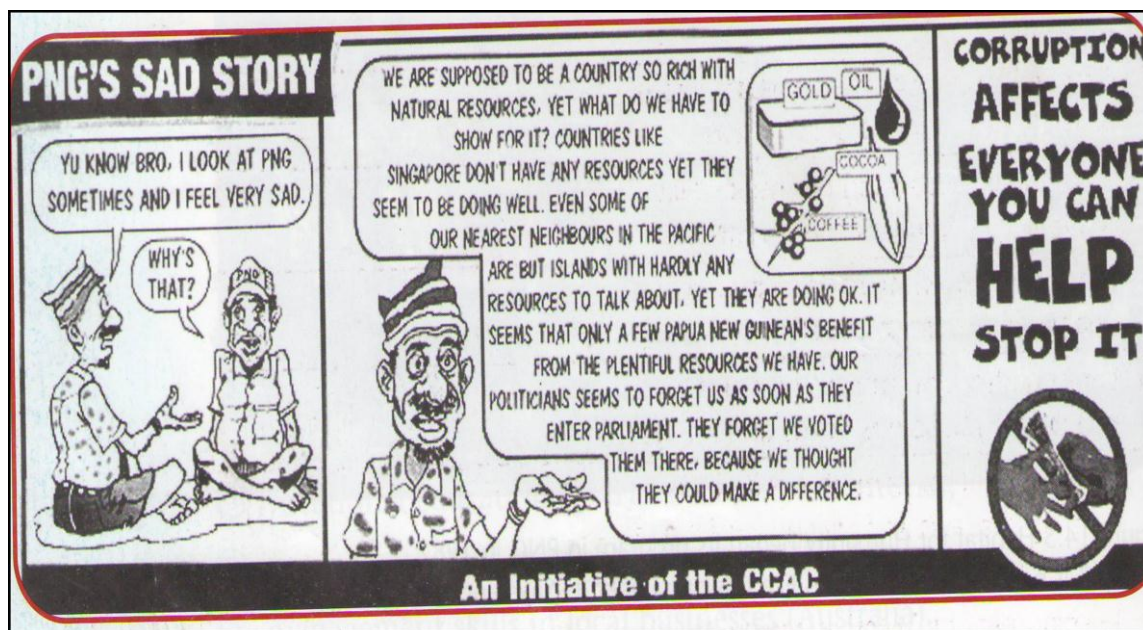
Watchdogs

There are some organisations that make sure our national development is not spoilt by people who do the wrong things.

The **Ombudsman Commission** is a government body set up under the Constitution. The commission makes sure that the leaders of our nation act in the right way as set out in the Leadership Code. The Code says that leaders have to be fair and honest, and look after the money for the nation properly. The Ombudsman can recommend that people who break the code are charged in court.

Transparency International is a non-government organisation. They work to keep the leaders of nation honest.

The **Community Coalition Against Corruption** is another non-government organisation that works against corruption.



Community Coalition Against Corruption



Summary

You have now come to the end of lesson 13. In this lesson you have learnt that:

- The constitution of our country says that citizens of Papua New Guinea must contribute more to national development.
- Before independence, Australia contributed a lot to Papua New Guinea's national development by helping to improve the standard of living, and providing health and education services.
- Missions played an important role in Papua New Guinea's national development after the Second World War (WWII). They provided health, welfare and education services.
- Papua New Guinea took over responsibility for its own national development at Independence.
- Other groups and organisations that also contribute to Papua New Guinea's national development are the volunteers; churches; non-government organisations and service clubs.
- Organisations such as the Ombudsman Commission, Transparency International, and Community Coalition Against Corruption are there to make sure our national development is protected.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE



Practice Exercise 13

Self-Reliance

Fill in the following table with your own ideas and examples. *An example has been done for you.*

What Can We Do	How Can We Do This
Acting positively to provide our own food and shelter	By building our own houses and making gardens to feed our families
1. Taking care of our health by avoiding preventable diseases	
2. Helping to pay for the education of our children	
3. Using our education to improve the lives of other people	
4. Electing leaders who think of our country first, before themselves	
5. Paying taxes to the government, if we have a job	
6. Growing cash crops that earn Papua New Guinea money from overseas	
7. Starting businesses that bring money into Papua New Guinea	
8. Protecting government property from those who want to destroy it	
9. Looking after government property by maintaining buildings, roads and bridges	
10. Watching out for corrupt acts and keeping the laws and giving up criminals to the police	
11. Keeping peace with other groups	

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 3

Lesson 14: Government Services at Local, Provincial and National Level



Welcome to Lesson 14. In the previous lesson, you learnt about contributions made by various people and organisations to the development of our nation. In this lesson, you will study the services provided by the government.



Your Aims:

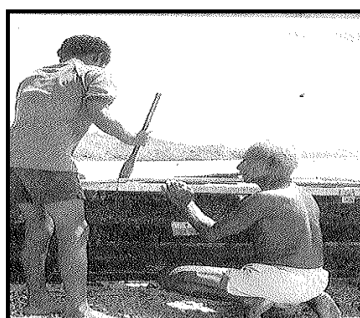
- government services
- services provided by the three levels of government

Traditional Services

All people's needs must be satisfied and their abilities and skills developed. During traditional times, the extended family and the clan provided all the services a person needed in his lifetime. Some of these are shown below.



Traditional singing



Canoe making



Bilum making

Needs to be Provided	Skills to be Developed
food and water clothing shelter love protection medicines entertainment and leisure, etc.	hunting and fishing gardening sago-making bilum-making weapons and tools making pottery house-building cooking, etc.
Traditional services provided for all the needs of village life	

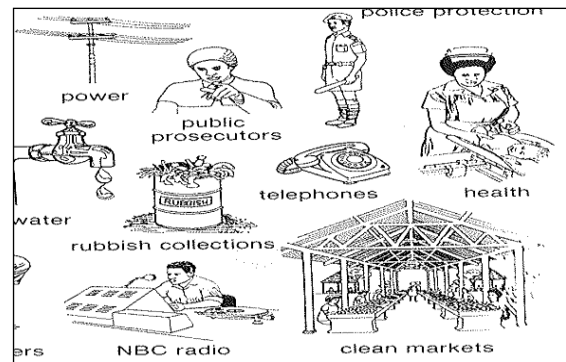
Modern Services

Nowadays the people of Papua New Guinea have new needs. To satisfy these needs and to develop new skills and abilities, many new services are needed. These services are provided by both government and non-government organisations.

There are three main types of services: government services, community services and commercial services. These are shown on the next page.

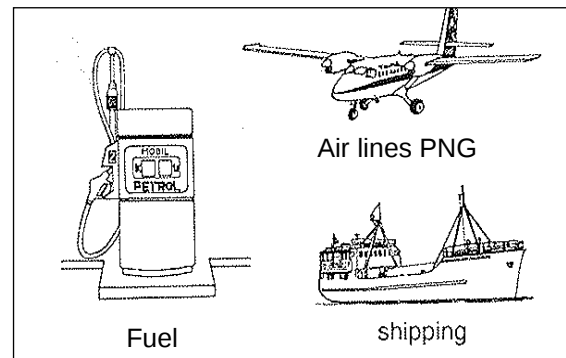
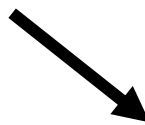
Government services

These are provided by the government. They are funded by money collected from people in the community (e.g. rates and taxes) or by a direct charge on the person using the service.



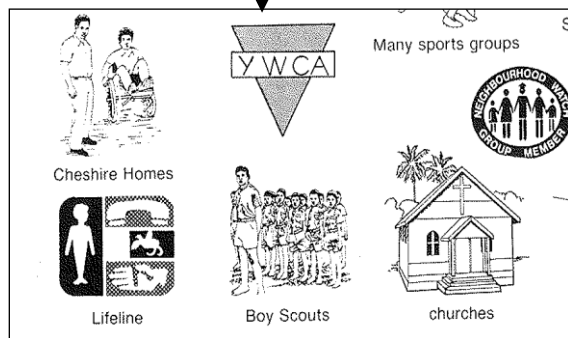
Commercial services

These are provided by private businesses. People pay directly for the services or for what they are buying.



Community services

These are provided by church groups and other organisations. They are usually provided free for the public.



Government Services

Government services are provided for the people at both national and provincial level. Most of the services are provided by the executive branch of the government. The government employs many people to provide these services. They are called public servants.

Getting Things Done

The Public Service is a very large organisation. There are many departments, with many levels of authority in each department. Getting things done and making sure that decisions are carried out can be very complicated and requires **co-operation**.

Money for the Services

Providing services for people costs the government a lot of money.

Non-Government Services

It is the government's job to provide people with essential services, such as health, education, roads and protection. However, the government cannot provide for all the needs of the nation.

Community Services

Many community services are provided by the churches. The churches have been very important in providing education and health services throughout Papua New Guinea. Other community services are provided by a variety of organisations.

These community services are very important in large societies. Life in large societies, such as cities, can be very difficult. People do not have their extended family or clan to help them in times of trouble. Community services groups try to help such people if the government does not help them.

*I came to Port Moresby with my husband one year ago. We do not have any close wantoks here. In the village my husband was good to me, but in town he began drinking with his work friends, and fought with me when he was drunk. I had no family near me to help and no money. When I became pregnant I was very frightened for the baby. One night he was hitting me, so I ran to our neighbours. They took me to a place run by a group called **Lifeline**. That night I slept there. There was another lady with three children. Her husband had chased her out of the house. The next day a counsellor from Lifeline talked to my husband and me about our problems. I hope things will improve.*

Some people in cities have nowhere to go for help. The following stories are about children who have to beg for food and money in Port Moresby. These stories were published in the *New Nation* magazine.

One such person is Hohoa Philip, 14 of Kerema. He comes to Boroko every morning by bus from Gerehu. He tells *New Nation*,

"I only ask from those I think will give. Sometimes people give. Other times they just look at me and walk away. I don't ask for much. Only 10t or 20t. I live with my aunt and uncle and find that we don't always have enough to eat. This is because they are not working. I feel I must come out and find something for myself and if there's any extra money I take it home to my aunt."

Joseph Peter is from Goilala. He lives with his elder brother at Hohola. He told *New Nation*.

"I don't go to school and that doesn't worry me. All I care for is something to fill my stomach. I don't work. I don't have the money to get myself food. So the simplest job many boys of my age are doing is begging from shoppers or collecting bottles which I can do too. Wantoks will not help and only by begging I can have some food for the night."

Young People and Services

There are opportunities for young people to give valuable service in the urban areas. Young people in the villages can give important service in two ways. They can help their family and fellow villagers in traditional activities. They can also help to develop their village by using the new knowledge they learn at school to sustain their living in their villages.

Commercial Services

These services are provided by private businesses. These businesses earn money by providing the services that people need.

A trade store owner and a private doctor are examples of people who provide commercial services.

Commercial services are only available for people who have the money to pay for them. Some commercial services are shown in the photographs.

Availability of Services

There are many services provided by both government and non-government organisations in Papua New Guinea. However, some people are not able to use all of them.

People in rural areas want services such as schools, roads, bridges and aid posts, just as much as urban people do. New services such as these help development in their areas. One reason some people leave their villages and move to town is because they want these new services.

Once they reach town they find that towns are very difficult places to live in without paid work. They need money for nearly everything, and it is hard to find employment. In towns they have no land. They lose all the traditional services they have in the village.

Rural people are very important for the development of a nation so that the nation can feed its citizens. The government's job is to provide services for as many people as possible- both rural and urban people.



