

Chapter 1 : Communication for development | UNICEF

Development communication refers to the use of communication to facilitate social development. Development communication engages stakeholders and policy makers, establishes conducive environments, assesses risks and opportunities and promotes information exchanges to create positive social change via sustainable development.

Definition[edit] This section has multiple issues. Please help improve it or discuss these issues on the talk page. This section may lend undue weight to certain ideas, incidents, or controversies. Please help to create a more balanced presentation. Discuss and resolve this issue before removing this message. July This section may be too long and excessively detailed. Please consider summarizing the material while citing sources as needed. Umali, a national scientist in the area of plant breeding titled "In Search of Breakthroughs in Agricultural Development". Development support communications is a discipline in development planning and implementation in which more adequate account is taken of human behavioural factors in the design of development projects and their objectives. What qualities do they possess? Quebral [14] gave a succinct characterization: They understand the process of development, the process of communication, and the environment in which the two processes interact. They are knowledgeable in communication skills and techniques as well as proficient in subject matter to be communicated. They have internalized the values inherent in equity and the unfolding of individual potential. They have firsthand knowledge of the several kinds of end-users of development communication. They have a sense of commitment, the acceptance of individual responsibility for advancing human development. Concepts[edit] According to Felstehausen , conventional theoretical assumptions are drawn from development communications research and are challenged on the grounds that as theoretical concepts they are inadequate guides to the selection of data and the resolution of development problems. The first conceptual fallacy results from the regular practice of choosing operational examples and analogies from the experiences of developed rather than underdeveloped countries. This is especially evident in terms of a bias favoring technology especially U. The second fallacy results from the use of inappropriate and frequently untested theoretical models within communication research causing a distorted view of the role of communication in relation to social and behavioral systems. The first issue is argued by presenting a review of empirical studies which show that communication processes and the adoption of new technology does not go on apart from the factors which define the behavior of the social, economic and political system. Correlational analyses are of little value in explaining communication processes, or in establishing their role in relation to development. The second issue is addressed by suggesting that communication is to be viewed as part of a social interaction theory in which communication is treated as a process which unveils and transforms reality in the exchange of information among persons. Communication can be defined as a process of accumulating and integrating intelligence. This reformulation shifts the research focus from questions of how communication functions to change persons senders or receivers , to how it functions to change and transform ideas. Concepts, ideas, interests and positions can then be used as the primary units of analysis. The advent of communication sciences in the s included recognition of the field as an academic discipline, led by Daniel Lerner , Wilbur Schramm and Everett Rogers. Both Childers and Quebral stressed that DC includes all means of communication, ranging from mass media to person to person. According to Quebral , the most important feature of Philippines-style development communications is that the government is the "chief designer and administrator of the master development plan wherein, development communication, in this system then is purposive, persuasive, goal-directed, audience-oriented, and interventionist by nature". Manyozo broke the field into six schools. The "Bretton Woods" school was originally dominant in international literature. Rerum novarum On the New Things , for example, an encyclical written in by Pope Leo XIII critiqued social ills and promoted "the Catholic doctrine on work, the right to property, the principle of collaboration instead of class struggle as the fundamental means for social change, the rights of the weak, the dignity of the poor and the obligations of the rich, the perfecting of justice through charity, on the right to form professional associations" [17] In , Pope John XXIII , writing on the topic "Christianity and Social Progress", produced an encyclical entitled Mater et magistra Mother and Teacher ,

