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ENVIRONMENTAL BROADCASTING TRAINING COURSE

South Pacific Commission
Noumea, New Caledonia
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Training Course



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SOUTH PACIFIC REGIONAL ENVIRONMENT PROGRAMME
SOUTH PACIFIC COMMISSION, NOUMEA, NEW CALEDONIA
1984

SPREP/Environm. Broadcasting in the South Pacific/Stage Two

**Report Summary in
English and French**

ENVIRONMENTAL BROADCASTING

IN THE SOUTH PACIFIC

**A course jointly organised and sponsored by the
South Pacific Regional Environment Programme of the
the South Pacific Commission and the International
Training Institute, Sydney**

Course Directors:

Rodney V. Hayes (SPREP)

Keith Jackson (ITI)

March 26, 1984 to May 2, 1984.

SUMMARY

This report deals with Stage Two Training Course of the Environmental Radio Project of the South Pacific Regional Environment Programme.

The course was held in Sydney at the International Training Institute from March to May 1984. Fourteen Pacific island countries sent broadcaster representatives.

The course was designed to increase environmental awareness and to develop the radio skills necessary to effectively communicate environmental information to the community.

Additionally, the participants developed the planning skills necessary to integrate environmental broadcasting in radio programmes and prepared plans to introduce those themes into their own organisations upon their return.

The course covered numerous environmental problems in the region. It also explored the skills of Interview, Talk, Discussion, Dialogue, Documentary, Feature, Magazine, Drama, News, Comedy, Music and Competitions and Advertising.

The ways of communicating through community groups included the principle of Radio Forums and the idea of Feedback by local people. The concept of the multi-disciplinary Environmental Broadcast Committee to spread skills and responsibility in this important and sometimes controversial area of broadcasting, was investigated in detail.

The participants completed questionnaires on Pacific broadcasting problems, and on the effectiveness of the course. The results of these are held at SPREP Secretariat, SPC Headquarters, Noumea.

RESUME

Le présent rapport est consacré au cours constituant la deuxième phase du Projet radio lancé par le Programme régional océanien de l'environnement.

Ce cours s'est déroulé de mars à mai 1984 à l'International Training Institute de Sydney (Australie) et a été suivi par des animateurs radio originaires de quatorze pays insulaires du Pacifique.

Il visait à renforcer la sensibilisation aux questions écologiques et à donner aux participants les compétences nécessaires pour faire passer de manière efficace aux auditeurs les informations relatives à l'environnement.

Les stagiaires ont en outre appris à planifier et concevoir des émissions radiophoniques qui fassent une large place à l'écologie et ils ont préparé le lancement d'émissions sur ces thèmes dès leur retour dans leurs institutions d'origine.

On a évoqué de nombreux problèmes écologiques qui se posent dans la région. Ont également été abordées les méthodes et techniques suivantes: interview, entretien, débat, dialogue, documentaire, magazine, informations et journal parlé, dramatique, comédie, musique, concours et publicité.

En ce qui concerne les moyens de communication par le truchement des structures associatives, ont été abordés le principe des forums radiodiffusés et la participation des auditeurs. On a également étudié en détail l'idée de créer des comités multidisciplinaires de radio écologique chargés de former des responsables dans ce secteur important de la radiodiffusion parfois objet de controverses.

Les participants ont rempli des questionnaires sur les problèmes de radiodiffusion qui se posent dans le Pacifique et sur l'utilité d'un tel cours dont les résultats peuvent être obtenus auprès du Secrétariat du PROE, Commission du Pacifique Sud, BP.D5, NOUMEA CEDEX (Nouvelle-Calédonie).

SPREP/Environm. Broadcasting in the South Pacific/Stage Two

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1.0 INTRODUCTION

The initial concept of the Environmental Broadcasting course as a part of SPREP's Radio Project was developed during 1983. SPREP lacked the facilities to carry out a training programme on its own and approached the International Training Institute in Sydney (ITI) for assistance. Following discussions with the principal of ITI it was agreed that a jointly organised, funded and directed course would meet the needs of SPREP and be within the broad media development strand already being taught at ITI.

SPREP provided part of the funds (\$30,000) as well as environmental resources and personnel. ITI provided funds and personnel as well as the facilities of the Institute. This was the first course of its kind undertaken at ITI.

It was agreed that the SPREP Radio Project Leader (RPO), Mr Rodney Hayes and the Lecturer in Mass Communication at ITI, Mr Keith Jackson would liaise to develop the course. As a result, a course outline was prepared and a prospectus circulated to all island countries in the South Pacific Region. This was sent out in October 1983 in order to give sufficient lead time for the acceptance procedures for each participant to be finalised.

As a result, fifteen professional radio broadcasters from fourteen island countries participated in the six-week-long course. The course was designed to both increase environmental awareness and to develop the radio skills necessary to effectively communicate environmental information to the community.

Additionally, the participants developed the planning skills necessary to integrate environmental broadcasting in radio programming. At the end of the course each participant prepared a detailed planning proposal for the introduction of environmental broadcasting in their own country.

The participants also completed a number of questionnaires designed to give a comprehensive account of broadcasting in the South Pacific.

This report provides a summary of the course as well as the results of two of the questionnaires.

2.0 THE AIM OF ENVIRONMENTAL RADIO

The aim of this course in "Environmental Broadcasting in the South Pacific" is to assist island radio broadcasters to produce programmes about their own islands and the environmental issues that occur. Environmental radio will provide a common forum within which island people, and governments and non-government community oriented networks can express themselves on environmental issues, problems, needs and ideas with the aim of increasing environmental awareness throughout the community.

3.0 OBJECTIVES OF THE COURSE

1. To learn how to make environmental radio.
2. To assist island broadcasters to develop an effective programme of public information to make Pacific Islanders aware of their own islands and the Pacific region as a whole.
3. To develop an awareness of environmental philosophies and of the environmental issues which arise in island communities.
4. To gain insights into the applications of radio broadcasting to the resolution of environmental conflicts through island awareness.
5. To share information with other Pacific Island broadcasters concerning broadcasting in the South Pacific and to more effectively use broadcasting as a means of communication about South Pacific environments.
6. To become aware of the various government and non-government information networks which exist and to develop radio as the means to bind their efforts together in the promotion of island awareness.
7. To improve personal broadcasting skills and techniques.
8. To develop plans for the introduction of environmental radio into all island broadcasting organisations.
9. To produce the first SPREP Island Awareness programme for broadcast in each Pacific island country.

4.0 COURSE PARTICIPANTS

EMA DANIEL: C.I.B.N.C. (Cook Islands Broadcasting
& Newspaper Corporation),
P.O. Box 126, Avarua, Rarotonga,
Cook Islands Ph. 29460.

KUN OLTER: WTFL Radio, P.O. Box 147,
Lelu, Kosrae State,
Federated States of Micronesia 96944,
Ph. 340.

NAOMI RAKUITA: Extension Services,
USP Box 1168,
Suva, Fiji.

DENNIS REYES: P.O. Box 7365, Agat,
Guam 96915

MAEREIA TEKA: Broadcasting and Publications
Authority
P.O. Box 78,
Bairiki, Tarawa,
Republic of Kiribati

LEE SILK P.O. Box 842,
Majuro,
Marshall Islands 96960

BENJAMIN YOBECH: Box 279, Korori,
Palau 96940.