Summary

You have now come to the end of lesson 14. In this lesson you have learnt that:

- In traditional times, the extended family and the clan provide all the services a person needed
- Traditional services were provided for all the needs of village life.
- Modern services are provided by both government and non-government organisations.
- The main types of services are government services, community services and commercial services.
- Government services are provided for people at both national and provincial level.
- Most of the government services are provided by the executive branch of the government.
- Public servants provide government services.
- Many community services are provided by the churches.
- The churches have been providing education and health services throughout Papua New Guinea.
- Commercial services are provided by private businesses. They are only available for people who have the money to pay for them.
- Rural people are very important for the development of a nation so that the nation can feed its citizens.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE



Practice Exercise 14

1. Who provides all the services that a person needs in our traditional societies?

 2. List the main categories of services.
(i) _____ (ii) _____ (iii) _____
 3. Which arm of the government provides government services?

 4. What do public servants do?

 5. What role do churches play?

 6. Business organisations provide _____ services. They are available to people to have _____.
-

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 3
--

Lesson 15: Movement of People and Goods



Welcome to Lesson 15. In the previous lesson, you learnt about services provided by the three levels of government. In this lesson, you will study the movement of goods and people from one location to another.



Your Aims:

- the kind of goods moved from one region of Papua New Guinea to another
 - reasons for moving the goods
 - groups of Papua New Guineans who have moved to other regions
 - reasons for the movement of these people
 - importance of infrastructure in the movement of people and goods
-

In the past, our ancestors did not need much **infrastructure** for moving people and goods. If a person wanted to go to another place, they walked there or went by canoe on the water. If a tribe wanted to trade goods with another tribe, they carried the goods themselves or put them in a canoe.

We need infrastructure to develop our nation. *Infrastructure* means the things that help a nation have more economic activity and a better standard of living. Examples of infrastructure are roads, bridges, ports, wharves, and airstrips.

Today we need ways to move people and goods so that the nation will develop. We have three ways of moving people and goods around this country. They are by road, by sea and by air. Each of these ways needs a lot of infrastructure.

Roads

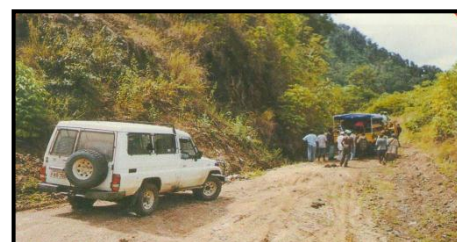
Many places in Papua New Guinea cannot be reached by road. Our physical landscape makes it very difficult to build roads where there are steep mountains, wide rivers, swamps and landslides after heavy rain or earthquakes.

Until World War One (WWI) in 1914, only the German Administration built roads (in German New Guinea). They built roads near Rabaul, Madang and on New Ireland. Not much was done to develop roads in other parts of Papua New Guinea until after World War Two (WWII). The Highlands (Okuk) Highway was a project that was begun by the Australian Government. Until the 1970s most of the highway was *unsealed* (there was no permanent surface on it). Many small roads connect with the Highlands Highway.

This helps with the development of the coffee industry. Trucks carry goods to the Highlands areas, and products from the Highlands to the port in Lae. This Highway is most important for the economy of Papua New Guinea.

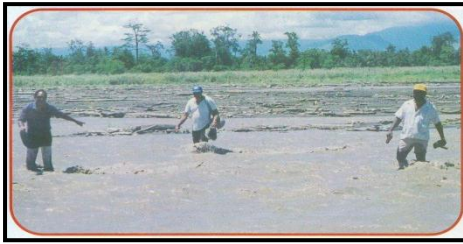


Building a road in Morobe Province

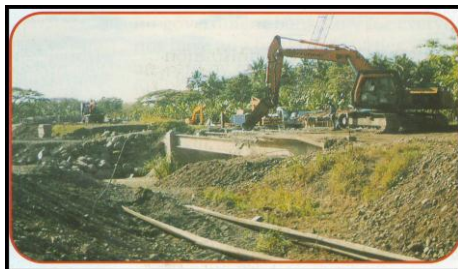


An unsealed road in Morobe Province

There are more roads on the northern part of the country than around the capital of Port Moresby. From Lae you can drive as far as the Southern Highlands. There are branches to Bulolo and Wau, and to Madang. There are smaller road networks around Port Moresby, Kavieng, Kimbe, Kiunga, Wewak, Popondetta, Rabaul and Vanimo.



Crossing a river where there is no road



Bridge construction on Highlands Highway, Morobe Province

Looking at roads is a big problem. Bad roads are not safe. There can be accidents. Road maintenance is very expensive. But if it is not done, the roads become very hard to travel on. Many roads are now very bad because they have not been maintained. In the past, under colonial rule, there was a system of local people looking after the roads. This still is possible if the road is unsealed, but sealed roads need machines and expert workers to repair them. Without roads the country cannot keep up with economic development.



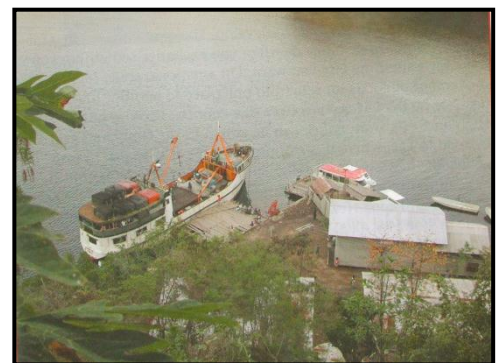
Youths act out the problem they have with no bridges across their river.

The construction of new roads would help many parts of Papua New Guinea to develop. Many places produce goods that are suitable for export, but they have no cheap way of getting those goods to market.

Ports

Shipping is the most used way of moving large amounts of goods in Papua New Guinea. Ports are an important part of our infrastructure. PNG Ports looks after the large ports. It charges the ship owners to use the ports. Lae and Port Moresby are the busiest ports. Ports need to have wharves, buildings and machinery for loading and unloading ships. It is easier to have a port if there is a natural harbour, such as Port Moresby and Madang.

Some new wharves have been built, for example in Manus and New Ireland. Some wharves in smaller ports are not being properly maintained.



Coastal shipping at Tufi wharf

Airports

Air transport has been important in Papua New Guinea for a long time. It started when the Highlands were being explored and the goldfields in Bulolo and Wau were being developed.

Many parts of Papua New Guinea cannot be reached by any other kind of transport. Large towns and cities have major airports with sealed runways.

Many of the smaller airstrips are not sealed and have a grass surface. Airports must be maintained to be safe.

The aircraft cannot land if the grass is not cut or if there are potholes in the sealed airports and airstrips.

Technology needs to be kept up-to-date and well looked after so that the movement of aircraft is controlled and made safe.

PAPUA NEW GUINEA TRANSPORT – ROAD NETWORKS AND MAJOR PORTS

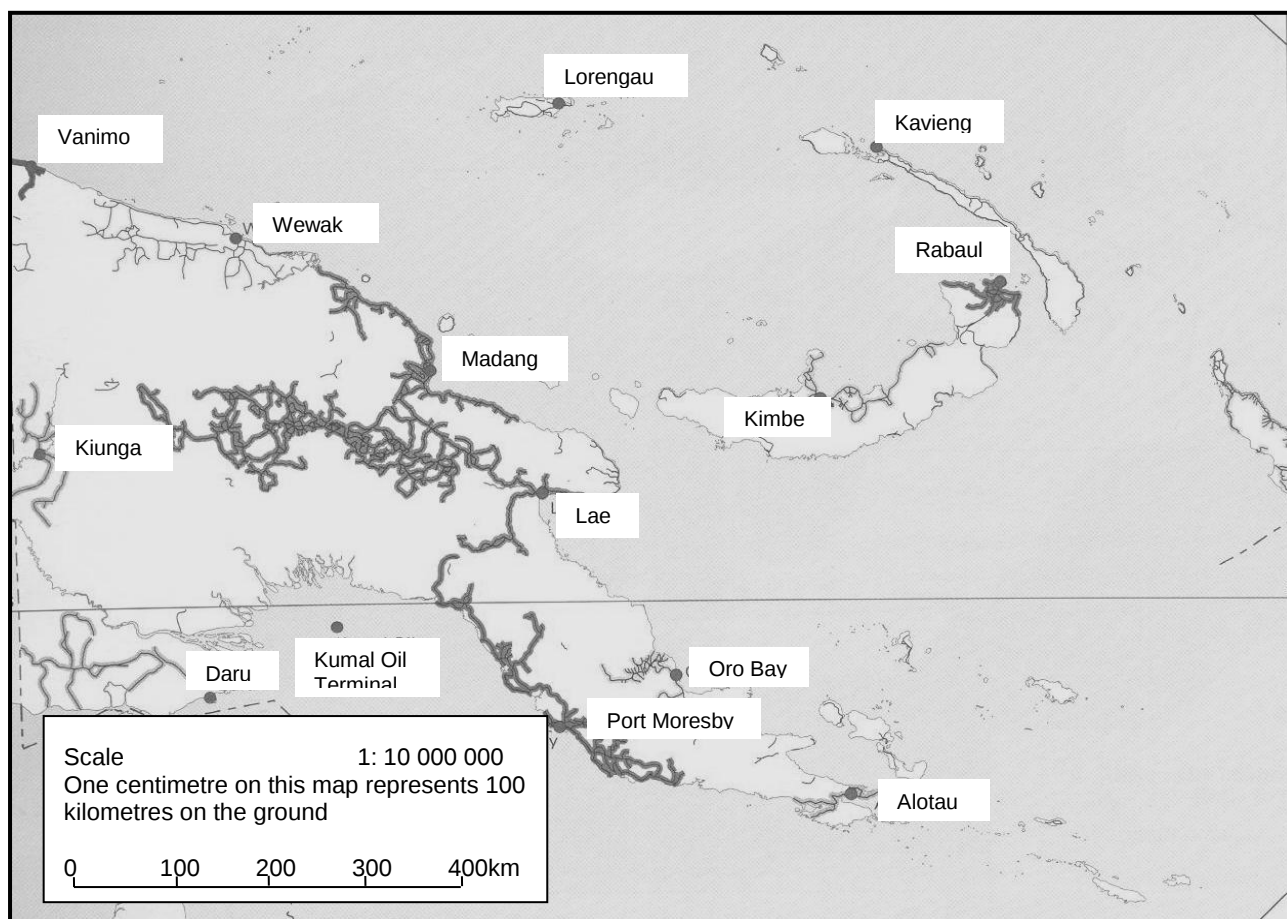
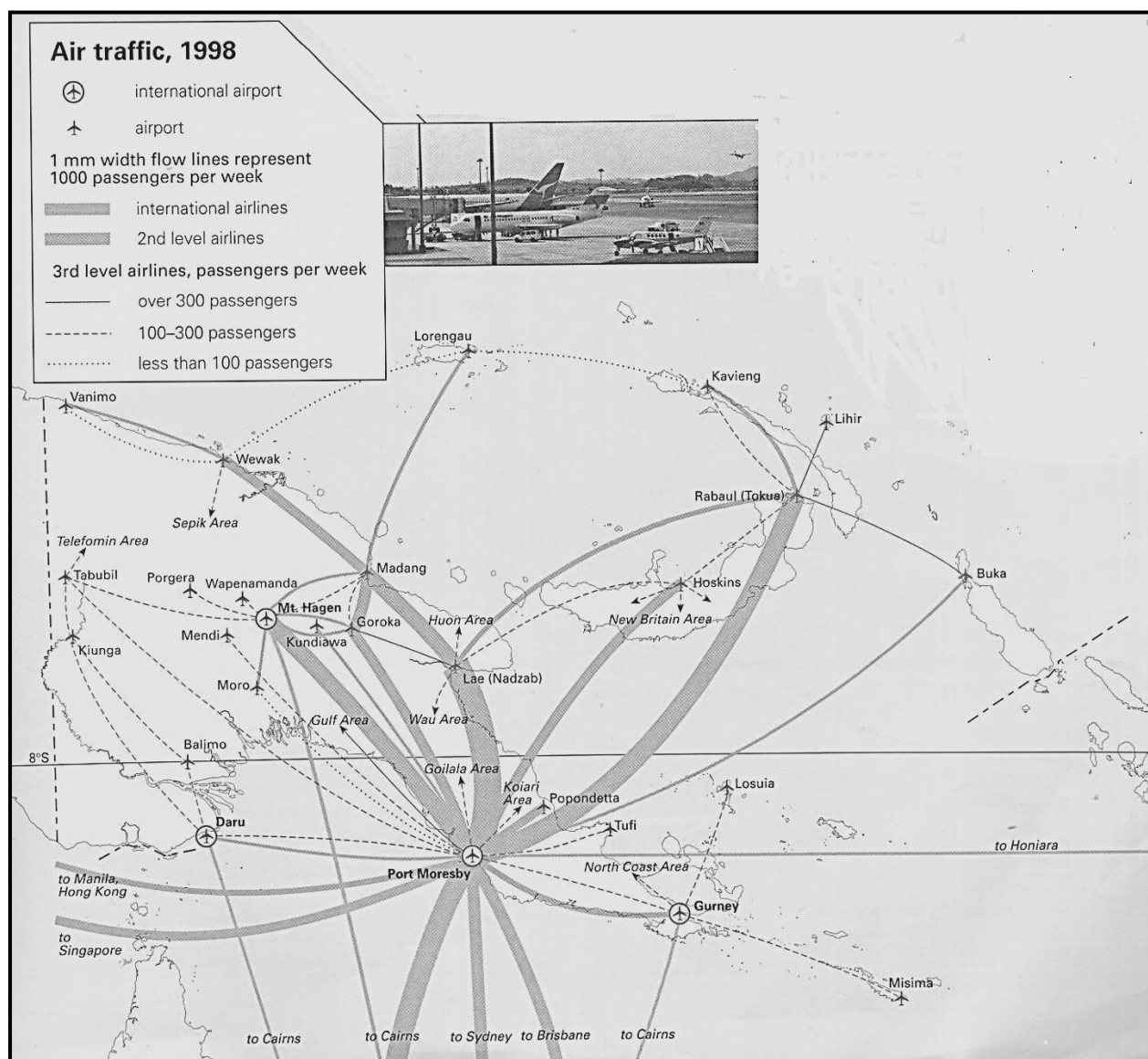