which taught that the "Church is called in truth, justice and love to cooperate in building with all men and women an authentic communion. In it the Pope underscored the importance of justice, peace, and development by declaring that "development is the new name of peace". Addressing development workers, he said, "genuine progress does not consist in wealth sought for personal comfort or for its own sake; rather it consists in an economic order designed for the welfare of the human person, where the daily bread that each man receives reflects the glow of brotherly love and the helping hand of God". Due to his pioneering influence, Rogers was referred to as "one of the founding fathers of development communication. They claimed that it proposed industrial capitalism as a universal solution and that many projects failed to address obstacles such as lack of access to land, agricultural credits, and fair market prices. They pioneered participatory and educational approaches to empowering the marginalised. In effect, they served as the earliest models for participatory broadcasting efforts around the world. Broadcasts adopted indigenous languages to reach larger audiences. The government, guided by socialist ideals and politicians, started many development programs. Field publicity was employed for person-to-person communication. The radio played an important role in reaching the masses because literacy was low. Educational institutions especially agricultural universities, through their extension networks and international organizations under the United Nations umbrella experimented with development communication. So-called Public Information Campaigns were government-sponsored public fairs in remote areas that presented entertainment along with information on social and developmental schemes. Villagers engaged in competitions to attract attendees. Public and private organizations sponsored stalls in the main exhibition area. Some state governments employed this model. NGOs and educational institutions created local stations to broadcast information, advisories and messages on development. Local participation was encouraged. Community radio provided a platform for villagers to publicize local issues, offering the potential to elicit action from local officials. Anglophone Africa employed radio and theatre for community education, adult literacy, health and agricultural education Kamlongera, , Mlama, The FAO project, placed under SADC, developed an innovative methodology known as Participatory Rural Communication Appraisal PRCA , which combined participatory tools and techniques with a strong communication focus needed to enhance projects results and sustainability. Radio was especially important in rural areas, as the work of the non-governmental organization Farm Radio International and its members across sub-Saharan Africa demonstrated. Knowledge exchange between development partners such as agricultural scientists and farmers were mediated through rural radio Hambly Odame, In her paper, Quebral argued that development communication had become a science, requiring the tasks associated with communicating development-oriented issues be based on scientific inquiry. At the time the field was limited to agricultural and rural development. If information counters entropy and societal breakdown is a type of entropy, then there must be a specific type of information that counters societal entropy. The exchange of such information be it at the individual, group, or societal level is called development communication. As an extension arm of Kasetsart University its international service mission includes building and maintaining quality services to support organizations in their efforts for sustainable development in social and economic sectors. Participatory development communication The evolution of the participatory development communication school involved collaboration between First World and Third World development communication organizations. The difference seems to be a matter of semantics and not ideology since the end goals of these global organizations are almost identical to each other. Communication for Development C4D goes beyond providing information. It involves understanding people, their beliefs and values, the social and cultural norms that shape their lives. It includes engaging communities and listening to adults and children as they identify problems, propose solutions and act upon them. Communication for development is seen as a two-way process for sharing ideas and knowledge using a range of communication tools and approaches that empower individuals and communities to take actions to improve their lives. It is not only about effective dissemination of information but also about using empirical research and two-way communications among stakeholders". Development Communication division, the World Bank. From to farmers met weekly to listen to radio programs, supplemented by printed materials and prepared questions to encourage discussion. Later the Forums dealt with social and economic issues. This model of adult education or distance education was

