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The group decided to focus on a more detailed and systematic critique of many of the points made earlier in the papers and discussions.

Before doing this, however, it was felt necessary to stress the following:

a. Paradigms are essentially post-hoc superimpositions and constructions usually attempting to produce order from chaos -- they are not normally present in the mind of those chiefly associated with them when the research is being carried out.

b. This was certainly true in the case of Lerners Traditional Society work which led to the most influential of the publications associated with the old paradigm. In its conception and operational terms the research such as it was had nothing to do with communication and development but sprang from a Voice of America audience research exercise and reflected the cold war politics of the time.

c. Paradigms like any system of classification can be misleading as well as helpful -- they can lead to a stilted state view of things. To criticise the old paradigm does not mean that one has to embrace all that follows -- to lack of the old paradigm does not mean that it is dead. Paradigms may exist side by side -- one needs to be more flexible in the study of paradigms.

d. In the critique one should beware of throwing the baby out with the bath-water. The paradigm may be inadequate but some of the research carried out within its framework has produced many useful insights.
e. The critique which follows concentrated on the essence of the old paradigm primarily because of its tremendous influence. Recastings and confessions are recognised as are their implications -- but the critique is not about these although it would still apply to certain aspects of the reformed model.
REPORT OF WORKING GROUP II

TOPICS: Devcom - The New Paradigm: International Dimensions, Technology and Culture

By their very nature, the emerging technologies have an international dimension. The new trends in development communication must be based on certain premises of technology and culture that extend beyond national concerns.

Premises on technology, essential for a better understanding of development communication, we feel should take into consideration that:

Categorisation of technology as high/small/big are no longer of relevance in the context of their increasing interactive nature and a blurring of conventional distinction between the applications of the various types of technology is taking place.

In this sense, "appropriate technology" no longer refers to tools or specific media or even a media-mix.

It should mean that technology is suited to the people and not the reverse conventional approach of people and social context, fitting to suit a technology is perpetuated.
We understand from this that there is a basic presumption that technology suited to people implies the availability of a choice.

PREMISES ON CULTURE

By all consensus, the concept of culture is abstract, nebulous and indefinable. It has been so in the past and is quite likely to remain so in the future. Cultural changes may be felt to be beneficial by some and harmful by others. It is, therefore, necessary in times of cultural change to carefully examine the needs and interests of those advocating either the change or the retention of the status quo. However, the conventional interruption of culture has been that from time to time, there has been blatant, damaging, as well as beneficial, superimposition of one culture on another.

Therefore, efforts to retain the cultural identity have tended to be prescriptive and protective in shielding national cultures from foreign invasion. The brilliance and dynamism of culture to absorb the new and acceptable has been restricted. We feel it is necessary that we recognise the needs for sharing of culture for the enrichment of indigenous values and also mutual understanding. Such a sequence of events can come about when there is an opportunity for greater exposure to a variety of cultural experiences and the people have an opportunity of choice and decide the pace and form of evolution of culture.
The new approach must infuse dynamism and to the rather static concept of culture that is prevailing.

Within this framework, we have identified the major issues that need to be addressed.

1. Issues of control and use of technology must focus on the monopolisation of multi-national corporations. Practitioners and researchers of development communication should be continually aware of who owns, controls, produces and uses new information technology and the effects of this structure upon the average human being. While there is a clear imbalance in the flow of information on an international level, access to information in individual nations is often found to be similarly restricted.

2. Neither total opposition nor total acceptance is a viable option for the choice of technology. It must be based on considerations that such options even if appropriate may lead to greater dependence. Suggestions of development of indigenous technology of comparable quality or standard are also equally unrealistic.

The search must be for integration of all available technologies and alternative methods of reaching
people. The self-respect and self-reliance concepts so inherent in a people movement need to be strengthened so as to compliment any successful technology efforts. These important principles of self-respect, self-reliance are abstracts and not immediately saleable. The question is how such alternatives can be mobilized?

The effort should be to identify individuals, groups and government institutions that are functional at community levels.