TABLE SHOWING CARGO IN TONNES AT EACH OF THE PORTS SHOWN ABOVE

Port	Cargo in Tonnes
Vanimo	68 313
Wewak	139 515
Madang	157 118
Lorengau	35 345
Lae	2 252 210
Kimbe	366 380
Kavieng	95 049
Rabaul	392 596
Oro Bay	135 819
Alotau	136 496
Port Moresby	1 177 774
Kumal Oil Terminal	6 000 000

Daru	23 256
Kiunga	4 47 373

PAPUA NEW GUINEA TRANSPORT – MAJOR AIRPORTS



The map tells us about the movement of air passengers travelling.

The thickness of the flow lines tell us the number of passengers going between two places per week. For example, the Honiara line is 0.25mm which represents 240 passengers per week, 120 each way.



Summary

You have come to the end of lesson 15. In this lesson you have learnt that:

- *Infrastructure* refers to large-scale public systems, services and facilities of a country or region that are necessary for economic activity, including power and water supplies, public transportation, telecommunications, roads and schools.
- Today, infrastructure such as roads, ports and airstrips are very important to develop our nation.
- It is very hard to build roads to all parts of Papua New Guinea because of the physical landforms.
- The movement of people and goods is necessary for the nation to develop.
- The three ways of moving people and goods are by road, sea and air.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE



Practice Exercise 15

Refer to the Maps on Papua New Guinea's transport to answer these questions.

1. How many ports do we have in Papua New Guinea? List them.

2. Which port has only export trade?

3. Name the four international airports we have in Papua New Guinea.

4. Which port has the most cargo in tonnes?

5. Why is infrastructure important in Papua New Guinea?

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 3
--

Answers to Practice Exercises 13 - 15

PRACTICE EXERCISE 13

Self-Reliance

Fill in the following table with your own ideas and examples. An example has been done.

What Can We Do	How Can We Do This
Acting positively to provide our own food and shelter	By building our own houses and making gardens to feed our families
1. Taking care of our health by avoiding preventable diseases	By washing every day, eat healthy and nutritional foods
2. Helping to pay for the education of our children	Grow cash crops, grow vegetables, find a paid job
3. Using our education to improve the lives of other people	Carry out awareness on health issues, and other social issues
4. Electing leaders who think of our country first, before themselves	Voting for them in elections; campaigning for them
5. Paying taxes to the government, if we have a job	Being honest and paying correct taxes to the government
6. Growing cash crops that earn Papua New Guinea money from overseas	Setting up a community group and work together to export certain cash crops overseas
7. Starting businesses that bring money into Papua New Guinea	Grow cash crops; or start any other small businesses in the community
8. Protecting government property from those who want to destroy it	Stop any form of vandalism by doing awareness
9. Looking after government property by maintaining buildings, roads and bridges	Cleaning the government station
10. Watching out for corrupt acts and keeping the laws and giving up criminals to the police	Report law breakers to the police for prosecution
11. Keeping peace with other groups	Show respect for others and their properties

PRACTICE EXERCISE 14

1. The family and the clan.
 2. The main categories of services are;
(i) Government (ii) Commercial, and (iii) Community
 3. The Executive branch
 4. They work in the public service and provide government services.
 5. They provide many community services especially in health and education.
 6. Business organisations provide **commercial** services. They are available to people to have **money**.
-

PRACTICE EXERCISE 15

1. There are **14** ports that handle international cargo. They are Port Moresby, Kiunga, Daru, Alotau, Wewak, Madang, Lae, Rabaul, Kimbe, Oro Bay, Kavieng, Vanimo, Lorengau, and Kumul Terminal
 2. Kumal Oil Terminal
 3. Port Moresby (Jackson Airport), Mount Hagen (Kagamuga Airport), Alotau (Gurney) and Daru.
 4. Lae
 5. Infrastructure is important because we need to move people and cargo from one place To another for the development of Papua New Guinea.
-

SUB-STRAND 4

SOCIAL AND ECONOMIC DEVELOPMENT

- **Economic Activities**
- **Social Activities**
- **Transport and Communication Network**
- **Effectiveness of Media on Economic and Social Issues**
- **Unfair Treatment and Consequences**
- **Provincial and National Day Celebrations**

SUB-STRAND 4: INTRODUCTION

SOCIAL AND ECONOMIC DEVELOPMENT

In sub-strand 3, you have learnt about certain groups which contribute to the development of this country. That is, individuals, groups and organisations that help to deliver services to most parts of Papua New Guinea.

Sub-strand 4 will basically tell you about the economic activities of Papua New Guinea. You will study what each province does to earn an income to support the development of its province.

Moreover, you will study social activities which help you to look after yourself and the country as a whole.

In sub-strand 4, you will also study the methods of communication and how information is delivered to all part of Papua New Guinea.

Finally, this sub-strand points out the unfair treatment of Papua New Guineans and what actions to be taken for this kind of treatment.

As responsible citizens of Papua New Guinea, you will also learn about the National and Provincial Days. You will study, when and why these days are important.

Lesson 16: Economic Activities



Welcome to Lesson 16. This is the first lesson of sub-strand 4. In this lesson, you will learn about economic activities in Papua New Guinea.



Your Aims:

- define economic activity
- identify different activities at primary, secondary and tertiary levels which contribute to economic development

What is Economic Activity?

Economic activity is any business activity which involves selling of goods and services.

Economic activities make money and help our provinces and the country to develop. The main economic activities in the primary sector are **growing of cash crops, looking after livestock, commercial fishing, logging** and **mining**. The activities in the secondary sector are mainly **manufacturing** and **construction**. The tertiary sector is involved in **providing services**.

The map below shows the main primary resources in each province of Papua New Guinea.

PAPUA NEW GUINEA'S PRIMARY RESOURCES

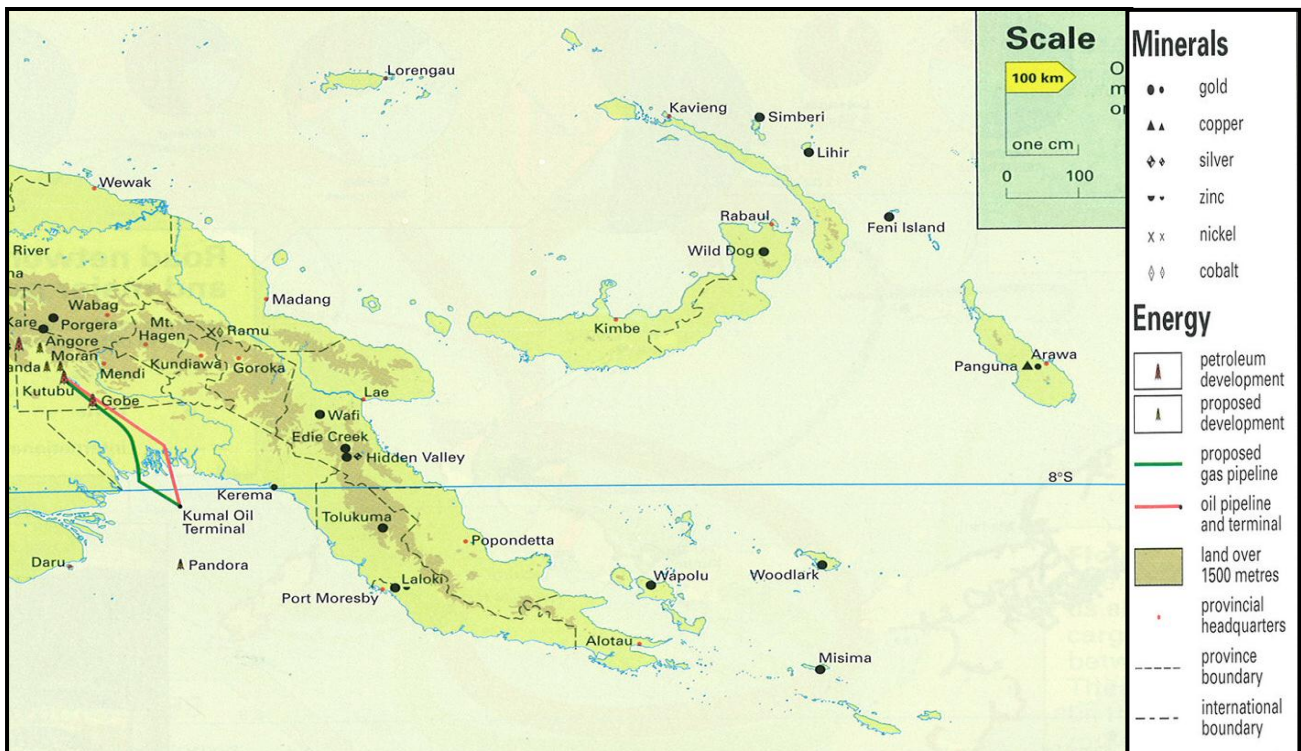


Source: Jacaranda PNG School Atlas (2nd edn)

Primary resources shown on the Papua New Guinea map opposite are in the primary sector. Primary industries (or the first industries) produce products with *little* change to them. Cocoa and coffee productions are examples. These products are often known as **raw materials**. These resources are produced and sold overseas.

Currently, Papua New Guinea is experiencing a boom in its mineral and energy resources. The map below shows where these resources are found.

PAPUA NEW GUINEA'S MINERAL AND ENERGY RESOURCES



Source: PNG Primary School Atlas, pg.43

Minerals and energy resources shown on the map above are in the primary sector. They contribute on a bigger scale to our nation's development.



Poregera Gold Mine, Enga Province

The next sector is the secondary industry.