GERVASIUS ROVI: National Broadcasting Commission,
P.O. Box 412, Kimbe NNB,
Papua New Guinea.

CLAUDIUS HORIWAPU: Solomon Islands Broadcasting Corporation
P.O. Box 654, Honiara,
Solomon Islands. Ph. 20051

LAVINIA VIKILANI: Tonga Broadcasting Commission,
P.O. Box 36, Nuku'alofa,
Tonga. Ph. 21-555.

VAIATOA UALE: Broadcasting/Information Division,
Vaiaku, Funafuti Is.,
Tuvalu.

AMBONG THOMPSON: Radio Vanuatu, P.O. Box 49,
Port Vila, Vanuatu. Ph. 2999.

IUPATI LAGA'AIA: Western Samoa Broadcasting Service,
P.O. Box 200,
Apia. Ph. 21420.

TOETU LEIFI: Information & Communication Section,
Agriculture Dept., Forests & Fisheries,
Box 206, Savalalo, Apia, Western Samoa.

LOFA RICHMOND-REX: Information & Broadcasting Services,
Central Administration
P.O. Box 26
Niue Island

5.0 THE COURSE STRUCTURE

The course was designed to maximise the environmental experience and the development of broadcasting skills in the six weeks available. As a result, the participants were exposed to a wide range of educational techniques and these are outlined in the following section.

5.1 Familiarisation

The familiarisation period was designed to allow the course participants to start to know each other without the necessity to make personal statements to the group. After only a very short welcome to the course, the group divided itself into pairs. Each person interviewed another according to a set format, and recorded the answers to a written questionnaire. The group then reassembled and each person introduced their partner to the rest of the group. This process avoided job identification and concentrated on feelings. It worked well to relax the participants in each other's company.

A further explanation of peoples' feelings and attitudes was generated by a second familiarisation exercise. Participants chose from randomly arranged photographs, one image which explained something about themselves or with which they identified strongly. They then talked about the photograph to the group. This allowed a wide ranging discussion which further demonstrated the inner feelings of group members.

In both these exercises, Course directors and participants were equally involved in order to stress the idea that the course comprised colleagues exploring ideas together.

5.2 Needs Analysis: The needs analysis was carried out on the second day of the course.

A questionnaire was devised to uncover what the course participants knew about the course before arrival, the extent of their environmental knowledge, what they expected to get from the course and their own assessment of their broadcasting skill. The following is a summary of their answers:

1. When did you find out you would be coming to this course?

Answers ranged from November, December, 1983 (4) to one or two weeks before the course started (6). Clearly, those with short notice were not in a position to prepare themselves for the course. They were simply told they would be coming. Nobody actively applied as individuals to attend the course: it was a requirement of their employment.

These responses indicate the difficulty of contacting potential participants early enough. The course prospectus was sent out six months before the course was scheduled to begin. Even where the RPO had personal contact with the broadcasters likely to attend, only Vanuatu sent the person the RPO dealt with and he was not informed by this government until one week before the course started. At the moment, there are too many barriers between the course organisers and the potential participants.

2. Did you get much information on what the course was about?

Five said no and seven said yes. There is a clear need for comprehensive information about courses to be supplied to participants while they are still at home, in time for them to digest the information and begin the course well prepared.

3. What things were you told about the course?

Even though most had some idea about what to bring, those ideas varied considerably, between the purpose of the course (3), where it would be held (1), duration (2), who would be attending (2), who was organising the course (1), and warm clothes (1). Five people were aware they had to bring broadcast materials as described in the initial SPREP letters. Although these figures are not significant in an open ended question, the variety in the responses indicates the lack of communication between the organisers and the participants.

4. What do you expect the course to be about?

The majority knew that it would be about making radio programmes about the environment, but in general people thought in terms of the improvement of broadcast skills, and five expected to increase the effectiveness of their broadcasting.

5. What is the main reason you are doing the course?

Responses ranged between the development of personal broadcasting experience (6), increasing the awareness about environmental problems in their own countries (6), because they were sent by their governments (2), and to share knowledge with other pacific countries (3).

6. What is the most important thing you want to achieve as the result of this course?

The responses ranged as with other answers between the improvement of personal broadcasting skills to making environmental programmes (4), and to share knowledge with fellow broadcasters on environmental problems (2). The main response was to spread environmental knowledge (6).

7. What does your government or radio station expect you to achieve?

Two people didn't know what their government expected of them, but the rest (10) were sure that they would be expected to make radio programmes on environmental themes.

8. What are the main environmental problems in your country, region or island?

The participants seemed generally aware of the most obvious issues in their islands such as water pollution (8), litter (5), fishing (4), soils (3), forestry (5). All others only received single responses. Only Tuvalu felt there were no problems in that country.

9. Is the government of your country concerned about environmental problems?

Eight respondents felt their government was concerned and four felt they were not.

10. What radio programmes about the environment are broadcast on your station?

Only three respondents could name programmes specifically on environmental themes. The other nine replied that none was produced.

11. Which, if any, of these programmes do you work on?

The three respondents who could list programmes (Western Samoa and Solomon Islands) all worked on those programmes.

12. What do you think of the idea of holding this course in Sydney? Would it be better held in a Pacific Island's nation?

Only one person did not have an opinion. Four thought a Pacific venue preferable, three opted for Australia while four thought it was OK to have the first in Australia, but that all future courses should be in the Pacific region. One person thought it was immaterial where the course was held. These responses suggest that future SPREP Environmental Broadcasting courses should be held in the Pacific region.

13. Could you indicate whether your personal level of skill in the following areas is advanced, adequate or poor?

Skill Level	Advanced	Adequate	Poor
Production	3	9	
Presentation	4	8	
Interviewing	1	7	3
Writing	2	8	2
Editing	6	4	2
Panel Operation	5	6	
Using Equipment	6	6	

The participants in most cases gave fairly realistic answers, judged according to the standards which were revealed later in the course. The majority of their experience had been in the studio operation and so they felt they could handle material once it had been produced. However, in the areas of production, interviewing and writing, and to some extent editing, there was a less confident response. It was clear from the questionnaire and from discussion with the participants that there was a general expectation that the course would serve to expand the level of their general broadcast skills. This was somewhat surprising to the course directors, who had been expecting a higher level of broadcasting ability. The response caused a rethink in the structure of the course. Instead of concentrating heavily on environmental awareness, it was decided to spend more time on broadcast skills.

5.3 Educational Resource Material: The Island Awareness Kit

Environmental philosophies and knowledge take a long time to develop. In the limited amount of time available, the course was designed to give the participants as much environmental information as they could reasonably absorb. To facilitate this process Dr Rick Chesher prepared an extensive and very original kit of educational resource material which explored environmental philosophies and the environmental issues of the South Pacific region. Entitled the 'Island Awareness Kit', it was designed primarily for dissemination throughout the Pacific at both Government and community group level.

The participants in this course were chosen as the first group to test the material. It should be stressed that there is no comprehensive collection of writings on environmental subjects in the South Pacific which is suitable for people without qualifications in the discipline. Therefore, this kit was the first in the field and was an invaluable aid in the presentation of environmental information to the participants. It was expected that their responses to the material would be typical of the responses from a more general audience. Consequently, SPREP expected to find whether (1) the material was suitable for widespread dissemination (2) the format was acceptable (3) the language and ideas were understandable and (4) it was useful. To gauge their responses the participants filled in a questionnaire at the end of the course after they had had an opportunity to work with it and assimilate its meanings.