later adopted in India and Ghana. It was a forerunner of the school-on-air SOA concept that provided informal education for farmers. Established in , Global South Development Magazine has been a recent example of development communication in practice. Instructional television was used in El Salvador during the s to improve primary education. One problem was a lack of trained teachers. Teaching materials were improved to make them more relevant. More children attended school and graduation rates increased. The initial effort had the advantage of a remarkable local leader and visits from the provincial governor. This was an attempt to deal with chronic malnourishment among children. The project used cooking demonstrations, posters and broadcasts on local commercial radio stations. Some people tried soybeans but the outcome of the project was unclear. The books were in Albanian and featured Superman and Wonder Woman. The comic books instruct children not to touch and not to move, but instead to call an adult for help. JHR works directly with journalists, providing monthly workshops, student sessions, on the job training and additional programs on a country by country basis. Television and radio played a complementary role in the dissemination of literacy training programs. Live coverage of literacy worker and students was used to dramatise and this was reinforced on radio and in newspapers. Discuss July Development communication policy covers formal and informal processes where interests are defined, expressed and negotiated by actors with different levels of power and with the goal of influencing policy decisions. It disseminates information and employs empirical research, two-way communication and dialogue among stakeholders. It is a management tool to help assess socio-political risks and opportunities. By using communication to bridge differences and take action towards change, development communication can lead to successful and sustainable results. These include poverty and unemployment, limited access to basic services, remote settlement patterns, lack of access to technology, lack of information, inadequate health services, lack of education and skills and lack of infrastructure. Democracy, decentralization and the market economy empower individuals and communities to control their own destinies. Stimulating awareness, participation, and capabilities are vital. Policies must encourage effective planning and implementation of communication programs. Horizontally government agencies, semi-governmental offices e. Vertically, information must flow in both directions between the population base and decision-making bodies. This involves local and supra-local administrations that are active in handing out directives and reporting back to the government. According to her, research must precede and become the foundation of policy. Stakeholder analysis The design and implementation of policies is becoming more complex, and the number and type of actors involved in policy implementation more diverse; [66] hence, the policy process is evolving towards multi-actor and multi-goal situations. Where several groups of stakeholders are involved in the policy process, a stakeholder analysis can provide a useful resource.

Chapter 2 : Development communication - Wikipedia

MASS COMMUNICATION MODULE - 1 Notes Introduction to Mass Communication 40 Development Communication 4 DEVELOPMENT COMMUNICATION In your earlier lesson, you have learnt that effective communication is a.

Communication seeks to serve the people without manipulation and encourage genuine response. There is no propaganda as ulterior motive of communication. Communication is to develop Conscientization or critical consciousness which can be about self-responsibility, social conscience and self-determination for right judgments and for social communication. The theory was used for social change. Explanation of Development Communication Theory Development used to be taken as bridging the disparity between the so-called 1st world and the 3rd world countries before the 20th century. The under-developed countries had to follow their kind of political and economic systems, like heavy industries, capital intensive technology, etc. All other countries had to replicate a single form of development process which was practiced in some specific countries. Thus, development was linked with Westernization. Development communication was at first based on the developmental theory of westernization but later had its own basis in the developmental theory of modernization s. The definition of development communication has been evolving with time from considering people as audiences who were to be influenced one way and the process rooted in the SMCR model. The unilateral communication flow was criticized for cultural imperialism. The socially engineered messages were disseminated for a propaganda to control the culture of the poor countries by glorifying the conditions of the rich nations. The theory focused on passive audience which was not participatory. This gave the notion that development was being, like the developed countries, one way influence. After that, the aspect of feedback was added. Then, communication was said to be horizontal. Today, development communication is about working for local development and creating opportunities. Its objective is to uplift the quality of life of people not only economically but also socially, culturally, politically, etc. The theory later became known for its use in the developing and under developed countries. The concept of participation was later added which paved the way for model to be used for social change, development communication and democratic-participant communication theory. Development of different digital technologies have made the concept broader and more participatory. The implementation of this theory plays an important role in the overall development of a country. If done for international development projects, the communication process becomes a catalyst for the project to be successful.

Chapter 3 : Development Communication - Nora Cruz Quebral - Google Books

The M.A. degree offered through the Communication & Development Studies program focuses on using communication to promote social change. The curriculum encompasses core courses that emphasize topics and proficiencies related to communication for development, strategic communications, and participatory research methods.