Manufacturing and Construction Industries

Manufacturing has grown using modern technologies. Manufacturing is part of secondary sector. It changes the raw materials into manufactured items, such as tinned fish and corned beef. Papua New Guinea now has many industries (factories). Examples of goods manufactured by these industries are soap and box of matches. Most products are imported from other countries.

The table below provides some examples of manufacturing industries in Papua New Guinea.

NO	INDUSTRY	PRODUCT	LOCATION
1	RD Tuna Cannery Ltd	Diana tin fish	Madang
2	Jant Company	Wood chips	Madang
3	Globe Manufacturing Ltd	Globe corned beef	Madang
4	Hugo Canning Co. Ltd	Ox & Palm corned beef	NCD
5	Coca Cola Amatil (PNG) Ltd	Coca Cola drinks	NCD
6	Nestle(PNG) Ltd	Milo and noodles	Morobe
7	Arnotts PNG limited	Biscuits (assorted)	Morobe

In the construction industry, businesses are mainly involved in building of roads, buildings, bridges, schools, hospitals, etc. All of these are called **infrastructure**. Some examples of construction businesses in Papua New Guinea are Shorncliffe (PNG) Ltd, Tasman Building Company Ltd and Pacific Architects Consortium (PNG) Ltd.

Export and Import

Export means to sell goods and services to other countries for money. As you have seen earlier in the lesson, most of our primary resources are sold overseas. Many of Papua New Guinea's exports go to Australia, Japan, Germany and many other countries.

Import means to buy goods and services from other countries. Papua New Guinea imports goods that we cannot produce or make here. Some examples of these goods are cars, planes, machinery, electronic goods and many more. We also import services from other countries. An example of this is employing foreigners to work in this country. Many of our imports come from Australia, Japan and China.

The next sector is the tertiary sector.

Tertiary Sector

The **tertiary sector** mainly involves in providing **services**. It is also known as the **service industry**. In this sector, businesses sell goods and services for money.

Some examples of businesses in this sector are hotels, airline companies, real estates, restaurants, stores and banks. Below are some of these businesses.



Summary

You have now come to the end of lesson 166. In this lesson, you have learnt that:

- Economic activity is any business activity which involves selling of goods and services
- Economic activities help develop our country
- There are three main industries: primary, secondary and tertiary
- Primary resources are natural resources from the land, water and sea
- Manufacturing and construction are activities in the secondary sector
- Tertiary sector mainly involves providing of services.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE



Practice Exercise 16

1. Define economic activity

2. Refer to the Map showing the Primary Resources of Papua New Guinea to complete this activity.

- (i) How many cubic metres of timber does West New Britain produce?

- (ii) Which province is leading in coffee production?

- (iii) Which provinces produce 10 000 tonnes of cocoa each?

 and

- (iv) The main primary resources in the Chimbu province are

 and

3. Refer to the Map showing Papua New Guinea's mineral and energy resources to complete this activity.

- (i) Name the main oil and gas fields in Southern Highlands Province.

,

,

- (ii) Which provinces will the proposed oil and gas pipelines pass through to the Gulf of Papua?

 and

4. Name three (3) mine sites in Papua New Guinea.

,

 and

5. Which of the following sector/industry (**primary, secondary or tertiary**) would each of these businesses be under?

North Coast Aviation Ltd

Paradise Foods Ltd

Rainforest Beauty Salon

Papindo Trading Company Limited

PNG Metal Fabricators Ltd

Togula Plantation

Niugini Builders

Higaturu Oil Palms

NOW CHECK YOUR ANSWERS AT THE END OF SUB - STRAND 4
--

Lesson 17 : Social Activities



Welcome to Lesson 17. In the last lesson, you learnt about economic activities that help to make our nation healthy and safe. In this lesson you will learn about social activities that help to make our nation healthy and safe.



Your Aims:

- define social activities
- identify social activities that help our nation develop socially

What are Social Activities?

Social activities are activities considered to be appropriate on social occasions.

Some **social activities** which help to make our nation healthy and safe are:

- health and consumer awareness programs
- making sure we have educated men and women
- building sporting facilities

You will look at health and consumer awareness in this lesson.

Helpful social activities

A) Health awareness

Papua New Guinea has many problems with health and health services. Health awareness is looked after by the government, aid projects from other countries and by non-government organisations. Too many people in Papua New Guinea are still dying from diseases that they could have prevented by making very simple changes in their lives. This **awareness** helps us to know:

- our own bodies and minds
- how to prevent catching many illnesses ourselves
- how to act so that we don't catch certain diseases
- how to treat people who have certain diseases

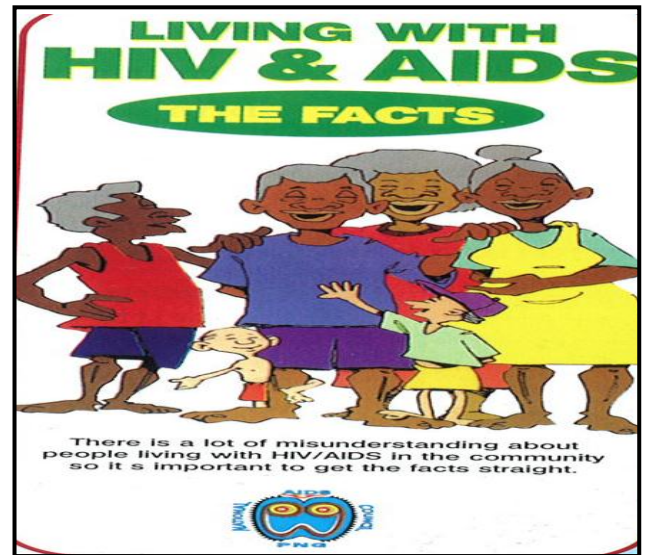
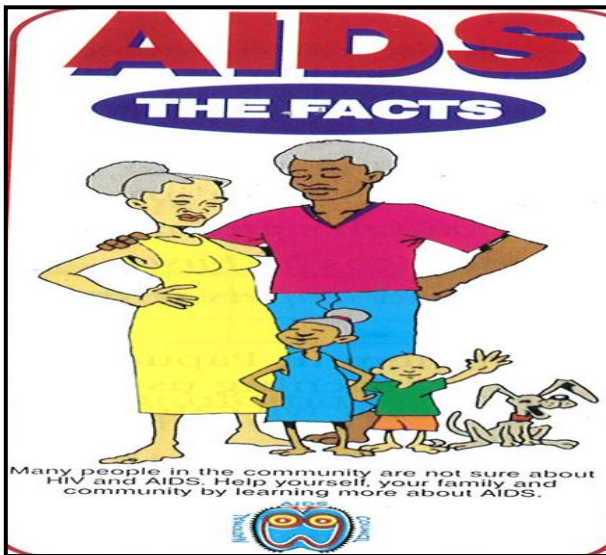
Below are some examples of health care messages.



Source: Leprosy Mission



St John Ambulance workers help a sick child



Source: PNG National Aids Council

Some of the ways of teaching health awareness are through:

- **workshops** to pass on information and work out ways of helping people, a meeting of people to talk about things and learn things
- **dramas** to show information about diseases in a simple way
- **newspaper reports** and **articles** to tell us information that will help, for example 'Health Watch' in The National on Thursdays
- **radio** and **television** talks and advertising
- **roadside signs** and **signs on buses**
- **printed brochures** and **leaflets** with useful facts and ways of dealing with diseases

AIDS is a big problem in Papua New Guinea. A lot of health awareness is aimed at teaching us how to:

- avoid contracting AIDS
- look after our bodies if we contract AIDS
- treat other people who have AIDS.

Some other health problems that can be prevented are:

- **malnutrition** by eating good food
- **malaria** by using mosquito nets to sleep under
- **diarrhoea** by keeping food and water free from germs
- **tuberculosis** by having a vaccine injection
- **sexually transmitted diseases** by not having unprotected sex

Consumer Awareness

We are all consumers. We buy goods at markets or stores. In Papua New Guinea, the **Independent Consumer Competition Commission (ICCC)** looks after our rights as consumers.

The role of the commission is to:

- hear complaints about prices
- check on whether what you buy is good and the kind of services you get
- check up on goods and services advertised, so that consumers are not persuaded to buy something because of false advertising. We are protected by laws about prices
- decide on the highest price a store can charge for some goods such as tinned fish, rice, bread and kerosene
- check that stores are not charging the customers too much

The commission also educates consumers. For example, they tell us about the expiry dates on goods we buy, so that we don't buy old food that can make us sick.



Summary

You have now come to the end of lesson 17. In this lesson you have learnt that:

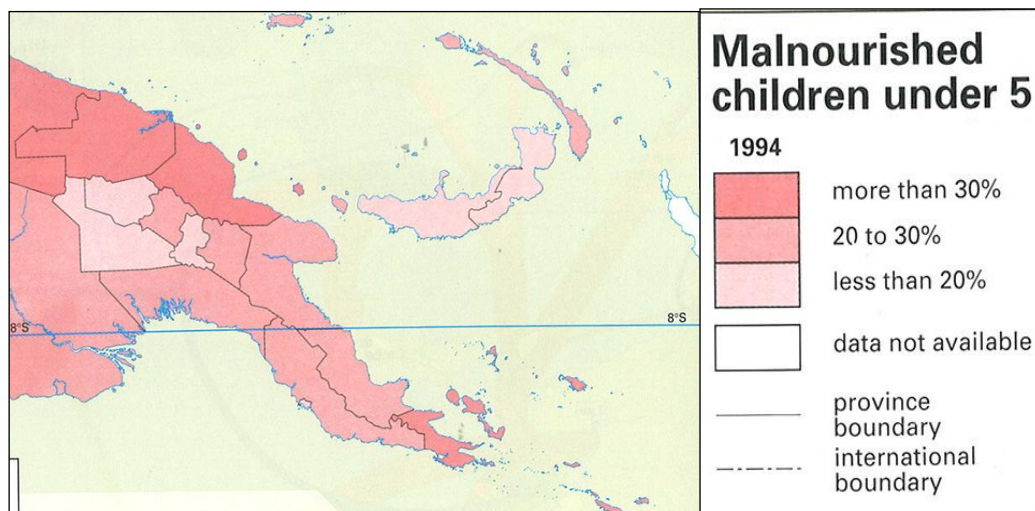
- Some social activities which help to make our nation healthy and safe are health and consumer awareness programs, making sure we have educated men and women, and building sporting facilities.
 - Health awareness helps us to know how to look after our own bodies and minds; how to prevent catching many illnesses ourselves; how to act so that we don't catch certain diseases; and how to treat people who have certain diseases.
 - AIDS awareness programs are carried out to help prevent the spread of the disease.
 - Some other health problems that can be prevented are malnutrition, malaria, diarrhoea, tuberculosis, and sexually transmitted diseases.
 - The government and aid donors spend a lot of money on health awareness program every year.
 - The Independent Consumer Competition Commission (ICCC) looks after our rights as consumers.
-

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE



Practice Exercise 17

1. Refer to the given map and answer the questions below.



Source: PNG Primary School Atlas

- (i) Which four provinces had a malnutrition rate of more than 30%?

- (ii) Western Highlands has a malnutrition rate of _____ in 1994.
- (iii) Most provinces' malnutrition rate is _____.
2. How can malnutrition be prevented?

3. Why do we need to be educated about the expiry dates on goods?

NOW CHECK YOUR ANSWERS AT THE END OF SUB - STRAND 4

Lesson 18: Transport and Communication Networks



Welcome to Lesson 18. In the last two lessons you learnt about economic and social activities. In this lesson you will learn about Transport and Communication Networks which are also part of economic activities in Papua New Guinea.



Your Aims:

- define transport and communication network
- identify the main transport and communication networks.
- describe problems affecting transport and communication networks in Papua New Guinea and suggest improvements to the problems described.

Communication and Transport Network

Communication network involves such things as radios, telephones, computers and mobile phones which are used to transmit information.

Transport network involves such things as planes, ships and public motor vehicles (PMVs) which are used to transport cargoes and people.