The material was introduced to the participants by its author. It is clear from their responses that they appreciated the time spent with Dr Chesher, and that his explanations of the material made their understanding of it somewhat easier. To that extent, their assessments of the material as a guide to how other groups in the region might understand or use it is not entirely valid. As well as that, the participants had the advantage of six weeks of intensive study during which time the concept of Island Awareness was repeatedly raised.

Unfortunately, the responses to the questionnaire were inconclusive because six people chose not to fill them in. Nevertheless, the responses were generally favourable and indicated that the approach had considerable merit. The general feeling was that the material could be largely improved by shortening the written material, greatly expanding the illustrative matter and by focussing more articles on specific island case studies. In a modified version, it was felt the material would have wide application in the Pacific.

5.4 The Two-Day Wilderness Experience

The trip to remote bushland in the Morton National Park occurred at the end of the first week of the course. It was intended to give the participants first hand experience of a wilderness and to allow them to concentrate on environmental philosophies and ideas in completely natural surroundings.

The participants were provided with all camping equipment and food. They set up their own tents and did their own cooking. They were accompanied by experienced environmentalists from N.S.W. The group was divided into smaller groups so that the detailed discussions could take place on environmental issues and the concept of island awareness. They took part in a bushland familiarisation exercise at night, and on the following day climbed Pigeon House (a local mountain) as an extension of that experience. They responded very positively to the trip.

5.5 Seminar Series on Environmental Themes

The original intention of the course directors was to spend the whole of the first and second weeks concentrating on environmental themes, and for these to form the basis for all the radio work carried out in the course. Had the participants been more highly skilled in broadcasting techniques, this would have been a feasible approach. Instead it was necessary to concentrate on skills improvement so that they would be able to incorporate environmental information both during and following the course.

Consequently, the environmental lecture series was modified, and reduced in overall content. Every day, a different theme was dealt with. The island awareness kit was used as the basis of this information. The RPO adopted a seminar style which was aimed to involve the participants as actively as possible. Even so, there was a definite limit, both as to how much the participants knew and, therefore, had to contribute and to how much new information they could take in.

Each new environmental issue was tackled in association with the development of radio skills (drama, talks, interviews and documentaries). The direct and immediate results were worthwhile, but it was clear that development of their own radio styles with environmental information would be a lengthy process.

5.6 Field trips to urban and rural environment

Considerable efforts were made to make the participants aware of the range of environments and problems that can occur. Because the course was held in Australia, it was necessary to use the experiences as an analogy rather than a direct example. For most of the participants it was fairly difficult to make the relationship between what they were seeing and the kind of problems and environments in their own countries. Even so, the directors tried to get people to focus on their own islands whenever possible, and to recount experiences that were relevant to the course and of use to the other participants. The field trips were an important part of this process.

Apart from the camping trip, two additional field trips were made. The first was a trip around Sydney Harbour and along the Parramatta River by ferry. This was intended to show them a range of urban problems. They were given a lecture on urban river and development issues.

The second field trip as part of a working tour to Canberra, was intended to show them some inland rural environments and highland country again of wilderness quality in the Snowy Mountains. This showed up the real difficulty of making the link between island environment and the unfamiliar countryside and way of life in Australia. The responses in the course evaluation questionnaire bear out this observation.

5.7 The development of radio skills focussing on environmental themes

Only three of the participants had previously produced radio programmes on environmental themes. None had wide experience. In general, they were environmentally unaware. It was not possible in a short time to inculcate a wide range of environmental ideas. In addition, they had little experience of the production of radio programmes which used sophisticated broadcasting techniques.

Consequently, the course directors designed a course which was flexible enough to respond to needs as they become apparent. Ideally, the course should have been much longer so that each of the techniques and the environmental themes could have been explored in greater depth. Given the limitation of time, the participants improved in confidence and ability very quickly.

Each of the radio techniques was explored in a theoretical and practical way. The techniques were talks, interviews, comedy, music, advertising, jingles, development spots, drama and the combination of all or some of these in the documentary.

To explore each of these techniques, the participants had to accept fairly makeshift conditions. A temporary study was set up and there were an adequate number of portable tape recorders. For the majority of the exercises the facilities were entirely adequate.

The skills of the participants varied considerably. The group decided that it was inappropriate to produce a programme for SPREP during the course, largely because it was felt the time would be better spent developing the skills and concepts of environmental radio. It was agreed that it would be more practical for each participant to produce programmes in their own way, on their own countries' problems upon their return. An adaptable, translatable series relevant to the whole region could not have been produced under course conditions.

Each of the radio techniques varies in this applicability in the Pacific Region. A brief summary of each technique developed in the course follows below. For further details see Keith Jackson ('Educational and Development Scripwriting, International Training Institute, March 1984).

5.7.1 The Interview

In an interview, the broadcaster seeks information from other people by asking questions. The interview may be either formal or informal. The formal interview generally relies on questions being-provided to the interviewee before the recording session. The answers may be written and read or acted by the interviewee or they may simply form the basis of the answers. This format tends to be rigid and unnatural. However, it does have a place in an instructional programme where the information provided can be more carefully controlled and where complicated ideas can be explained in language likely to be understood by the audience. It is a much 'safer' form of broadcast for people unfamiliar with the media or those who want to carefully limit what they have to say. It tends to be used too often in the Pacific Region in situations where the informal interview would be a better way to communicate.

The informal or 'live' interview occurs when the questions range across a topic in a more natural way by responding to the ideas and information raised in the interview. The interview should attempt to focus on a particular issue while providing a general context for the audience to understand the issue. Interviewing is a skilled craft and a well controlled 'live' interview is usually much better 'radio' than the less spontaneous formal interview. The participants were encouraged to develop their skills in this technique.

5.7.2 The Talk

The Talk or narrative is always scripted and usually for one voice. In many countries, it is the simplest and most common form of radio programme and yet is hardly used at all in the Pacific Region. The main difficulty relates to writing the script in such a way that it sounds as natural as possible while presenting the information clearly and concisely. Unfortunately, it lacks variety in presentation and takes considerable time to write in the first place. It is unusual to use this technique for more than a few minutes. An exception to this is the 'illustrated talk' where an interesting story, a talented speaker or reader may add music, dramatised inserts and sound effects to expand the imagination of the audience. There are a number of rules for writing and speaking a good talk and these are clearly set out in 'Educational and Development Scriptwriting'. The participants were advised to follow these rules in the preparation of talks on environmental subjects.

5.7.3 Discussion

Many of the disadvantages of the 'unnatural interview or talk' may be overcome by a discussion. It is a way of exploring the ideas of a number of people who have some knowledge of a particular subject and is usually chaired by the broadcaster.

The discussion cannot be realistically scripted, but it is important that the broadcaster keeps the discussion to the point and ensures that all of the participants get an opportunity to express their ideas. This technique is not frequently used in the Region. It has considerable advantages where the people involved have differing opinions and is particularly useful to present environmental issues where the broadcaster wants to ensure that the audience is as informed as possible.