Development programmes can only realise their full potential if knowledge and technology are shared effectively, and if populations are motivated and committed to achieve success. Unless people themselves are the driving force of their own development, no amount of investment or provision of technology and inputs will bring about any lasting improvements in their living standards. Communication is central to this task in many ways. For example, it enables planners, when identifying and formulating development programmes, to consult with people in order to take into account their needs, attitudes and traditional knowledge. Only with communication will the project beneficiaries become the principal actors to make development programmes successful. Helping people at all levels to communicate empowers them to recognise important issues and find common grounds for action, and builds a sense of identity and participation in order to implement their decisions. On top of that, development involves change, new ways of doing things. Will people have the confidence to make a project work? Will they acquire the new knowledge and skills they need? How can barriers of illiteracy be overcome? Communication media and techniques can be powerful tools to advise people about new ideas and methods, to encourage adoption of those ideas and methods, and to improve training overall. Communication approaches are also invaluable for improved coordination and teamwork to manage development programmes, and to gain institutional support. We live in a communication age, and the full impact of communication on development is just starting to be seen. Based on the experience of FAO and other agencies, communication for development has reached the stage where it can have a noticeable and rewarding effect on many development programmes. This booklet not only promotes the concept of development communication but, more important, it also describes how achieving its full potential to support development requires executive decisions by national planners and policy-makers. As the world moves towards greater democracy, decentralization and the market economy, conditions are becoming more favourable for people to start steering their own course of change. But it is vital to stimulate their awareness, participation and capabilities. Communication skills and technology are central to this task, but at present are often underutilized. Policies are needed that encourage effective planning and implementation of communication programmes. The new development context Major changes and new emphases have appeared on the development scene. Societies are opening to debate and markets to individual initiative; privatisation and entrepreneurship are being encouraged; new technologies are becoming widely available; management of government services is gradually being relocated closer to the users, if not handed over directly to users themselves, in order to cut costs and seek partners more committed to effective implementation. Indeed, a host of structural adjustments are profoundly affecting most aspects of production and human interaction. These structural adjustments make demands, and have direct economic and social effects on people. Governments of developing countries can no longer fulfil all social and regulatory services by themselves, especially in rural areas. Many economies are overwhelmed by the cost of servicing their foreign debt, and governments are under stringent requirement from international financial institutions to reduce spending. In their quest for greater cost-effectiveness in all their operations, governments must have the active support of, and a greater contribution from, the people. Governments are thus obliged to seek new and perhaps unfamiliar partners, ranging from local leaders to people in a variety of non-governmental organisations. These people are accordingly obliged to shoulder new and perhaps unfamiliar responsibilities. Furthermore, as we near the end of the century, a number of specific issues have come clearly into focus as being central to socio-economic progress, equity, social stability, to the future of humanity- and perhaps even to its survival. The environment and its relation to sustainable agricultural development and food production present an enormous challenge. A prime consideration is the proper use and conservation of natural resources. These resources are often degraded at the hands of impoverished rural people who have no immediate alternative for meeting their needs

for land on which to grow food, and for fuelwood. Their abuse of forest areas, with the negative consequences of soil erosion and dwindling water resources, will only be halted through new schemes of employment and income generation and through applying conservation techniques. Such solutions, however, will have to be made acceptable to local people, many of whom will need considerable encouragement and training in new skills. The provisions of Agenda 21, which emerged from the UN Conference on the Environment and Development held in Rio de Janeiro, will only become a reality through large-scale changes in attitudes and behaviour in societies worldwide. Population growth is exerting pressure on natural resources, on food production and on the ability of governments to provide basic services and employment opportunities. Population growth depends on choices made by individuals. Helping people to make more informed choices by raising their awareness of the implications of family size and unwanted pregnancy, and of methods of contraception, requires much more than simply sending out messages. Instead it requires learning, from people and their leaders, how to make such issues socially acceptable and worthy of urgent action. Rural poverty continues to increase in many countries, accelerating urban migration and creating intolerable economic and social problems. The solution, of course, lies in the development of rural areas. Most rural communities are characterised by reliance on traditional knowledge and production systems, based strictly on what has worked for survival in the past. This has led to a view that rural communities are resistant to change, even though their traditional wisdom has been hard-won and its reasoning is sound. Planners need to take this into account, as the first step of any planning exercise. For this, and for all rural development activities, communication between local communities and national planners and policy-makers is of vital importance but, unfortunately, in rural areas it is at its weakest. Malnutrition is both a cause and a consequence of underdevelopment. Recent decades have seen consistent reductions in the daily per caput supply of calories in many countries. The International Conference on Nutrition held in December drew attention to the fact that more than million people in the world suffer from chronic malnutrition and that, each year, some 13 million children below the age of five die from infectious diseases that can be directly or indirectly attributed to hunger or malnutrition. Nutritional well-being is not just a question of food availability and economics among families, however. It also depends on sufficient knowledge and acceptance of appropriate diets. Women in development is another priority issue. In many countries, women shoulder most of the work in rural areas. Given the opportunity, women have shown themselves again and again to be highly responsive and responsible when helped to mobilise themselves, build upon available resources and produce sustainable results. Women need to learn additional technical and organisational skills and more women are needed at the centre of decision-making. The common denominators - people and communication