Communications

Telephone

The first telephone line was laid in 1907 for a mining company on Woodlark Island. Today we have a very good telecommunications system (the telephones and all the equipment needed to make them work). However, there is still only 1 telephone per 100 people. Most of these are in urban areas.

It is hard to put telephones in many places because of the difficult landscape and the high cost when the population is spread out. There is also a problem with people spoiling the equipment that is needed for the system. People in Papua New Guinea are able to use mobile phones (these phones do not need to have a wire connection).

The internet and email are two modern means of communication. Both use computers and need telephone lines. Messages can be sent and information can be found this way.

Radio Broadcasts

Radio is a good way of communicating over long distances in Papua New Guinea. Radio broadcasting began in Papua New Guinea in 1935. It stopped during the war and began again in 1944, when much of Papua New Guinea was taken back from the Japanese. There are now 10 provincial stations that broadcast in English, Tok Pisin and local languages. About 38 per cent of households have a radio. However, much of the infrastructure required for radio is getting old and needs to be replaced.

Television

Television began in Papua New Guinea in 1987 with EMTV. EMTV reaches the main centres and some rural areas. It is not as widespread as radio. The largest numbers of television per household are in the National Capital District (NCD) and the smallest number in the Highlands region.

Newspapers

The first English language newspapers were printed in Port Moresby and Rabaul during the First World War. In 1950, the South Pacific Post (which became the present day **Post-Courier**) was first printed in Port Moresby.

Another newspaper, **The National**, began in 1993. Both these newspapers are sent all over the country by air and road, and are read by thousands of people every weekday.

There is a weekly Tok Pisin newspaper, the **Wantok**. After radios, newspapers are the second most common way of communications. However, newspapers do not reach all parts of the country.

Post Office

Writing letters is a common way of communicating, especially where there is no telephone service. Letters can be personal or for business. In 1888 post offices were opened in Port Moresby and Samarai.

In 1952, the first stamps for the Territory of Papua and New Guinea were used. To receive mail in Papua New Guinea you need to have a post office box at the post office. In other countries, such as Australia and New Zealand, you have a letter box at your house, and a postal worker delivers the letters.

Do the following activity to test your understanding of what you have learnt so far.

1. When and where was the first telephone laid?

 2. How many provincial stations broadcast in English, Tok Pisin and Local languages?

 3. Which newspaper in PNG is written in Tok Pisin?

 4. If you were in Australia or New Zealand, what will you have at home?

-

Transport

Papua New Guinea's rough terrain makes the construction of surface transport routes very hard. The country has (1998) 19,600 km (12,179 miles), and no railways.

In 1992, 95,000 motor vehicles were used for commercial purposes. Air services provide essential links for many areas. Air Niugini, the national airline, offers domestic and international connections. Port Moresby is an important airport.

Water transport

Canoes provided transport in the past. Where there was forest, canoes were made by hollowing out tree logs. On the islands, canoes were made from planks tied together with vines. Larger canoes such as the Motuan lakatoi were made by tying several big logs together.

They had decks (flat areas) where trade goods could be placed for transport and sails could be kept. They were used along the coasts and in the larger rivers. Small canoes were used in shallow streams, lakes and swamps.

Canoes were used to carry people, fish, sago and other produce. Canoes are still used to get to many areas. Today they are often pushed along by an **outboard motor** (a motor that pushes the boat through water) instead of paddles or a pole. Today many coastal people use **aluminium** (a kind of metal) boats.

Ships and large boats that carry passengers have to be licensed by the Department of Transport. They can travel along the coast and up big rivers. Ships are used by mining companies, for example, to carry copper along the Fly River from Kiunga to the coast. Ships calling from overseas come to Papua New Guinea, for example, from Australia or New Zealand. These are cargo ships. The cargo is often carried in large metal containers.

Land transport

In traditional times, very few people made long land journey. Goods were usually traded through a number of tribes and areas, rather than by one person making a long journey. There were no large animals that could be used for transport, such as the horse, bullock or donkey, as used in other countries. This meant that, there were no vehicles that could be pulled along. People used their own bodies to transport things.

In the early days of trade and missions, some animals were used for transport. Horses and mules were used to carry goods into areas where there were no roads or airstrips. For example, in the Markham Valley, mules were used by the Lutheran missionaries.

After the Second World War, when roads began to be built, large transport trucks were driven along the Highlands Highway. Now there are many other kinds of trucks, cars and buses used, as well as bicycles and motorbikes.

Air transport

The first aircraft landed at Ela Beach Port Moresby in 1922. During the 1930s, Papua New Guinea had the biggest air transport industry in the world. Aircrafts were used to carry everything into the goldfields of Wau and Bulolo. They even carried enormous dredges and mining machines. In the 1930s, and again after the Second World War, aircrafts were important for exploring and developing the Highlands

Within the country, the DC3 plane was important until it was replaced by the F28 plane. The F28 planes fly between the major airports of Papua New Guinea. Smaller planes owned by Air Niugini and other airlines (such as Airlink, Airlines PNG and Islands Nation

air) fly to the smaller airstrips. Today there are large planes that fly to other countries such as Australia, the Philippines and Singapore.

Transport problems: Read these stories.

On a fine but windy day a dingy set out from Hula to Port Moresby. On board were 18 people and their cargo. The roads were bad so the passengers had gone by sea. The sea was rough and suddenly two big waves known as koki overturned the dingy and crashed down on it. Here is Genevieve's story:

'It was dark and the waves kept crashing me against the side of the dingy. I could hear children crying and someone screaming. I realized I was under the dingy. I was struggling to keep afloat. All I could think about was that I was dying and I had not said goodbye to my parents. I saw a plank that had been used as a seat and held on to it. I could see a woman floating face down in the water. Many people had already drowned.' (Six people died in this accident.)

Source: Post-Courier PNG Magazine, May 2001

'My mother and I went up to Simbu Province for our Easter holiday. On our way there was a landslide at Dumun in Sinesine district. The land had slid over the road and the bus could not pass, so we all got out and waited by the side of the road while our bus turned back. We walked along a track over the blocked road and waited on the other side for another bus to come and pick us. The bus came and the driver dropped us off at Kundiawa.'

Source: Michael Auro, Goroka, The National, July 2003

The Department of Transport and Civil Aviation reports that there are approximately 5000 accidents each year around the country with up to 1500 resulting in deaths. The main cause is driver's inexperience and carelessness. Drivers tend to overload with passengers and many people can die in one accident.

Source: Post Courier, September 2004



Summary

You have now come to the end of lesson 18. In this lesson you have learnt that:

- Three types of transport are used in Papua New Guinea, there are Sea, Land and Air transport.
- Papua New Guinea transport and communication methods have improved from the past to the present time.
- Problems with transport and communication network must be improved by the government.
- Communication network are services such as radios, telephones which are used in PNG to send information whereas Transport network are services such as planes, PMV's which are used in PNG to transport cargoes and people
- Radio is a good way of communicating over long distances in Papua New Guinea

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE

**Practice Exercise 18**

1. Explain what Transport and Communication Networks are

2. Read the stories under transport problems. Complete the table below. The stories will help you.

Type of Transport	What does it carry?	Problems	Suggestions for improvements
Dingy			
Bus			

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 4
--

Lesson 19: Effectiveness of Media on Economic and Social Issues



Welcome to Lesson 19. In the last lesson you learnt about transport and communication networks. In this you will learn about how media addresses social and economic issues.



Your Aims:

- define media
- discuss the role of the media
- state the importance of good reporting in the media to address social, economic and political issues

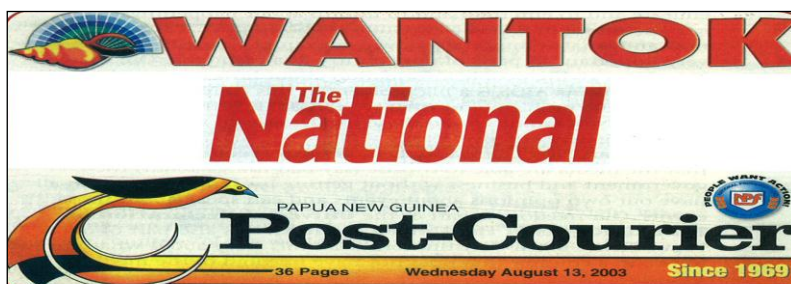
What is media?

Media refers to the ways which are used to communicate with a lot of people at the same time. They are sometimes called **mass media**.

In Papua New Guinea, our media are newspapers, radio and television. In Papua New Guinea we have:

- two daily newspapers which are privately owned
- a weekly newspaper (in Tok Pisin) which is privately owned
- government-owned radio stations (three different networks)
- privately owned radio stations
- two television network which are privately owned

People in Papua New Guinea are also able to buy newspapers from overseas, tune into radio stations from other countries and watch news of other countries.



The banners of the three national newspapers

The role of the media

The role of the media in Papua New Guinea is to give us the news of the day and useful information. Our media gives us news:

- about what is happening in our country
- about what is happening in the world
- about sports
- about progress and development
- which helps people make their own judgments about what is happening in the country
- about pride in unity and culture
- which teaches and passes on knowledge

In developed countries like Australia, the media have different roles to play. They are used to educate, to entertain and to inform the public about what is happening.

The media in Papua New Guinea reports on what is happening now, and what is important now. For example, the **LNG project** has become a very important project for our country. Our media have been giving people information about its progress and development. As AIDS is a big problem in this country, our media also tells us about the problem and what we can do.

It is the role of the media in Papua New Guinea to do these things, as well as tell us what is happening here and overseas.

Media Freedom

In Papua New Guinea we have **media freedom**. This means that the media is able to *criticise* (say bad things about) the government and business without getting into trouble. We can all have our own opinions about events and can speak about those events. Our freedom is part of the **Universal Declaration of Human Rights of the United Nations**. It is also part of the Papua New Guinea Constitution.

Read this story about what it is like to live in a country that does not have freedom of the media.

I live in a closed society, very different from your open society in Papua New Guinea. In my country's newspapers, radio and television, I can only hear and read what the people who are in charge in my country want me to know. I cannot tell what is the truth about what they say. Our leaders tell us what we should think. Anyone who reports something different can be put in jail.

Source: Fr Jan Czuba. SVD at Divine World Institute

Freedom of the media does not mean that anything can be written or said. There are some things that cannot be said. The media in Papua New Guinea are guided by what the community thinks is the normal way of behaving and by our society's values and the country's law.

Many people accept what they read or hear in the media. They think that if something is written down in the newspaper it must be true. They do not ask questions about what they read or hear. The media can be very important in shaping how we think about what is happening in the country. The media have to be careful to use their freedom wisely and tell the truth. The media is very powerful. The media can:

- influence the people to think the same way about something
- make people change their **opinions** (how they think about something)
- say good things or bad things about government and business
- ask questions about government policy
- ask questions about government authority
- make people *suspicious* (think something is wrong)
- create a feeling of being one nation
- make people hate other groups of people

The media can help make Papua New Guinea beautiful or ugly. When good things are reported, our country becomes attractive to us and to other countries of the world. Our people become confident. Other countries want to come and invest money here. Other people want to come and visit us as tourists.

When bad things are reported, the opposite happens. The media is often criticised for reporting crime, but crime is part of our life.

Problems occur when the bad stories are reported, while the good stories are forgotten. Newspapers want to sell as many copies as possible, so they often report the bad news. Reporters often say 'Bad news sells'. People say that such reports damage our country. Business investment and tourists will not come here. It is part of the media's job to make sure the good reports and the bad reports are *balanced*.

We can see that the media needs to be correct and truthful when they report something. A lot of damage can be done to a person or business if untruthful, bad reports about them are in the media. The media must find out facts and report them so that the people are able to make their own judgments about important issues in the country.

Newspapers can let us know when someone or something is not being treated fairly. Read the stories below.