5.7.4 Dialogue

The dialogue involves only two people discussing a subject they both know something about. It may be a talk scripted for two people, but this is unusual. The dialogue is more likely unscripted, presenting complementary points of view that when added together provide a full coverage of the issue. Because of the free flow of comment, it has more variety than the talk. In island countries where a number of experts on a particular problem cannot be found, say for a discussion, the dialogue is a useful way of entertaining and informing the audience. Because there is no chairman, the broadcasters role is to provide the speakers and to produce the broadcast.

5.7.5 Documentary

The documentary is a useful technique to present a real life situation which is of concern to the audience. Documentaries use a mixture of interviews of real people with locally recorded sounds to present a lot of factual information in an entertaining way. The interest of the audience is stimulated by the knowledge that it is dealing with known local issues which are recognisable in the programme. For environmental radio, it has particular merit because issues such as lagoon pollution or contaminated water supply for example are relevant for all the audience. The documentary is generally unscripted although for younger children 'documentaries' may be scripted and manufactured in a studio. The broadcasters role is in collecting the material and in writing 'continuity' scripts to tie the ideas together and produce a unified whole. Documentaries are rare in the region, but the course participants were encouraged to develop their skills in this important radio technique.

5.7.6 Feature

This radio technique 'features' a particular subject. It ties together a number of items (facts, opinions, arguments) produced in different radio styles to maximise the information given to the audience. It may include interview, talks, discussions and dialogues to explore the subject as fully as possible while maximising audience interest. The role of the broadcaster is to decide which techniques can best be used to illuminate the issues involved. There is no rule about using particular techniques.

Ideally the feature needs about twenty minutes or more to fully explore an issue, but where this sort of time is not available it is reasonable to make two programmes about different aspects of the same subject. This is a very useful tool for exploring environmental issues and philosophies, but it takes a while to produce and, therefore, has not been used in the Region to any great extent.

5.7.7 Magazine

Magazine programmes, as the name implies use radio to look at a whole range of issues such as one may find in a magazine. The topics may be unrelated, but for the purposes of environmental radio they would be about environmental philosophies or issues that were important in a particular country. Participants were encouraged to use the technique as fully as possible because to increase 'Island Awareness' people need to be exposed to the widest interpretation of their environment. So an 'Environment Show' would use a mixture of all radio techniques tied only loosely together in a way to maximise audience interest. The broadcaster provides narration where necessary and seeks to make a balance between the exploration of controversial issues and the broadcasting of pure information or news.

5.7.8 Dramatisation

The telling of stories and myths and the dramatisation of events is common and popular throughout the Pacific Region. It is particularly suited for adaptation to radio. When simply a story is acted in words it is a play, but when the conflict of a particular situation is acted, it becomes a drama. The drama has much more power than the story or the play and is a very useful tool for looking at environmental issues which matter to island people. Audiences identify very strongly with particular characters and a great deal of imaginative involvement is created. Through the drama, the audience can be taken into the lives and minds of the people and important environmental philosophies and conflicts can be explored in great detail without losing audience interest. Participants in the course spent considerable time developing drama under the expert care of Brian Hungerford and everyone spoke highly of his efforts. For environmental broadcasting where the issues may be political and controversial it allows the broadcasters to explore the issues without exposing the station to recrimination. Of course to do it well is not easy, and a careful arrangement of music, effects and language is important. However, whether comedy or tragedy, the ideas behind the drama are likely to stay with the listener for some time. For Pacific audiences in particular, who are eager devotees of drama and story, the radio drama provides an excellent technique for the development of Environmental Radio.

5.7.9 News

The News is always an important section of all broadcasting stations programming. While participants in the course were not given training in news writing, they were encouraged to use their experience of environmental ideas and the development of island awareness to ensure that environmental issues occurring in their countries or around the world are featured in news reports whenever possible.

5.7.10 Comedy

The Pacific region is rich in its humour, but is rarely translated into a broadcast form. The writing of radio comedy is a particular skill and is largely determined by the author having a good feel for the humour and culture of his own people. While comedy is entertaining it is difficult to present factual information. However when comedy is well written and performed, the audience will appreciate the point being made and is likely to remember it. The environmental broadcaster with a sense of humour is likely to be popular and be able to say things about local issues in such a way that may avoid offending particular interests. Many of the participants in the course had strong senses of humour which would work well in environmental radio when developed for local audiences.

5.7.11 Music and Music Competitions

Music is an integral part of all Pacific life, and music helps to explain the life of the community. Many radio stations have recognised this by introducing music competitions to popularise particular ideas or events important to their country; for example, the 'Copra Campaign' in Vanuatu. Environmental broadcasters need to use the same tool to help their people identify the nature of environmental issues in their own environment. Participants in the course were encouraged to hold music competitions about Island Awareness and environmental subjects to popularise environmental subjects and get the people singing. At a slightly different level, the use of jingles written about the environment and frequently repeated can have an important effect on the behaviour of people, particularly if it is recognised in the community at large. For instance a tune-full and pertinent jingle about litter could be a very important part of an anti-litter campaign. Participants in the course seemed very interested in this idea.

5.7.12 Development Spots (Advertising)

Radio stations around the Pacific region use Development Spots or short pithy, informative, and entertaining advertisements about key issues as part of their armoury to inform the public. Environmental awareness can be raised by using this tool. The population can be slowly made aware of an issue using an often repeated development or environment spot, which can then be followed up by other programmes from the techniques available.

5.8 Extending the Role of the Environmental Broadcaster

The concept of educational broadcasting is well established in Pacific Countries. However, the opportunities for broadcasters to involve themselves actively with their own communities is much less developed. For environmental broadcasting to be effective it must closely respond to the needs of the audience and to extend the traditional role of the broadcaster. Participants in the environmental broadcasting course were encouraged to see their role in a broader educational community oriented sense. They were introduced to three important ways that this might occur.

5.8.1 Community Groups

Community groups like women's organisations, youth groups, the churches and alternative technology interests have yet to fully exploit the potential of radio. In environmental broadcasting, the problem is even more difficult.

To the author's knowledge there are no environment oriented community groups operating in the Pacific region run by Island people. There are, however, a number of groups such as those mentioned above for whom part of their interest is in the environment area. SPREP is really a proxy organisation operating on behalf of island people. There is clearly a need then for SPREP, radio broadcasters and community groups to combine to make environmental radio programmes.

In the absence of active environmentalists, the responsibility falls largely on the shoulders of the broadcaster to make radio programmes about island problems. It is SPREP's responsibility to provide the resources and training necessary to both interested community groups and the broadcasters themselves. Because of this need, SPREP has been developing an environmental resources kit which may be used throughout the community. The kit prepared by Dr Chesher referred to earlier, is the first draft of this material. The responses of the participants and the lessons learned from its use will be used to modify the kit before production at a later date. In the meantime, the participants in the course are in a unique position to improve the broadcasting of community groups who have environmental concerns. Not only can the broadcasters assist the groups with expert production and technical advice, but they can develop environmental issues and philosophies which are of interest to the groups. In this way the broadcaster is greatly expanding his role as an environmental broadcaster in his own right by helping others to make programs which spread environmental awareness in the community.