The first common theme running through the development issues just outlined is the human factor: For, even if our understanding of the development process is changing, there can be no doubt that its future shape, its pace, sustainability and ultimate direction - for better or worse - will be determined by people, and the level of their awareness, participation and skills. Investment in scientific and material inputs will bear no fruit without a parallel investment in "human capital" - in informing people, opening up avenues by which they may reach consensus for action, and developing the knowledge and skills needed to put material investments to the best use. Communication is the second common theme in the issues outlined. For if development can be seen as a fabric woven out of the activities of millions of people, communication represents the essential thread that binds them together. On the one hand, communication as dialogue and debate occurs spontaneously in any time of social change. The increased freedom of expression in recent times has been almost simultaneous with changes in the global political structure. On the other hand, it is communication as a deliberate intervention to affect social and economic change that holds the most interesting possibilities. The planned use of communication techniques, activities and media gives people powerful tools both to experience change and actually to guide it. An intensified exchange of ideas among all sectors of society can lead to the greater involvement of people in a common cause. This is a fundamental requirement for appropriate and sustainable development. Nearly 1 million people in developing countries, more than one-third of the adult population, are illiterate. Rural communities are often remote and difficult to reach; they lack the infrastructures and communication systems - such as newspapers, radios, televisions and telephones, as well as meeting rooms, offices and schools - that help

townsfolk keep abreast of developments and function effectively as informed participants. In rural areas, the challenge is to increase the quantity and accessibility of information, to ensure its exchange in appropriate ways, and to elicit more information from rural people themselves in order to guide development planning. The communication technology and know-how are available. We live in a communication era, with rapid expansion in the reach of mass media, and improved techniques for the interpersonal exchange of ideas. The advent of the cheap transistor radio, for example, has brought this medium to remote corners of even the least-developed countries, where a lack of electricity can be overcome by solar-powered transmitters and receivers. Video provides a good example of the technological advances in the communication field. Little more than a decade ago, video was a bulky and expensive medium. The basic kit for shooting in black and white included a camera and recorder weighing about 30 kg, a power supply, and often an electrical generator for fieldwork. Now video can be filmed in vivid color using a "camcorder". The size and price of video equipment drop further every year helping the use of video playback to expand rapidly everywhere, even to villages in remote rural areas. Preparation of printed materials with type, graphics and photographs, has also been revolutionised. The use of computers for desktop publishing has sharply reduced costs and production time, providing much greater access and versatility. Traditional and popular media such as folk theatre, dances, puppet shows and popular poetry, as well as rural press linked to literacy programmes, and audiovisual materials, can be highly effective channels for disseminating development information and for stimulating community action. Much more is now known about the interpersonal communication skills development field workers need in order to function more effectively as agents of change with rural people. These skills include the use of techniques such as focus group discussions, illustrated discussion tools such as flipcharts that have been pretested to be effective for rural viewers, and other media such as video and audiovisuals that can be used to share ideas and cause reflection, or as part of a training methodology involving presentation, discussion and practice. Interpersonal communication skills can improve activities at all levels, enhancing management, teamwork and the morale of personnel. A look into the future With such rapid advances in communication technology and know-how, the age of telecommunication for rural development may already be upon us. Solar-powered microwave links for telephone communication, facsimile machines and even satellite links, are increasingly reaching into rural areas of the world, offering the possibility of breaking their traditional isolation for the first time in history. In fact today the idea is being mooted that telecommunication learning centres could be established in villages of the developing world, with user-friendly computer terminals that would download interactive learning and management information programmes from a central supply, similar to a water or electricity service, with users paying modest charges for the time of actual use. The programmes could be video images, sound and computer-type data. This technology already exists, and the speed with which it is becoming cheaper and more accessible is so rapid that the use of computers in the villages of developing countries may someday be part of a pragmatic strategy to reduce the rural-urban population shift and promote rural development. Time for communication for development Whether we come to see village learning centres equipped with a centrally linked computer terminal, or, instead, a more systematic use of traditional media for human development, the use of communication no longer depends on the availability of technology: Already communication has been highly exploited for political and commercial aims. Now is the time for communication to be applied to development. In practical terms, effective planning must make a deliberate effort to determine what people want to do, can do and can continue to do in a sustainable way. To find this out, communication techniques go far beyond the simple question-and-answer survey. Meaningful discussion, generated by people trained in interpersonal communication skills, and audiovisual tools, such as video or radio, can help the community to identify its true problems and priorities and where its capabilities and needs lie. This self-analysis can help a community to generate realistic proposals for new development initiatives and stimulates tremendous interest to have these initiatives succeed. The views of rural people can also guide prospective work plans, preventing them from moving in the wrong direction. For example, agricultural research can be tied directly to what farmers really want and are capable of using. A systematic communication process brings researchers and practitioners together. A policy of communicating with people intensively before a development programme is even drafted, and taking into