NO PAY FOR VILLAGE COURT MAGISTRATES

The MP for Kavieng, Martin Aini said that village court magistrates had not received their allowances for up to six months. He said that these people looked after justice for 80 per cent of Papua New Guineans. He asked what the Government was doing about it.

Source: Post-Courier, 26 June 2003

BUIMO PRISONER HELD ILLEGALLY

Relatives of a prisoner who died while he was kept in jail without having a trial want the body to be flown home to Finschhafen. The relatives say that no proper charges were laid against the man. He was in prison for nine months, but he did not have a court appearance.

Source: The National, 27 June 2003

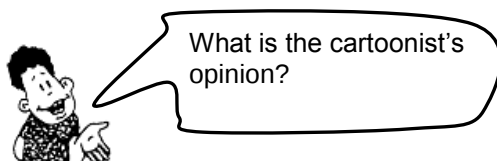
What is in the media?

The media can give the reader or listener both **facts** and **opinions**. A good newspaper report, radio broadcast or television program will make it clear whether the story is fact or an opinion. When we get ideas from the media, we need to be very clear whether the ideas are facts or opinions.

News reports should be facts (report what actually happened). They can give opinions (e.g. what the presenter thinks about something), but only when they are reporting what someone else had said.

Other factual stories give us information. For example, each week in the newspaper; there are some health information and information about agriculture. On television, the 'Tok Piksa' program tells us about some of the good developments that are happening in Papua New Guinea.

Opinions can be given in the media. We find opinions in the editor's column, the letter to the editor, cartoons and in articles that make comments about what is going on in the country. On radio, people can give opinions on the talkback shows.



The media has a big role to play in education in Papua New Guinea.

This includes health, business and agriculture education and the education of children.

The National has a weekly magazine for children called 'Young Life'. Many children write stories and poems and draw pictures which are sent to the magazine.



Source: Biliso, *The National*, 4 June 2003

The *Post-Courier* also has a weekly magazine called 'Kids R Us'. This has stories about what is happening in education in our country today (education reform).

Media also includes advertising. The advertising helps to pay for the media. We are consumers and we need to know that advertising aims to sell things. Remember that unfair advertising is wrong. The ICCC can do something about it.



Bikpela tokwin i bin raun insait long Mosbi siti long Tunde olsem ol PMV bas draiva bai straik na no inap long karim ol pasindia. Na ol i givim nating bikpela hevi long pablik bilong wanem? Ol i no wanbel long Nesenel Kapitol Distrik Komisin (NCDC) bai kamapim gut pablik trenspot sevis insait long siti.

Ol i tok sapos NCDC i lukautim bas sevis insait long siti, ol bai no inap long mekim mani.

Source: Wantok opinion column, 13-19 May 2004

Pay fair price for vanilla

IT IS really getting out of hand and worse still, the prices of vanilla per kilo in East Sepik Province has gone far below to a level of anarchy.

How can one get only K150 to K250 per kilogram for quality cured vanilla beans when world prices remain high?

If the Papua New Guinea Spice Board maintains its price at K900 per kilogram, then all buyers must start buying at that rate.

Wewak town buyers are causing the farmers to be clinging on to gates and alley ways like tree kangaroos trying to find food.

Prime Minister Sir Michael Somare must build a vanilla factory in Wewak now.

Source: *Post-Courier*. 18 May 2004

Opinions on the media's effectiveness on social and economic issues

Below are examples of two main aid projects addressing social and economic issues in Papua New Guinea. A grade seven student named John expresses his opinion (what he thinks) about the effectiveness of the media in reporting on them.

New family support centre

WOMEN and children in the Anglimp-South Waghi district, Western Highlands province, will soon have a new family support centre.

The K50,000 United Nations Children's Fund-funded (Unicef) centre, to be built at Minj Rural Hospital, is for abused women and children.

It will be the second such centre to be built in the province.

The first is under construction at Mt Hagen General Hospital.

Family and sexual violence programme co-ordinator Ume Wainetti said in Minj yesterday the centre was for women and children with social issues and family problems who could go there for counselling.

She thanked Unicef for building the new support centre.

Western Highlands Council of Women president Paula Mek also thanked Unicef for providing such support for women.

Such social issue like this centre is very important to the lives of women and children who are sexually abused. However, the media was ineffective by not telling us which event took place leading to this report.

Source: Post-Courier, May 2009

K88m aid from Japan for bridges

By ISAAC NICHOLAS

JAPAN has made available a grant aid of K88 million for the construction of 15 bridges in Bougainville.

Tenders will be called in September and work will commence at the end of this year and is expected to be completed in 2013.

Minister for Foreign Affairs, Trade and Immigration Sam Abal and the Japanese Ambassador to PNG Hajime Nishiyama yesterday, signed the exchange of notes for the Japanese grant aid assistance for K88 million.

In February, Mr Abal and Mr Hajime signed the exchange of notes for the detailed design of this project for a total cost of about K1.5 million and yesterday's signing was for the actual execution of the project at the cost of K88 million.

Mr Hajime said the Bougainville coastal trunk road connecting Kokopau and Arawa was one of the most important national highways in the Autonomous Region of Bougainville.

"The objective of the project is to construct 15 bridges across the rivers for the stability and revitalisation of the economy



Japanese Ambassador to PNG Hajime Nishiyama exchanging notes with Foreign Affairs Minister Sam Abal after the signing ceremony yesterday.

and securing safe and stable traffic flow.

"It is vital that these bridges be re-established in order to generate economic development and transport infrastructure."

He said the ABG had just celebrated its 4th anniversary that showed Bougainville was progressing.

Mr Hajime said the Japanese government considered the assistance to the transport infrastructure sector including the construction of bridges was one key area in the development of PNG.

"I sincerely hope that

today's signing will further contribute and strengthen the existing friendly relationship between the two countries," Mr Hajime said.

Mr Abal, in welcoming the signing, said Japan was a very important country in terms of development cooperation since Independence.

He said the Government considered infrastructure development a priority and without it, the Medium Term Development Strategy cannot be achieved.

"This is an important impact project for Bou-

gainville and Papua New Guinea."

Mr Abal said recently during the PALM5 Summit, Prime Minister Sir Michael Somare met with Japanese prime minister Taro Aso for the funding of the Port Moresby water and sewerage project for an estimated K300 million.

"Investments have increased over the years and Japan is a constant partner in trade with PNG."

Mr Abal said Japanese investors especially Nippon Oil was a partner in the LNG project.

The media has given us a very good detailed information on how the K88m aid from Japan will be spent.

Source: The National, May 2009



Summary

You have now come to the end of lesson 19. In this lesson you have learnt that:

- Media are ways to communicate with a lot of people at the same time.
- The main media in Papua New Guinea are newspapers, radio and television.
- The role of the media is to give us the news of the day and other useful information.
- Freedom of the media does not mean that anything can be written or said.
- Media freedom is part of the Universal Declaration of Human Rights of the United Nations and the constitution of Papua New Guinea.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE



Practice Exercise 19

1. Explain what media is.

 2. Refer to the news headlines (*The National, August 2010*) below and state what they are reporting on.
News about sports; News about progress and development; News about what is happening in the world; News about pride in unity and culture
 - a) Fifteen killed in mudslides in the south-western province of Sichuan, China.

 - b) Lands and Physical Planning Minister Lucas Dekena unveils urbanisation programme.

 - c) Keeping culture alive at Waigani school arts festival.

 - d) Papua New Guinea sprinter, Toea Wisil eyes Commonwealth Games.

 3. Where does our freedom of media come from?

 4. Why do the media give us news in different languages?

 5. Name the weekly newspaper written in Tok Pisin

-

NOW CHECK YOUR ANSWERS AT THE END OF SUB - STRAND 4
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Lesson 20: Unfair Treatment and Consequences



Welcome to Lesson 20. Your last lesson was on effectiveness of media on social and economic issues. This lesson is about unfair treatment and consequences of such actions.



Your Aims:

- define unfair treatment
 - describe examples of unfair treatment of particular group of people
 - describe the consequences of unfair treatment to these people
-

What is unfair treatment?

Unfair treatment is about issues or problems not been handled or addressed in a proper way. Usually when people or issues are **not** handled in the correct way, we call this unfair treatment.



Don't you think the media is powerful?

You have already learned in the previous lesson how powerful the media is. Through the media, we are able to know what is happening all around us. The media reports anything, both good and bad.

The good reports make people happy and bring development into the country. But the bad reports give a poor picture of the community, society and the country. These kinds of reports can delay development from taking place.

It is usually reported through the radio, television and the newspaper about such issues. They often tell us when someone or something is not being treated fairly.

When people listen to news on the radio, watch television and read the newspaper, they have their own opinions and make judgments on what they hear, see and read. Many reported news on how people and issues are not dealt with in the correct way can be shocking to other people. Some of these stories may be **factual or true**, while others may not be true.

In Papua New Guinea, there are many stories of such cases reported in our daily newspapers and other media. The four stories on the next two pages are examples of many happenings in Papua New Guinea.

Courtroom falls silent as Kapris' aide recalls giving birth on bare floor of jail cell

By JULIA DAIA BORE

TEN-month-old Paula Player Tomscoll is paying the price for the crime her mother Tamara allegedly committed and is now at Bomana jail for – their temporary residence outside Port Moresby.

Paula was born on a bare floor of her mother's Bomana jail cell at 5.05pm on Oct 5 last year, devoid of basic midwifery help because of the mother's alleged association with bank robber-escapee-rapist William Nanua Kapris.

Mother and child were denied basic medical help which were available to other inmates, a hushed Waigani National Court was told yesterday.

Such were the conditions for a new mother that Tomscoll even attempted to take her own life, twice.

"I have given birth to my baby on the bare floor of my cells.

"Water was constantly leaking through the walls, cells infested with mosquitoes and we were prone to suffering from malaria ... there is a high rate of tuberculosis (TB) in the jail.

"There are no medical staff to treat us, or my baby when she is sick."

Mother Tomscoll, tears streaming down her face, told the court of her

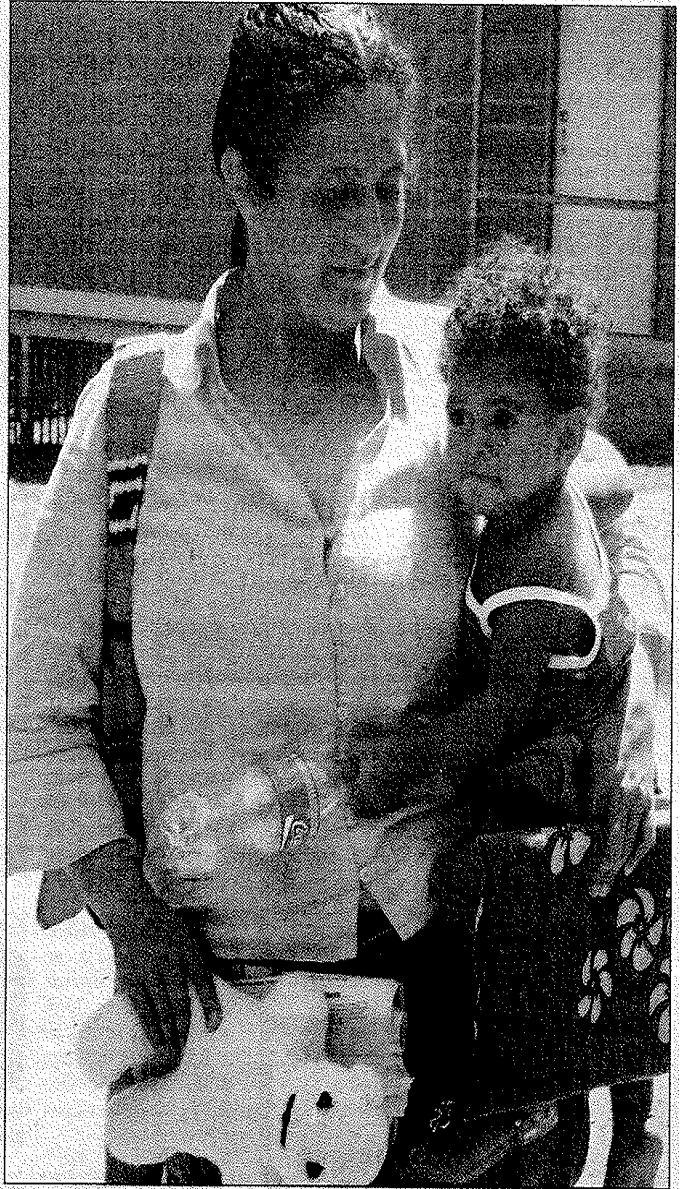
traumatised account in the "very small" cell she now calls home: "My daughter still lacks immunisation (which babies normally have access to)."