5.8.2 Radio Forums

All island country broadcasting organisations have some difficulty in effectively reaching the entire community. The environmental broadcaster is similarly constrained and so SPREP is actively developing alternative methods of communication which can augment the radio message. Apart from technical limitations there are also social limitations. Broadcasters in particular are often less concerned about the rural population than they are about urban populations. In the light of this it is important that environmental broadcasters make every effort to communicate with the entire community. Many of the issues are particularly about rural matters. By themselves radio broadcasters cannot reach all people, but with community participation they are much more likely to have success. During the course the participants were briefed by Keith Jackson on the role of radio forums, from his successful experience in the Maldives working for UNESCO/UNDP. The participants were entreated to explore the idea upon their return home to see how the concept of the radio forum would fit into their own community. In brief, the radio forum is a listening group representing local people throughout the country with the idea that the broad ideas presented over the radio are interpreted for local application by the forum. Essentially the forum does three things with reference to environmental or other matters.

- (1) Discuss material in the radio series together with other received information (for example, the SPREP Resources Kit) in the context of local environmental conditions.
- (2) Act as organising cadres for environmental protection or education projects initiated either by government or better, from themselves.
- (3) Transmit their own environmental information back to the broadcasting station.

The idea of the forums recognises that environmental concerns are not universally shared and that they allow different localities to determine solutions relevant to themselves and to take action as required. The goal is wide community participation in environmental improvement according to island needs. It was recognised that the participants were not in a position to implement these ideas on their own, but in association with the SPREP Radio Project Leader and the Education and Information Network of SPREP it is hoped that Radio Forums may become a fact in the not so distant future.

5.8.3 Heritage Broadcasting

Environmental or Island Awareness is integrally linked with traditional knowledge and practice. The recording and broadcasting of traditional music and stories is an important way of preserving island heritage and it is crucial that environmental broadcasters include this as part of their responsibility. Few island countries have developed the recording of island heritage, while some like Vanuatu, for example, have extensive collections developed in association with the Cultural Centre Cultural in Port Vila. Even so, radio programmes devoted to traditional music are not popular in most countries and broadcasters are often loathe to include them as a regular features of their programmes even where they exist.

The participants in the course discussed at some length the importance of the link between island awareness and traditional or heritage broadcasting. Few felt comfortable with the concept, but agreed that it would be a useful way to develop the concept of environmental broadcasting.

5.8.4 Listener Feedback

In the Pacific region there is no established tradition of listeners writing back in response to radio programmes. Even so it is important that this should occur wherever possible; first, because it involves the listener in the process of communication (everyone knows the value of the service message) and secondly, it improves the broadcasters art by keeping him in touch with community feeling. Participants were encouraged to develop 'listener feedback' as part of environmental broadcasting so that it becomes as much as possible a part of the environmental changes going on in the community. Where listeners ask questions about particular programmes or issues it gives the broadcaster (or expert) the chance to restate the issue and reinforce the message.

5.9 Films

It was considered important to develop environmental awareness in as many ways as possible amongst the participants. Consequently, a collection of films about environmental issues was made available to the students. Unfortunately, there were very few which dealt in any way with the Pacific environment, and so the participants had to make analogies with their own experience. This was not entirely successful; a repeat in fact of the difficulties they had interpreting the Australian environment. It became very clear from their responses, that the broadcasters would like to see as much interpretive audio-visual material as possible. There is potential for SPREP to develop this material as part of the broader educational network and it should occur at the earliest time.

5.10 Audio Recordings

One of the intentions of the course was to produce at its conclusion a number (or at least one) of environmental radio programmes which could be copied by SPREP as part of the Radio Project and rebroadcast throughout the region. Participants were asked to bring recorded material or environmental subjects pertinent to their country, as well as messages from Heads of State which could be adapted for use in the series. Few participants brought the former and none the latter so it was not possible to carry out the original idea. More importantly, however, facilities at ITI were not entirely suitable for the project and the participants varied so much in their broadcast skill that the concept was postponed to be carried out at some later date when their skills in environmental broadcasting would be more developed.

5.11 Future Planning

The introduction of environmental broadcasting in island countries will be difficult in most cases. All of the participants at the course (except for Kun Olter from F.S.M.) were middle or junior level broadcasters with little or no experience of management or the development of programming schedules. Even so it was felt important that the participants be exposed to planning techniques for radio in the hope they could implement the ideas upon their return. Consequently, the final stages of the course were devoted to developing their planning skills and arising from that each participant had to prepare an outline for the development of environmental broadcasting in his or her particular situation. Nevertheless, the course organisers were very aware of the large responsibility being placed on the participant broadcasters. It was one thing to expect them to become proficient environmental broadcasters in their own right, but another to expect them to instigate changes of considerable magnitude within their own stations. Given the variable nature of employment in the islands (people leaving their positions mid career) it was thought possible that a number of the participants would move to other jobs in the future. To lessen the responsibility being placed upon the participants and to spread the responsibility more broadly in the community the course organisers instigated the idea of the Environment Broadcast Committee.

5.11.1 Environment Broadcast Committee (EBC)

The idea was based largely on Keith Jacksons' work with Radio Haveera in the Maldives. In essence, it is a multi-sectoral approach to broadcast where horizontal contacts between government departments and other interests related to the environment can come together to both develop policy, environmental information and resources and to provide a group of informed people who could be used by the environmental broadcasts.

In this way the radio station can avoid the repercussions of broadcasting sometimes difficult material in the knowledge that it fits in with the aims of government.

The EBC is a clear extension of SPREP's involvement in each country. The Education and Information Network would then have actual representatives in each country and it would, of course, be appropriate for the SPREP Focal Point to be represented on the EBC. In some cases, the EBC's role could be expanded to cover Environmental management in which case the broadcasting role would just be a part of the management role. In countries where Conservation and Environment Departments already exist, they could take on the role of setting up the broader committee and establish the links with the radio station of the trained broadcasters.

SPREP's Environmental Resource kits would be of great importance to the Environment Broadcast Committees. Each of the participants received an outline of the EBC concept, and this is reproduced below:

PLANNING FOR ENVIRONMENTAL BROADCASTING

Planning Notes

Environmental broadcasting group (or committee)

Membership of the group should be broadly representative of those departments and organisations which have an interest in environmental matters

- . broadcasting station
- . agriculture department
- . health department
- . fisheries department
- . forestry department
- . lands department
- . environment protection agency
- . and so on

The first meeting of the group should be attended by senior personnel. Later meetings would be attended by people involved in making programmes.

The responsibilities of the group are to

- . recommend on policy in respect of environmental broadcasting
- . suggest what inputs are necessary to enable environmental broadcasting to succeed (especially staff, finance, equipment, other material support)

- . determine priorities for the broadcast coverage of environmental issues
- . evaluate the performance of environmental broadcasting.

Once the broad policies and priorities for environmental broadcasting have been determined, the group should proceed to specify the aims and content of each series of broadcasts.

It is recommended that environmental broadcasting be subdivided into its component parts (for example, water pollution, deforestation, destruction of the reef, overpopulation, etc.) and that a separate series of programmes be planned and produced for each part.

Once all the issues have been dealt with, the environmental broadcasting programme should return to the first issue again - with a new series of broadcasts.

At the same time as the major programmes are being planned, attention should be given to other aspects of environmental programming.