account their views, capabilities and needs as they see them, is the best insurance a planner can have. The new project, the planners determined, should be designed with the proposed beneficiaries themselves, the rural communities, in the hope of securing their active participation. A communication process was initiated.

Chapter 4 : Development Communication Theory - Businesstopia

Communication for development is seen as a two-way process for sharing ideas and knowledge using a range of communication tools and approaches that empower individuals and communities to take actions to improve their lives.

Some development communication scenarios Introduction One of the most significant and exciting developments in reconstituting government communication systems in South Africa, has been the commitment to a democratic, participatory and responsive public information programme where people are the most important ingredient. By this we mean that government communication is driven by the needs of people, that it facilitates citizen participation in the creation and use of information, and that it opens the activities of government to public scrutiny thus promoting democracy and efficiency. These aims were spelt out in the Comtask Report of October which ushered in a new order in public information systems. In this regard a few important points should be made: Development communication can be seen as a thread linking a number of national development initiatives aimed at eradicating socio-economic drawbacks. As development communication is practiced in a number of spheres in which public policy is exercised - sanitation, health, safety, economic stability, agriculture, land rights etc - the approach requires careful co-ordination if it is not to deteriorate into a haphazard and water-down effort - doing the right thing in the wrong way! In South Africa, Multi-purpose Community Centres have been identified as vehicles through which development communication activities can reach communities. It should be recognised that the development communication approach is wider than the MPCC initiative and drives the service and information delivery approach used by a number of government departments. The development communication approach is expressed and enhanced, in the South African context, through its connection with the following efforts: Development communication is about the content of what is communicated as well as the context how the message is relayed to the receiver. Historical snippets Development communication is an approach perfected by the developing world. This approach was first used in the agricultural sector and the first development communication agents were village level agricultural extension officers. The approach flourished from the s onwards and roughly paralleled the de-colonisation experiences of many developing nations. What is development communication? This describes an approach to communication which provides communities with information they can use in bettering their lives, which aims at making public programmes and policies real, meaningful and sustainable. Such information must be applied in some way as part of community development but it must also address information needs which communities themselves identified. The outcome of this approach, in short, is to make a difference in the quality of life of communities. Nora Quebral, a leading academic in this field defines development communication as follows: Development communication is the art and science of human communication applied to the speedy transformation of a country and the mass of its people from poverty to a dynamic state of economic growth that makes possible greater social equality and the larger fulfillment of the human potential. Communication for development The discipline of communication offers the development process a number of inputs: Key elements of the development communication approach It is responsive: It is also fundamentally about consultative processes being managed at community level. Development Communication workers should, however, balance creativity with an understanding of what communities would be prepared to accept and where consideration has been given to the norms and prevailing values of that community. This approach builds participatory mechanisms and functional networks involving NGOs, CBOs, Traditional Leadership structures while also encouraging links with networks from across the country and indeed all over the world. These can either prove or disprove the validity of the information transmitted. The standards, norms, values, habits of the community are paramount. This may mean that those accustomed to a liaison style hinging on comfortable hotels with prepared meals and warm fluffy duvets will need to make some adjustments to their style! A primary emphasis of this approach is to plan with communities, create structures which offer communities and developers equal power, and use communication methods which are fundamentally participatory in nature. This often requires that government planners, developers or community workers have to listen to the advice of communities and change the views