However, Paula is now her constant "innocent inmate" company in and outside the jail – yesterday they were together, again, at the dock at Waigani as her mother described the unhygienic condition under which they live.

Tomscoll, 33, appeared yesterday charged with being an accomplice of Kapris in the robbery of the Madang branch of Bank South Pacific.

She pleaded guilty to two charges under the Criminal Code – the first was of being an accessory after the fact to a crime of armed robbery of the Madang BSP branch robbery and, the second, of receiving stolen property of K127,000, proceeds of that bank robbery.

Tomscoll's guilty plea came after the state told the court that she had known that Kapris was the mastermind behind the Madang robbery and, with that knowledge, she had assisted him to escape punishment.



Tamara Player Tomscoll and her 10 months old prison-born baby Paula outside court yesterday just before boarding a prison van for Bomana. Young Paula has been denied immunisation and other basic health services while inside the prison camp.

■ Turn To Page 2

Source: The National, 19 August 2010

Consider the disabled too, service providers told

IT is the responsibility of service providers at all levels of government in the country to ensure that people living with disabilities have access to services.

East New Britain administrator and chair-

man of the ENB Disabled Board Akuila Tubal said this on Monday when he officially opened the PNG National Board for Disabled Persons annual general meeting in Kokopo.

Tubal said according to

the World Health Organization (WHO), 10% of the country's population suffered from some kind of disability.

This meant with a population of six million people, there were 600,000

suffering from some form of disability.

In the sporting arena Tubal said achievements had been noted in the development of sports among people with disabilities.

Man stoned to death

By JAMES APAGUMUNO

THE Kup area of Kerowagi in Chimbu could explode into a battlefield again as villagers seek revenge for one of their tribesman who was stoned to death on Monday.

Tribal warfare has brought death and destruction to the area, with the use of firearms, a major worry for authorities.

A peace movement initiated by women from Kup won praise at the national and international scene.

Peace deals however, had been holding up, but this incident could reignite the flames of war.

Chimbu police said a 40-year-old man from Kugai tribe in Kerowagi district was stoned to death on Monday afternoon by four men believed to be his own tribesmen.

Provincial police commander Supt Joseph Tondop said yesterday that the deceased was on his way back to his Kup village when four men ambushed him at a bridge crossing the Numan River.

One of the attackers swung a bush knife at his neck, attempting to slash him there.

Tondop said the Kugai man jumped into the Numan River to escape but the four men went

after him.

They stood at the bank of the river, picked up big stones and stoned him to death.

It is unclear whether the man died from drowning, or from wounds sustained from the stoning.

Tondop said police arrived at the scene hours later and retrieved the body from the river.

The body is now at the Kundiawa hospital morgue for an autopsy.

Tondop condemned the killing, describing it as barbaric.

He said this killing happened at a time when Kup people were starting to rebuild their lives after a recent tribal war-

fare.

He said the motive of the killing was not known and police were investigating the matter whether it was related to a tribal fight that stopped some three months ago or not.

He said the four youths involved in the killing were known to the police and appealed to the leaders from the Kugai tribe to hand over the suspects.

Tondop said the police were already conducting an investigation into the matter and appealed to the relatives of the deceased not to take revenge or take matter into own hands, to prevent the eruption of fresh fighting.

Source: *The National*, 19 August 2010

* Treat nurses fairly: Kaptigau

By DULCIE OREKE

PAPUA New Guinea Nurses Association interim president Sr Eimi Kaptigau has called on institutional management for the recognition and fair treatment of nurses.

She said nurses were doing a lot with the limit-

ed resources available while citing the ratio of patient to nurses as a hindrance in effective service delivery.

Kaptigau said there were numerous issues that needed to be addressed including resource scarcity, working environment

and conditions.

Talking to *The National* during the 20th National Health conference yesterday at Port Moresby's Crowne Plaza, she highlighted that nurses put a lot of effort and activity into their profession but

received little or no recognition.

"Take Port Moresby General Hospital as an example, the biggest ward which is the General ward has 60 patients to one nurse on a daily basis which is too much," Kaptigau said.



What happens when we continuously have these kinds of reports?

Obviously, such reports of unfair treatment of individuals are **abuse of human rights**. Such actions are against the Constitution of Papua New Guinea and the Universal Declaration of Human Rights of the United Nations.



Summary

You have now come to the end of lesson 20. In this lesson you have learnt that:

- When good things are reported, our country becomes attractive to us and other countries in the world.
- The media can be very important in shaping how we think about what is happening in our country.
- Unfair treatment is about issues or problems not being dealt with, in a fair manner.
- Problems occur when bad stories are reported while the good stories are not reported.
- The media can give the reader or listener both facts and opinions.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE



Practice Exercise 20

Read the newspaper article and answer the questions below.

Dad faces child abuse charges

A father of a 15 year old boy from Pangia in the Southern Highlands province faces child abuse charges after he used police to forcefully remove his son from a school in Port Moresby and send him to Mt Hagen with no one there waiting for him.

The boy's father and four policemen drove from Waigani police station to Morata Primary School where they picked up the boy, identified as Kennedy, on Monday and escorted him to Jackson's Airport and put him on an afternoon flight to Mt Hagen.

The father, who allegedly has six wives, used the police after alleging that his son miss-used his vehicle following a family dispute. The boy told Mt Hagen police that policemen went to his school and took him to a waiting police vehicle without explaining to him what they were trying to do or where they were going.

Kennedy said that he was taken straight to the airport where the officers escorted him into the terminal and put him on the afternoon flight to Mt Hagen. When he arrived at Kagamuga Airport, a woman sitting next to him on the same flight offered him a lift to town.

He said he got lost in town and a MMS Lodge employee found him and took him to Mercy Works PNG office in the city where they reported the matter to the police. Metropolitan Commander Chief Insp Peter Roari confirmed that the boy was with police and said he found it hard to understand why the father treated his son like a criminal. He said the boy's education was now in jeopardy, he had no housing or money and no one to care for him.

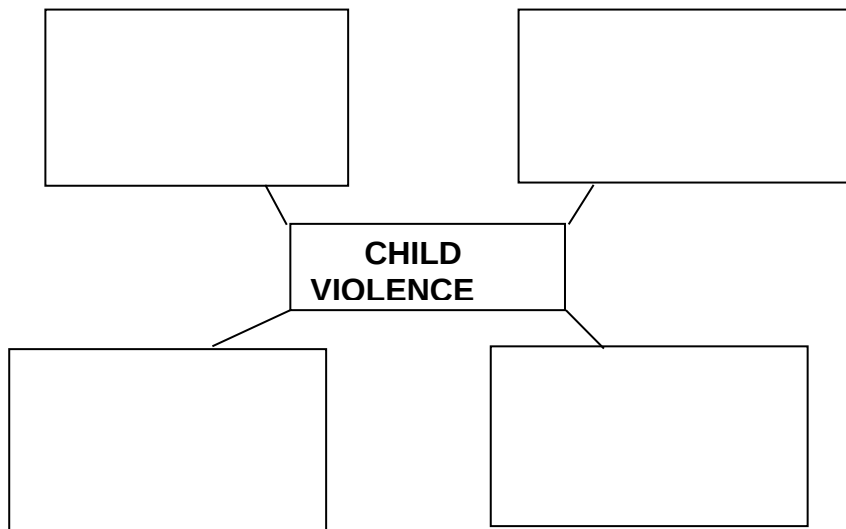
The boy's father was contacted yesterday and agreed to send his son some money. The father works at a petroleum project in the Southern Highlands.

Maggie Numdi, a woman caring for the boy, condemned the actions of the boy's father saying that was a case of violence against a child.

1. Why did the boy's father use police to forcefully remove him?

2. Who found him and how did he help him?

3. What will happen to the boy and his family? Complete the chart below.



NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 4

Lesson 21: Provincial and National Day Celebrations



Welcome to Lesson 21. In the last lesson you have learnt about the media in Papua New Guinea and the unfair treatment and its consequences. In this lesson, you will learn about Provincial and National Day Celebrations.



Your Aim:

- report on National and Provincial Day Celebrations
-

What is Independence Day Celebration?

Independence Day Celebration is a ***national event*** for our country which marks the day when Papua New Guinea became an independent nation. Every year people all over Papua New Guinea celebrate with many different activities. This day is also recognised with a *public holiday*.

What is Provincial Government Day Celebration?

Provincial Government Day Celebration is also a national event for our country which marks the day when each province was given Provincial Government. Every year there is a public holiday and celebration to remember this. Each province organises its own celebrations and activities to mark this day.



Have you taken part in any of these celebrations?
We will continue to learn more.....

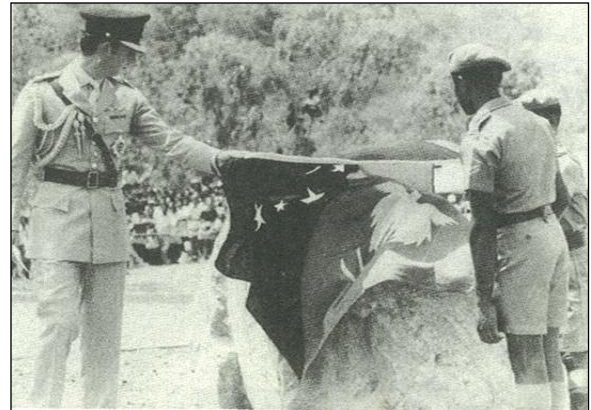
Independence Day (First Celebration)

In June 1975, the House of Assembly chose 16th September 1975 as Independence Day and on 15th August, the constitution was finally adopted. Power over foreign affairs, defence and the legal system was transferred from Australia to Papua New Guinea after the constitution was adopted.

At 5.15pm on 15th September 1975, the Australian flag was lowered and at 10.25am on 16th September, the Bird of Paradise flag of the Independent State of Papua New Guinea was raised on Independence Hill at Waigani, Port Moresby. The raising of the flag was followed by formal celebrations.



The Papua New Guinea flag is raised on Independence Day, 16 September 1975



During Independence celebrations, HRH Prince Charles unveiled a plaque marking the place where the new Parliament would be built

Sir John Guise taking down the Australian flag for the last time, on the afternoon of 15th September 1975. It took Papua New Guinea 91 years to gain political independence.

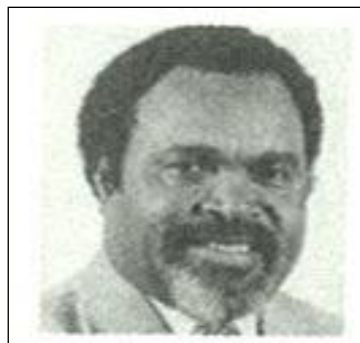


One reason why there was little celebration and no disturbance on Independence Day was that power had been handed from Australia to Papua New Guinea in stages, over a period of time before 16th September 1975. The formal celebrations held in Port Moresby and the larger towns were recorded in a film *Yu Mi Yet* which means independence

Independence Day, 16th September 1975.