- . spot announcements
- . jingles
- . song contest
- . incorporating environmental issues in other programs such as:
 - . school broadcasts
 - . current affairs
 - . news
 - . women's programmes . women's programmes
 - . farming programmes

The task of the environmental broadcasting group is to provide guidance to producers and writers. The group itself is likely to provide a rich source of talent for programs.

The continuity functions of the environmental broadcasting group are to:

- . identify those environmental problems which could be assisted by environmental broadcasting
- . specify subject matter to be covered by the broadcasts
- . develop programmes in such a way that they coincide with environmental needs
- . brief the programme producer thoroughly so the committee's requirements are understood clearly

- . make recommendations about approach and style so the producer, writer or interviewer can present the material in the most effective way
- . examine scripts and evaluate programs

The group will need to give attention to these aspects of programme planning:

- . series to be broadcast and their titles
- . content, both in broad terms and programme by programme
- . number of programmes in each series
- . frequency of programmes (number of each week)
- . duration of programmes
- . target audience
- . broadcast times
- . support materials (if any)

5.11.2 A Two-day Planning Simulation

As part of the field trip to the snowy mountains, the participants were lodged at the Australian National University, where they undertook a two day planning simulation. The simulation had three phases.

Exercise 1: A role play in which participants explored the difficulties of producing environmental broadcasting as well as ways to convince broadcasting station managers of the importance of Environmental Broadcasting including the more difficult concept of the EBC.

Exercise 2: A group exercise in which participants prepared a submission to government on the introduction of Environmental Broadcasting and the Committees.

Exercise 3: An extension of exercises 1 and 2 where the role play continued and the participants in small groups prepared the detailed plans necessary for the introduction of environmental broadcasting into their imaginary country.

5.11.3 Specific Proposals

Following the two day planning simulation and upon their return to Sydney, each participant was given two days to prepare a detailed plan of their proposals of what they would do regarding environmental broadcasting when they returned home.

A summary of each of these proposals is included in this report on the following pages. For the sake of brevity and clarity the proposals have been edited so that the essentials only remain.

- F.S.M.:** Kun Olter, Station Manager, Ponape, was in the unique position of presenting a report to himself. He intended a 7 programme series of 15 minutes, twice weekly, on Monday at 8 a.m. and 5 p.m. He wanted to have a general audience using the resource material as his inspiration. He would use related broadcast activity of spots, jingles, current affairs, drama and commentary and in 1985 would extend the concept to include a song contest, village talks, articles in the newspaper and school programmes. He wanted to set up an EBC including Governor's Representative, Health, Agriculture, Fisheries, Local Government, Women's Group and the Station itself.
- Cook Islands:** Ema Daniel intended to submit a report on the course to his manager and to the Minister responsible for Broadcasting. He would ask his general manager to form a Planning Committee to discuss how to introduce E.B. He intended a weekly programme of 15 minutes' duration running for a two month trial period. The broadcast period would be preceded by articles in their own newspaper, on Island Awareness, prepared from Dr Chesher's Educational Resources Kit. This would prepare the listening audience. The programme would be called 'Te Enua Ora' meaning the Living Island and would include subjects based on the Resource Material. After the series trial was completed it would be evaluated prior to future planning.
- Tuvalu:** Vaiatoa Uale prepared an action plan for a three-month trial. She intended to prepare a report and submit it to her manager and the Secretary to Government. She felt she would get support from the Station for the introduction of a series. She intended a 15-minute programme including drama talk and interview to be broadcast on Sunday at 7:45 p.m. (peak listening time). She would present the idea of the EBC, but expected it to be handled by management at senior level of government.
- Kiribati:** Maereia Teka would report on the E.B. course to his management and other radio staff. He expected management to act on the EBC concept if they approved the idea. He would use a variety of radio techniques of varying length and choose subjects from the resource material as appropriate.
- Guam:** Dennis Reyes in planning for the introduction of environmental themes in television intended to report on the course by playing programmes made during the course and then producing films utilising people from the Guam Environmental Agencies wherever possible.

Dennis from this point of view is much better placed to find people in his community who are informed on the subject. He will commence his project by developing interesting public service announcements on environmental matters. He proposed a film which would be introduced by a host, a film about an issue showing the problem, and then film an interview between an environmentalist and a citizen discussing the problem. He intends to work closely with the Environmental Protection Agency by informing them of the course, giving copies of materials, and helping them produce items for radio using spots, jingles and drama.

Vanuatu:

Ambong Thompson developed an action plan for a two-month trial which placed environmental broadcasting into a clear government hierarchy from the Prime Minister (Radio Vanuatu R.V. is in his portfolio), through an EBC, to Radio Vanuatu and hence to District rural committees. The EBC would include Health, Agriculture, Fisheries, other interested groups and a representative from the Prime Minister's Office. It would be headed by the present Environmental Officer from Health and include an environmental broadcaster from R.V. The EBC would be based in Vila. The local district committees would action environmental issues and then work back through EBC to the radio rather like a radio forum. The series over two months, would be 15 minutes broken into interviews 3 minutes; talk 2 minutes; drama 5 minutes (a serial) and jingles and spots. The programme would be weekly, Tuesday at 6:45 p.m. repeated next morning at 8 a.m. It will be in Pidgin English and entitled 'Island Blong Yumi'. He intends to celebrate the yearly Independence Day with a song contest in Vila for string bands from around the country.

Niue:

Lofa Rex was deeply concerned to establish a work programme which would achieve political and administrative support and which would justify her intention to become involved in Niue's environment. In Niue's first five-year development plan, there are no immediate environmental objectives apart from under P.W.D. and Health in the Planning Office. She intended, therefore, to introduce EB into the radio with back up through the newspaper (run by the same organisation) posters, films, essay competition, song contests, guest speakers, and talks, but in a process continuous over the years. She believes SPREP needs to support the idea of a development broadcast unit associated with an EBC drawn from Government and the Community, but only including people who are environmentally aware.

She intended early discussions with her manager to work on a strategy, and then through the Minister of Information to gain support for environmental objectives. The Development Broadcast Unit would include existing public relations people from Agriculture, Health, Education, Police, P.W.D., womens programmes and she would help them to become involved with environmental objectives. The radio series she proposed would all be broadcast at peak times before news and community messages and would consist of talks, interviews, jingles and spots and she hoped to introduce drama. But she is concerned to extend the role of the broadcaster by getting support for a song competition on environmental themes, speech contests for schools on local problem themes, talks and films for women's groups, an essay or poem competition, village film and talk evenings, and to include environment issues in village council meetings where possible.

Solomon Islands: Claudius Horiwapu intended to focus environmental broadcasting on those areas already facing problems environmentally. He intends to work closely with the Environment and Conservation Office of the Prime Minister's department. His broadcasts would be 384 development spots on environmental themes during 1984, i.e., 2 spots per day using spots on a rotating basis. As well he would introduce 5-minute section on environment into his weekly 'walkabout long ples' peak listening time. He expected no difficulties to introduce the ideas because of government and management support for the concept. He expects station management to be responsible for setting up an EBC as soon as possible.