Secondly, an effort to establish a network of contacts and a sharing of opportunity for such institutions are necessary. Obviously each effort is unique in its own way and possibly appropriate to the social context in which it has succeeded. The intention is not to transplant one approach to another locale per se but provide the information, so that people can decide what methods or means are applicable to their needs. The network of contacts may operate among key-persons or groups within different institutional spheres (political, economic, educational and religious organisations). Facilitating these networks through communication processes could catalyse a power that may minimise the perceived adverse effects of media.
Conflicts between a need to retain some cultural identity and the inadvertable marginalisation of cultural values that seems to follow changing development situations have been highlighted.

Again, the consensus seems to be that there is no either/or choice but one of an appropriate middle-of-the-road approach. It is therefore necessary to be more specific as to what this option may be.

The acceptance that culture is non-static implies that there should be a consciousness and ability to discriminate the components of culture that must be retained and those that are prone to change.

Communication can be the vital link in establishing and bringing about the awareness of the people to choose their own cultural values. Again, the approach should be one of sharing varied cultural experiences rather than isolation or monopolisation by anyone.

This shifts our attention to the content of communication. Both in terms of variety and quality of content, much needs to be done so that we can claim that communication can contribute to an improvement in the quality of life.
The working group deliberated at great length on various aspects of the question of what should be the new development communication paradigm. As it was felt that development is a complex concept requiring clarity of definition, the working group sought to clarify this concept with special reference to the issues under study.

In the light of the present global and national system, development has to be understood as an awakening process taking place in human personalities, families, villages and urban communities, nations and the world, in their spiritual, moral, cultural, social economic and political life in terms of the principles of social justice, self reliance and a consciousness of the environment, the protection of heritage and a modest and wholesome life.

The new paradigm also envisages a shift away from the urban megapolis to accommodate shifts in the urban rural economy, the areas where there would be a decentralisation of economic and political power. Participation (leading to a full, actual involvement) by the people from all walks of life in every aspect and stage of the development process is sought for.

Toward this end, technologies are not to be rejected en toto. At present, high technology is controlled by an elite leadership which creates unrealistic goals in a society. Rather than this perspective, the technologies must be critically examined for their utility and suitability to the developmental effort and used accordingly. The application of high technology must not take place without a careful consideration of their consequences upon the environment and an evaluation of social cost to the society.

Communication establishments must enter the field directly as an input into the development process, and also as providing development support communication wherever needed. The role of communication is seen as also as informing all sections of the population about the goals of development.
THE INDICATORS OF THE NEW DEVELOPMENT PARADIGM

1. These indicators constitute a shift away from the priority of economic indicators such as growth rates, GNP, per capita income, etc. to indicators of social justice.

2. The indicators of social justice are the provision of basic amenities to all sections of the population. These amenities include at the primary level,
   a. a clean and beautiful environment, both physical and psychological
   b. clean and adequate water for all
   c. clean and adequate clothing
   d. balanced diet
   e. adequate housing
   f. health
   g. communication, i.e., access to communication and information flow and participation in the process
   h. energy requirement
   i. total education
   j. spiritual and cultural needs

3. At the secondary level, the needs to be met are those of physical infrastructures such as schools, health centres, roads and communications, social welfare services, electricity, etc.
It is emphasized that it is not the mere provision of physical facilities but the building of sound institutions and structures, e.g., schools with qualified teachers and teaching aids.

4. At a tertiary level, a qualitative improvement must provide for the creation and maintenance of institutions to meet leisure needs and where spiritual and cultural needs may be given full and free expression.

5. This calls also for a restructuring of communication policies and structures so that the role of communication is an integral part of the development process to provide,

a. channels for participation of all citizens in the communication process at all levels toward the attainment of national goals.

b. providing of informational inputs to all sectors of the population in an equitable and balanced manner.

c. providing development support communication when needed.

6. Given the positive experiences of the voluntary and grassroots organisations in altering interpersonal communication in a very effective manner, it is these agencies and the NGOs which will have to provide a much needed impetus to the creation and promotion of such an environment.

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REPORT OF WORKING GROUP IV
DEVCOM CURRICULA, EDUCATION, TRAINING AND RESEARCH

GROUP IV MEMBERS
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There is a need for a development communication curriculum in formal, university-based communication education programmes to produce manpower with the skills to use and apply the various communication approaches and media in development oriented work, as well as with the knowledge and skills to conduct research for policy making and programme planning and management. There is also a need for a development communication curriculum in non-formal, non-university based training programmes to train field workers engaged in development oriented work in the skills necessary to communicate development goals and the requisite knowledge, attitudes and behaviour to realize these goals. Likewise, there is a need for training programmes to increase the awareness of media professionals and practitioners about development communication and how it can be operationalized in actual media practise.