Michael Somare is sworn in as the first Prime Minister of Papua New Guinea.

Sir John Guise as the first Governor General.



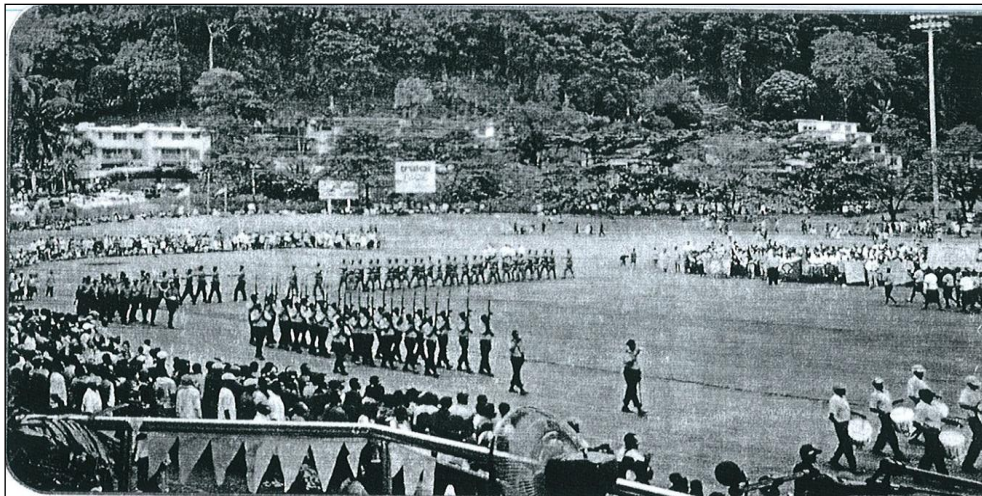
Michael Somare



Sir John Guise

In some rural areas people gather in schools or patrol posts and celebrate by singing and dancing, but most villages went about their daily work as if no important event was taking place. In some of the remote villages, the people were not even aware that the country had become independent and many did not know what independence meant.

From there on, Independence has become a special day to celebrate. At certain times, we celebrate special Independence Day, such as the 10th, 20th and 25th Independence Anniversary.



Independence Day in Lae, 1995

Provincial Government

In 1976, the Constitution was changed. Many people felt that the government was too centralized, that is, all decisions were made by the National Government. The government also had to act on the promise it made at Independence to let Bougainville people run more of their own affairs. An amendment (a change to the original law) to the organic law gave us a provincial system of government. It was hoped that this provincial system of government would bring government closer to the people. Decisions about issues such as agriculture and education were now provincial decisions.

From there on, 19 provinces plus National Capital District each have their own governments. Every year each province celebrates their provincial government day.



This photograph is of University of Papua New Guinea students celebrating the Morobe Provincial Day.

Source: *The National*, 23 August 2010



Huli wig men, Hela Province

We have a diverse culture with different customs and traditions. Different provinces celebrate their rich cultural traditions during the provincial days.

Many educational institutions in Papua New Guinea such as secondary schools and universities organise themselves to celebrate these days.

Papua New Guinea usually reserve traditional dress and decoration for ceremonial or festive occasions.



Summary

You have now come to the end of lesson 21. In this lesson you have learnt that:

- Independence and provincial government days are part of our national events.
- Independence has become the most special day celebrations
- The organic law gave us a provincial system of government
- In 1976, the constitution was changed to allow the establishment of provincial government for each province.
- Special days like Independence and provincial government days are remembered through celebrations.

NOW DO PRACTICE EXERCISE 21 ON THE NEXT PAGE



Practice Exercise 21

1. Define this term;
Amendment _____

2. Which national event has become the most special day celebration?

3. Why was the Constitution (the written laws of Papua New Guinea) changed in 1976?

4. What happened at 5.15pm on the 15th September 1975?

5. Write a short report on Independence or Provincial Day celebrations which you have seen or participated in.

No	Areas	Score
1	A relevant report	1
2	Clear and neat	1
3	Grammar	4
	TOTAL	6

Remember to do the following when writing your report.

1. Write a report about one event only.
2. Indicate your topic, example, Topic – Independence Day Celebration.

[illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

NOW CHECK YOUR ANSWERS AT THE END OF SUB-STRAND 4

Answers to Practice Exercises 16- 21

PRACTICE EXERCISE 16

1. Economic activity is any business activity which involves selling of goods and services.
2. (i) West New Britain produces **250 000** cubic metres/m³
 (ii) The leading province in coffee production is **Western Highlands**.
 (iii) The provinces which produce 10 000 tonnes of cocoa each are **East New Britain** and **Bougainville (North Solomons)**.
 (iv) The main primary resources in the Chimbu province are **coffee** and **cattle**.
3. (i) The main oil and gas fields in Southern Highlands Province are **Angore, Gobe, Moran** and **Kutubu**
 (ii) The proposed oil and gas pipelines pass through **Southern Highlands** and **Gulf**.
4. Three (3) mine sites in Papua New Guinea are **Porgera, OK Tedi** and **Lihir**.
- 5.

Primary	Secondary	Tertiary
Togula Plantation Higaturu Oil Palms	PNG Metal Fabricators Ltd Paradise Foods Ltd Niugini Builders	North Coast Aviation Ltd Rainforest Beauty Salon Papindo Trading Company Limited

PRACTICE EXERCISE 17

1. (i) **West Sepik, East Sepik, Madang** and **Milne Bay**
 (ii) Western Highland has a malnutrition rate of **less than 20%** in 1994.
 (iii) Most provinces' malnutrition rate is **between 20** to **30%**.
 2. By eating good, healthy foods and balanced meals, eating foods from all three food groups.
 3. We can become sick from eating expired foods.
-

PRACTICE EXERCISE 18

1. Communication network includes such things as radios, telephones, computers and mobile phones which are used to send information.

Transport network includes such things as planes, public motor vehicles (PMVs) which are used to transport cargoes and people.

- 2.

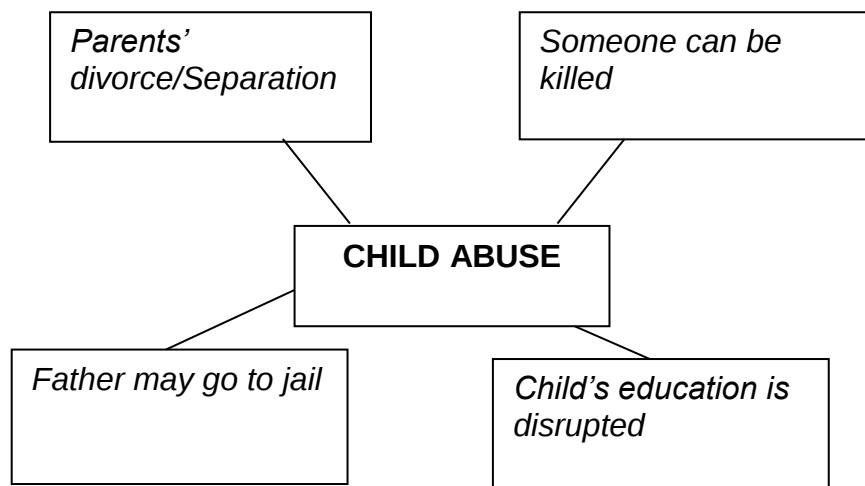
Type of Transport	What does it carry?	Problems	Suggestions for improvements
Dingy	People Cargo	Over loading	Prevent overloading Life jackets
Bus	People Cargo	Overcrowding	Consistent road check by police/road safety officers

PRACTICE EXERCISE 19

1. Media is the different ways of getting information to as many people as possible.
2. (i) News about what is happening in the world.
(ii) News about progress and development
(iii) News about pride in unity and culture
(iv) News about sports
3. Our freedom of media comes from the constitution.
4. Media give us news in different languages so that every sector of the community is covered.
5. Wantok

PRACTICE EXERCISE 20

1. Because of a family argument which resulted in the boy driving his father's car without permission.
2. An employee of a lodge took him Mercy Works Office (an NGO which assist individuals like Kennedy).
3. Consequence chart.



PRACTICE EXERCISE 21

1. An amendment is a change to the original law or organic law.
2. Independence Day
3. Many people felt that the government was too centralized, that is, all decisions were made by the National Government.
4. Sir John Guise taking down the Australian flag for the last time.
5. (Your report must be based on a special day celebration you have attended or participated in).

END OF STRAND 2

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FODE PROVINCIAL CENTRES CONTACTS

PC NO .	FODE PROVINCIAL CENTRE	ADDRESS	CUG PHONES (COORDINATORS)	WIRELESS PHONES	SENIOR CLERK	CUG PHONE
1	DARU	P. O. Box 68, Daru	72228146	77522841	Mr Kevin Sere	72229047
2	KEREMA	P. O. Box 86, Kerema	72228124	77522842	Mr David Saria	72229049
3	CENTRAL	C/- FODE HQ	72228110	77522843	Mr Aubi Elodo	72229050
4	ALOTAU	P. O. Box 822, Alotau	72228130	77522844	Mr Albi Bapera	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	72228138	77522845	Mr Stansen Sevese	72229052
6	MENDI	P. O. Box 237, Mendi	72228142	77522846	Mr Wari Tange	72229053
7	GOROKA	P. O. Box 990, Goroka	72228116	77522847	Ms Ovin Tuki	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	72228144	77522848	Mr Denge Gundu	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	72228148	77522849	Mr Robert Maki	72229057
10	VANIMO	P. O. Box 38, Vanimo	72228140	77522850	Mrs Isabella Danti	72229060
11	WEWAK	P. O. Box 583, Wewak	72228122	77522851	Mr David Wombui	72229062
12	MADANG	P. O. Box 2071, Madang	72228126	77522852	Mrs Applonia Bogg	72229063
13	LAKE	P. O. Box 4969, Lae	72228132	77522853	Ms Cathrine Kila	72229064
14	KIMBE	P. O. Box 328, Kimbe	72228150	77522854	Mrs Bernadette Litom	72229065
15	RABAUL	P. O. Box 83, Kokopo	72228118	77522855	Mrs Verlyn Vavai	72229067
16	KAVIENG	P. O. Box 284, Kavieng	72228136	77522856	Mr John Lasisi	72229069
17	BUKA	P. O. Box 154, Buka	72228108	77522857	Mr Marlyne Meiskamel	72229073
18	MANUS	P. O. Box 41, Lorengau	72228128	77522858	Ms Roslyn Keket	72229080
19	NCD	C/- FODE HQ	72228134	77522859	Mrs Marina Tomiyavau	72229081
20	WABAG	P. O. Box 259, Wabag	72228120	77522860	Mr Salas Kamberan	72229082
21	HELA	P. O. Box 63, Tari	72228141	77522861	Mr Ogai John	72229083
22	JIWAKA	c/- FODE Hagen	72228143	77522862	Joseph Walep	72229085

SUBJECTS AND GRADE TO STUDY

Grade Levels	Subjects
Grades 7 and 8	1. English Language
	2. Mathematics
	3. Science
	4. Social Science
	5. Making a Living
	6. Personal Development
Grades 9 and 10	1. English
	2. Mathematics
	3. Science – Biology/Chemistry/Physics
	4. Social Science
	5. Business Studies
	6. Personal Development
	7. Design and Technology- Computing
Grades 11 and 12	1. English - Applied English/Language and Literature
	2. Mathematics - Mathematics A/Mathematics B
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Business Studies
	6. Personal Development
	7. ICT

REMEMBER

- For **Grades 7 and 8**, you are required to do all six (6) courses.
- For **Grades 9 and 10**, you must study English, Mathematics, Science, Personal Development, Social Science and Commerce, Design and Technology-Computing is optional.
- For **Grades 11 and 12**, you are required to complete seven (7) out of thirteen (13) courses to be certified.
- For **Matriculation**, you must successfully complete 8 courses; 5 core and 3 optional courses.