Western Samoa: Iupati Laga'aia sees EB as fitting in well with a strong tradition to promoting environmental awareness in his country. So he proposed a committee within his Broadcasting Station focussing on environmental issues which would include people from other Government departments with environmental concerns to help in the production of EB. He wants a permanent position for a full time environmental broadcaster who would interview officers with environmental experience as well as produce talks from government, church and village leaders on environmental themes. He expected to produce 15-minute programmes, but would also produce 3-5 minutes jingles and spots 2-4 minutes duration. He wants to then, introduce environmental topics into other programmes produced on his station such as 'Do you know'; Guide Lines; Farming Programmes; School Broadcasts; News; and Current Affairs.

Tonga:

Lavinia Vikilani proposed a trial period of three months for a series on environment called 'Tonga the Living Island'. She would use interviews, dramas, talks or music, of 15-minute duration, weekly, on Thursdays between 6 and 7. She would start with less controversial topics and move into more difficult topics as the series progressed. She intends to augment this programme with frequent development spots, a singing competition with an environmental theme and incorporate environmental themes into other existing station programmes such as Health, Agriculture and Schools. She also proposed a Talk-back series on environment. She hoped the programme would be discussed at the weekly 'Kava Clubs' and other village group meetings. While she is setting up the trial she wants management to establish an EBC.

Marshall Islands:

Lee Silk proposed a 3-month trial for EB. He expects that although a number of existing programmes are on related subjects they will need to be tied together to represent environmental themes through the setting up of an EBC. He proposed an Island Awareness and health series to be broadcast alternatively on Wednesday at 6:30 p.m. of 15-minute duration using talks, spots and jingles. He would like a song contest and hope to set up contact with other media particularly the Government owned 'Gazette' and the privately owned Marshall Islands Journal.

Papua New Guinea:

Gervasius Rovi proposed to set up an interdepartmental committee to plan for the introduction of environmental broadcasting in 1985. He outlined the steps he would take to get approval through the station and government and proposed a 15-minute programme on Wednesdays at 7:45 a.m.

Fiji:

Nacmi Rakuita although not working within Fiji Broadcasting Commission works to produce the USP extension radio programme. She would like a change of time slot for the USP programme to a peak listening time of 7:30 in the evening and to introduce environmental themes during this time. To augment this idea she proposed a column in the USP information bulletin on Environmental Issues; articles from students to be published in university magazines; the graphics section of extension services be asked to draw up posters for general display, and to work with USP departmental heads to assign people to report on environmental themes.

6.0 COURSE EVALUATION

The International Training Institute encourages all course participants to evaluate their courses as part of ITI's review process. In the case of the Environmental Broadcasting Course, it was the first and only one of its kind and not likely to be repeated at ITI. Nevertheless, it is likely that the SPREP Radio Project will involve training programmes of one kind or another over the next few years. Consequently, the course evaluation is included in this report to indicate the range of considerations that the course organisers thought important. The participants filled in a questionnaire which is repeated below, however, the responses to the questionnaire have not been reprinted.

Environmental Broadcasting Course Evaluation. Questionnaire.

1. Was the Environmental Broadcasting Course
(a) of great value, (b) of good value, (c) of average value,
(d) of little value, (e) of no value? Please give your reasons.
2. When did you hear about the course (how long before it started)? Who told you about it?
3. Why do you think you rather than someone else was chosen by your government to attend the course?
4. Did the course get the most out of you. Did it make good use of your own knowledge and experience.
5. Has the course given you added confidence to deal with your work problems back home? If it has, can you explain why and how?
6. Do you intend to introduce any changes to your work back home as a result of this course? What might these changes be?
7. During the course did lecturers present material in a clear and understandable way?
8. The course had main objectives. Indicate whether you think each one was fully (f) achieved partly (P) or not achieved (N).
 - 8.1 To learn how to make environmental radio.
 - 8.2 To become more aware of your own island environment.
 - 8.3 To develop an awareness of environmental ideas.
 - 8.4 To share information about broadcasting with other broadcasters from the South Pacific.
 - 8.5 To become aware of other networks and organisations which can

be of help to radio.

- 8.6 To improve personal broadcasting skills and techniques.
 - 8.7 To develop a plan for the introduction of environmental radio in your broadcasting station.
 - 8.8 To produce the first SPREP island awareness programme.
 9. Would you like to see the course changed in any way.
 10. The course included a number of important themes or subject areas. Indicate whether you think each to have been very useful (V); useful (U) or not useful (N) to your work, Island Awareness; Broadcasting Problems; the talk; the interview; the drama; environmental problems; planning; camping trip; ferry trip visit to Canberra.
 11. Please comment on accommodation, food and facilities at Hereford Lodge: Can you suggest any improvements?
 12. Please comment on the administrative and welfare of your period at ITI.
 13. Would you like to see further courses of this kind organised? If so, where would you prefer to see them held?
 14. Rank the following communication subjects 1-10 in their order of importance to your broadcasting station.

Communication Planning; Communication Theory; Development Communication; Journalism Skills; Management Skills; Media Law; Public Relation Skills; Radio Broadcast Skills; Knowledge of Technology; Television Broadcast Skills.
 15. Which of those subjects cannot be taught adequately in your country?
 16. Any other comments you would like to leave us with.
-

7.0 BROADCASTING IN THE PACIFIC - THE QUESTIONNAIRE

One of the important concerns of this Environmental Broadcasting Course was to use the opportunity of assembling the Broadcast representatives of fourteen countries, to explore the barriers to effective radio communication in the region. The SPREP Radio Project depends on the accumulation of this knowledge. The efficient planning of its involvement in each country and the development of proposals aimed to increase environmental awareness is based on a realistic appraisal of the strengths and weaknesses of broadcasting as a whole.

So, although, the participants and the course directors spent many fruitful hours examining broadcasting from a number of perspectives it was felt a more permanent record was required. As a result a questionnaire was devised aimed to elucidate the condition of broadcasting in each country. Unfortunately, the participants were not as experienced in all matters of broadcasting as had been expected, but even so they were able to give a fairly detailed response.

Because the questionnaire and its findings are extra to the specific topic of environmental broadcasting, the results are not included in this report. The responses are those of junior staff and cannot be taken as fully representing the opinions or policies of each broadcasting station and so, therefore, were not published. However, they are a unique collection of facts and opinions about the barriers to optimum use of radio as a communication medium in the South Pacific. The questionnaire is included here for general interest, but the amalgamated results have not been included in the report.

The Questionnaire

(1) Training and Skills

- 1.1 Is broadcasting a vocation or a job?
- 1.2 How are broadcasters reassessed and what qualifications do they need?
- 1.3 What is the level of broadcasting skill in your station? Describe.
- 1.4 What kind of training for broadcasting do you have in your organisation? Describe.
- 1.5 How are broadcasters evaluated in your station?

(2) Money and Equipment

- 2.1 How important is money to the production of radio?
- 2.2 Are salaries competitive with the rest of the community?
- 2.3 How much touring do you do as part of your job? How much should you do?
- 2.4 Does your station receive adequate funding for satisfactory operation?
- 2.5 What kinds of savings are made in station operation?
- 2.6 What is the level of maintenance and repair of broadcasting equipment?

2.7 Describe your working conditions.

(3) Programming and Language

- 3.1 What is the philosophical base of your radio station?
- 3.2 Describe how programming is determined and explain what types of programmes have precedence over others?
- 3.3 How difficult is it to introduce new programme ideas?
- 3.4 Describe the level of commercialisation of your station.
- 3.5 Who does your station regard as its main audience?
- 3.6 What languages are broadcast and why? What languages would you broadcast and why?
- 3.7 How well do your present broadcast languages communicate your intended message?
- 3.8 How would you change language policy on your station?