Educational and training systems vary across countries but the group maintains that a development communication curriculum can be designed to suit the different situations in various countries and cultures.

Group IV proposes two levels of a formal devcom curriculum: one for undergraduates and another for graduate students. The undergraduate programme is conceived of as a skills oriented, development support communication programme. It is seen as
providing the students with knowledge and skills necessary to prepare them for a job in a development sector, but this programme shall include inputs on the concepts of communication for development and for social/structural transformation. The graduate programme is seen as a research and planning oriented devcom programme. It will be open, not only to undergraduate communication degree leaders, but also to others in different fields, but who either express great interest in devcom or are actually working in development oriented institutions and programmes.

Short term training programmes in devcom can be based on the formal communication education programmes but modified and adapted to suit the practical needs of trainees.

Group IV proposes that a devcom curriculum should include the following subject areas:

1. Issues in Development
2. Communication in Development
3. Communication and Socio-Cultural Change
4. Theories and Methods of Social Research
5. Ethics
6. Mass Media, including Community Journalism/Broadcasting
7. Traditional Media
8. Interactive Media
9. Communication Technology
10. Planning Public Education Programmes and Campaigns
11. Field Work or Practicism in Communication Planning
12. Community Leadership and Participation
13. Special Project or Thesis.

The first three courses are intended to provide an over-view of the field of, and issues pertaining to communication and development, and how communication can be harnessed for social and cultural change. The fourth is intended to provide a grounding in the theoretical foundations, techniques, and practice of social
research. The fifth is intended to create an awareness and appreciation (and hopefully, an integration into the self) of the ethics and values required of a devcom professional, whether planner, policy maker, or practitioner, and the differential values perception/actualization across cultures.

The media courses are intended to provide skills not only on how to use the various communication media per se but also on how to maximize their use and application in promoting development oriented goals, programmes and messages. These courses shall integrate practical information and training on how to develop and produce interesting and marketable devcom oriented programme materials that media executives should find acceptable for dissemination through their outlets.

The Communication Technology course is intended to create an awareness of advances in communication technology and their potential in development communication work.

The Public Education subject is a planning oriented course on how to develop and implement information, education and communication programmes and campaigns with a development focus. The Field Work or Practicum may be a sequence course to provide the opportunity for field testing and application of public information or communication plans.

The course on Community Leadership and Participation is intended to provide the student with the skills for developing/initiating/encouraging leadership in a community and animating participation in developmental programmes and activities.

The Special Project or Thesis is intended as the final project that should demonstrate the students capability to integrate conceptual and practical learnings from the devcom programme. This final project may take on the form of field research, or production and testing of devcom oriented media and programme materials.
Group IV recognizes the need for research for proposes of policy. Formulation, programme planning need implementation, and programme evaluation in the field of devcom. The group proposes the following research agenda:

1. **Research on Communication Curricula**
   a. Descriptive research on the communication curricula of various schools in the region to determine their development orientation.
   b. Comparative evaluation of the devcom curricula of communication education/training institutions in the region.

2. **Research on DevCom Research**
   State of the Art collaborative on devcom research in a country/region.

3. **Effects/Impact Research**
   a. Research on the social structural effects of mass media.
   b. Follow up evaluation research of development programmes after implementation over x years to determine long term effects.
   c. Comparative research on effects of participatory media versus other media.
   d. Research on the impact of media on culture.

4. **NIEO/NWICO Related Research**
   a. Research on specific issues in the formulation of an NIEO or NWICO.
   b. Research on the impact of multinationals on development programmes.

5. **Research on Communication Technology**
   Research on relative effectiveness of media/communication technology mix.
6. Research on Policy and Planning
   a. Research on development policy making and decision making processes.
   b. Research on development communication policy and planning processes.

7. Values Research
   a. Research on the development orientation of development communicators.
   b. Research on the professional values of devcom practitioners.
   c. Research on differential values perception among media professionals/practitioners in different countries.