they themselves hold. This approach reverses the practice of communities having to travel long distances and at relatively great cost to access government Services and information. This is made worse when government is not clearly and properly identifiable and access is difficult because of inaccessible buildings, unfriendly and unprofessional staff etc. The development communication approach brings government employees face to face with communities so promoting accountability at local level. This is not possible when civil servants are remote and impersonal. Methods used for development communication The local adopter: A community liaison programme which links with the life rhythms of that community: Videos then record issues important to the community -either feature as the content of the next community meeting or sent to decision makers in provincial capitals, nationally etc - why not let communities capture things for the Cabinet? Some of the themes could be: Is the Kei District Council on track? This could be a campaign leading up to a public meeting with government decision makers on Youth Day rather than an expensive bash at a stadium which has little developmental value and entrenches negative stereotypes of young people as frivolous and disinterested in their future! It is an open discussion following the principles of small group dynamics and where specific deliverables - questions to be answered, products to be introduced, programmes to be initiated - are brainstormed. This can take the form of a studio panel discussing a relevant topic, where use is made of the Telecentre where communities can gather to phone in. In another iteration this medium can operate as follows: The GCIS Communication Office runs discussion circles across the district on a topic which communities have identified - perhaps domestic violence. This happens over a one or two week period. The issues raised, discussions held, questions asked etc become the content of a focussed radio programme in the third week. The GCIS Communication Officer would have spent time following-up the relevant speaker from government to answer these questions - referred the matter to the right source. He or she would have made arrangements with the radio station concerned, but would also have encouraged the manager of the Telecentre to seek government or other community sponsorship for the cost of the phone-in from the Telecentre. This is why strong partnerships are vital - the Traditional Authority may sponsor the cost of the phone-in for their members, for example, as many of the questions raised may have come from the delegates sent by the Traditional Authority to the discussion circle.

Chapter 5 : Development Communication | School of Journalism and Mass Communication

Communication for Development (C4D) is all the different types of communication that need to take place in societies if sustainable democratic development is to occur.. The approach to Communication for Development (C4D) has evolved over the years.

Chapter 6 : Development Communications | ICF

Development communication is about the content of what is communicated as well as the context (how) the message is relayed to the receiver. Historical snippets Development communication is an approach perfected by the developing world.

Chapter 7 : Communication & Development Studies - Ohio University

The preparation of the Development Communication Sourcebook has been a long dialectical process, where my knowledge and many of my ideas have been challenged by colleagues and by frequent reality checks.

Chapter 8 : COMMUNICATION - a key to human development

You can encourage communication development by smiling, talking, playing, and reading with your baby. It will help them develop the communication skills needed to build meaningful relationships and succeed in school.

Chapter 9 : Communication for Development - Wikipedia

Development communications process can be adjusted according to the needs, which improves the program as a learning process, as the concept of development communication is continuously evolving. Development of different digital technologies have made the concept broader and more participatory.