(4) Networks and Technology

- 4.1 How well does radio reach your population?
- 4.2 What is the distribution of radios and/or batteries in your country?
- 4.3 What are the differences between urban and rural audiences?
- 4.4 How many hours do you broadcast each day?

(5) Research and Feedback

- 5.1 How important is audience research and why?
- 5.2 Do you have an audience research section?
- 5.3 Describe your audience.
- 5.4 How does your audience let they know what they think of you?
- 5.5 What would you like to know about your audience that you don't already know?
- 5.6 Do you ever get out into your audience to find out what they think of your station and/or programme?
- 5.7 Do you like listening to your own radio station and programmes?

5.8 How would you change your research/feedback?

(6) Government Policy

6.1 How independent is your station?

6.2 Does your government see your station as an information service for government?

6.3 How does your government react to criticism in programmes broadcast by your station?

6.4 Who determines what your station will broadcast?

6.5 Does the government involve broadcasters on the station in development planning? At what level?

6.6 What is government policy on environment protection?

(7) Management

7.1 Who appoints station management and why?

7.2 How much does management consult with staff about decisions?

7.3 What kinds of barriers exist between you and your managers?

7.4 Describe management attitudes to change and new ideas?

7.5 Describe level of management training of your senior staff.

(8) Other organisations

8.1 What networks operate in your community? Please tick: Women's groups; Churches; Youth; Appropriate Technology; Education; Health; Agriculture; Heritage Culture; Others.

8.2 Which of these groups have radio programmes of their own?

8.3 What does your audience think of these programmes?

8.4 How does your station work with these groups?

8.0 CONCLUSIONS

Conclusions reached about this Radio Project Stage 2 course will vary depending on the perspective taken. For the participants, success or otherwise should be with respect to the objectives of the course itself. For the course organisers the conclusions are certainly within those references. They are beyond it relating more to the broader needs of the SPREP Radio Project in particular, but also to the Education Information and Training Network itself. Although the responses of the participants to the course evaluation were not included in the report, a clear summary of the participants' conclusions about the course can be found in Question 8 of the evaluation. These are produced below in tabular form.

8. The course had nine main objectives. Indicate whether you think each one was fully (F) achieved, partly (P) or not (N) achieved.

	FSM	CI	TU	K	G	PNG	V	N	SI	WS	TO	MI	P	F
To learn how to make environmental radio	F	F	F	F	F	F	F	P	F	F	F	F	F	P
To become more aware of your own island environment	F	F	F	F	F	F	F	F	F	F	F	F	F	F
To develop an awareness of environmental ideas	F	F	F	F	F	F	F	F	F	F	F	F	F	F
To share information about broadcasting with other broadcasters from the South Pacific	F	F	F	F	F	P	F	F	F	P	F	F	P	P
To become aware of other networks & organisations which can be of help to radio	F	P	P	F	F	P	F	F	F	P	P	I	F	P
To improve personal broadcasting skills & techniques	F	F	F	F	F	P	F	F	F	F	F	F	F	F
To develop a plan for the introduction of environmental radio in your broadcasting station	F	F	F	F	F	F	F	F	F	F	F	P	F	P
To produce the first SPREP island awareness program	N	F	F	F	F	F	F	F	F	P	N	P	N	N

From the point of view of the Radio Project Officer, a number of other conclusions have been reached. These are summarised below.

1. The general aim of the course "to assist island broadcasters to produce programmes about their own islands and the environmental issues that occur" has been met successfully.
2. The specific objectives have all been achieved except for the production of the SPREP Island Awareness Series. It is expected this will be produced on a continuing basis in the countries of each of the participants.
3. The Needs Analysis carried out at the beginning of the course was essential to the success of the course. The analysis revealed that among the participants there was a great range of expectation, understanding and broadcasting experience. As a result, the course directors had to make fundamental changes to the course design in response to the participants' needs. The analysis revealed the great difficulty of establishing and designing regional training programmes when the needs and experience of each country are so diverse. It exemplified the difficulty of regional organisations establishing adequate and reliable contact with suitable course participants. It gave clear indication of the importance of sub-regional or in-country training programmes.
4. The Educational Resource Materials were fundamental to the success of the course. In their present form they allowed the course directors to present comprehensive information about environmental philosophies, environmental issues and the whole concept of island awareness. However, for SPREP's wider audience, they require modification to the language and the content if they are to become an effective educational resource.
5. The development of environmental awareness is a long term process, especially amongst people unfamiliar with the concepts and issues involved. The combination of field trips, seminars, discussions and the development of environmental broadcasting skills proved to be a highly successful way of inculcating these themes in a short time. However, in nearly all other circumstances where the SPREP Education, Information and Training Network is involved, people will not have the benefit of these techniques. They must, therefore, rely almost exclusively on printed material. There is a very clear need for material which can be both a resource and an advertisement, for people throughout the region.
6. Sophisticated radio techniques are not common in the region. To be effective communicators, environmental broadcasters need to use as many of the techniques as possible. This course was only a beginning in the development of these skills amongst the participants involved. Further development will be necessary for each participant within the context of his or her own broadcast organisation.

7. Environmental Broadcasters need to be involved with alternative ways to communicate environmental awareness. Working with community organisations, developing listener feedback channels, establishing radio forums and encouraging heritage broadcasting are useful techniques in this regard. The use of video and film to encourage island awareness is largely undeveloped and should become a fundamental resource in SPREP's Education, Training and Information Network.
8. The development of environmental broadcasting in each country will be a long term initiative. It is not appropriate that the responsibility for this process should rest on individual broadcasters nor indeed on the radio stations themselves. There is a clear need for the establishment of Environmental Broadcast committees representing government, community organisations and the broadcasters themselves to fully respond to the environmental awareness needs of each of the countries in the region.
9. The proposals prepared for the introduction of environmental broadcasting by each participant are very useful outlines for each country. They should be encouraged and assisted by SPREP and the Radio Project wherever possible.

9.0 RECOMMENDATIONS

Arising from the above conclusions, the following recommendations are made.

1. That all future SPREP Radio Project Training Courses be held "in country".
2. That SPREP assist and encourage each radio organisation to develop environmental broadcasting.
3. That a SPREP radio series be produced by the participants with the assistance of the SPREP Radio Project Leader and that this be circulated as widely as possible in the region.
4. That the Educational Resource materials on Island Awareness developed for the course be adopted as the basis for future materials, but that they be simplified both as a resource and for environmental awareness raising purposes.
5. That environmental radio broadcasters be encouraged to develop their radio skills in all of the radio production techniques available.

6. That wherever possible environmental broadcasters should work with community organisations, develop listener feedback channels, become involved with heritage broadcasting and establish and promote radio forums to diversify and spread the environmental message in the region.
7. That SPREP should immediately develop audio-visual materials on Island Awareness for dissemination in the region.
8. That SPREP support the development of "Environment Broadcasting Committees" in each country as a fundamental prerequisite for the effective and lasting implementation of Environmental Broadcasting.

Rodney Hayes,
Radio Project Leader