

instance, a written test. This is clear enough, but when getting away from simple examples, assessment of objectives becomes more complex. For example, in terms of Communication for Development and Social Change, how should we assess the capacity of a learner (communicator) to facilitate the involvement of community actors in dialogue? Perhaps some kind of “involvement” with community actors will be necessary in order to observe the learner in the field, to ask for testimonies, and so on.

4. Teaching Strategy

Courses are taught in traditional face-to-face classes as well as through distance education and by other means. Resistance to nonconventional strategies is breaking down and many educators value different approaches to accomplish learning objectives. Lectures and classroom dynamics are among many available strategies, and frequently do not represent the best option.

The concept of a *learning environment* is moving forward, in the sense that both a classroom and a virtual space may be environments for learning. According to Wilson, a *learning environment* is “a place where learners may work together and support each other as they use a variety of tools and information resources in their guided pursuit of learning goals and problem-solving activities.”¹

Teaching strategies may be classified as direct or face-to-face, distance, and combined strategies. The use of combined strategies is on the increase taking advantage of the richness and singularity of face-to-face encounters and the strengths of information technology and other media.

5. Course Content and Organization

The so-called academic approach is the most popular curriculum approach in education, especially in higher education. It is focused upon the discipline and its contents. When dealing with competencies, however, content occupies a subordinate place, in the sense that content is selected based on its relevance to attaining a learning objective. On the other hand, a good curriculum design always tries to avoid “war economics” concerning content selection and should leave space for enrichment. What is really important is not to cheat oneself, as a designer, and to clearly distinguish between what is needed and what should be considered for other purposes.

The guide to content selection should be the performance criteria and the performance and knowledge evidence established for each element of competence. The list of knowledge, skills and attitudes are a powerful orientation for focus and organization of the content.

¹Wilson, B.G., “What is a constructivist Learning Environment?” In *Constructivist Learning Environments: Case Studies in Instructional Design*, Englewood Cliffs, NJ, Educational Technology Publications, 1996.

6. Learning Experience Design (including Media, Materials and Other Resources)

Practical questions of importance when designing learning experiences are:

- What competencies should students (or workers) develop?
- How will they demonstrate them?
- How will they learn and practice them?
- How will we help them to do so?

When teaching competencies, repetition and rote memorization do not contribute to an understanding of challenging, complex situations. Significant dynamic and hands-on learning is very much in line with what is needed to prepare a person for competent performance.

Learning experiences should be oriented towards performance and not to the learning of content. In this sense, useful experiences, such as role playing, simulation, or real-work exercises, will facilitate initiative, creativity, and autonomy. Additionally, learning experiences should be integrated with other experiences and learning processes transferred to other situations.

7. Assessment Criteria and Instruments

Once content is selected and organized and learning experiences are designed, it is possible and necessary to prepare an assessment plan establishing the proceedings (tests, observation, surveys) and instruments to be used. The instruments might be different types of tests (oral and written, with open or closed questions; practical tests, etc.), observation instruments such as checklists or other types of observation guides, or questionnaires.

8. Validation

The assessment design needs to be validated before implementation. The most popular strategies for validation are experts' judgment and validation with one or more samples from the intended learning population.

Appendix B-4: Performance Criteria, Performance and Knowledge Evidence, and Range of Application as Applied to Communication for Development and Social Change

A Summary of the Conference Discussion prepared by María Etiennette Irigoín
Office of the Vice Rector of Academic Affairs, University of Chile

As described in Appendix B-3, an essential step in the process of designing a competency-based curriculum is the analysis of the competence standard, including the definition of its *performance criteria*, *performance evidence*, *knowledge evidence*, and the *range or field of application*. These *complementary definitions* are established for each Element of Competence, not for the broader Unit of Competence as a whole.

During the Bellagio Conference, initial work was begun to identify complementary definitions for the competencies defined in the Functional Map for Communication for Development and Social Change. While not complete, the results of this work are presented here to provide a starting point for further work to refine the competencies developed at the Bellagio Conference and develop competency-based curricula for the field.

In the Bellagio Functional Map, *Unit of Competence 1.1* leads to *Element 1.1.1 “Identify actors for a given situation”*. As noted in Appendix B-2, performance criteria refer to the quality of the expected result. Thus, for *Element of Competence 1.1.1*, the following performance criteria were identified:

- A range of informants, community surveys and available information are properly used to generate constituencies and necessary actors according to the situation
- A list of actors is inclusive of all involved/ affected by the issue.

Similarly, the performance criteria identified for *Element 1.1.2 “Engage actors in dialogue”* are:

- Appropriate channels of communication are utilized
- All identified actors are involved in horizontal and vertical communication
- Creative forms of dialogue by the actors with the broader set of constituencies are utilized.

For *Unit of Competence 2.1*, performance criteria were identified for *Element 2.1.2 “Facilitate identification and assessment of communication resources available to the community.”* The performance criteria identified for *Element 2.1.2* are:

- A comprehensive assessment of communication resources in relation to program goals is completed
- The communication infrastructure is described
- A weighted analysis of media/communication roles is developed

- Different communication practices are analyzed and evaluated according to different given situations
- Communication policies are thoroughly reviewed and guidelines for application are established
- Content is analyzed according to the goals and application needs.

It should be noted that the group charged with identifying performance criteria for *Element 2.1.2* found it helpful to define the criteria relative to the following components: infrastructure (communication, formal and informal channels); practices (communication audit, use of media); policy (regulation, laws, financing, control, ownership); and content (credible sources, what's been said about issue and communication practice, past experience with communication, public thought/opinion.)

A further effort was made to develop the complete range of complementary definitions for one Element of Competence. Although an incomplete attempt, this work is illustrated below in the classical model of a competence standard for *Element 1.1.2* in *Unit of Competence 1.2*.

<p>TITLE OF THE UNIT <i>(This is the productive function defined in the functional map, it is a general description of the set of elements):</i></p> <p style="text-align: center;">Engage and involve actors</p>	
<p>TITLE OF THE ELEMENT <i>(What a worker is able to achieve)</i></p> <p style="text-align: center;">Engage actors in dialogue</p>	
<p>PERFORMANCE CRITERIA <i>(A result that demonstrates worker's performance and therefore his or her competence)</i></p> <ul style="list-style-type: none"> • Appropriate channels of communication are utilized • All identified actors are involved in good quality horizontal and vertical communication • Creative ways of dialogue of the actors with broader set of constituencies are utilized 	<p>PERFORMANCE EVIDENCE <i>(The conditions that demonstrate, in a direct or indirect fashion, that the performance has been achieved)</i></p> <ul style="list-style-type: none"> • Follows specifications to successfully facilitate the use of appropriate channels of communication • Vertical as well as horizontal communication has been facilitated, following pre-established quality criteria • Non-routine and creative ways of dialogue were facilitated by the communicator and utilized by different actors
<p>RANGE OF APPLICATION <i>(The different circumstances, in the work place, materials and organizational environment within which the competency is demonstrated)</i></p> <ul style="list-style-type: none"> • Different kinds of actors • Different kinds of communities in diverse settings • ... 	<p>KNOWLEDGE EVIDENCE <i>(The knowledge that allows the worker to achieve a competent performance. It includes knowledge about principles, methods or theories applied to achieve the action described in the element)</i></p> <ul style="list-style-type: none"> • Communication theories • Communication techniques • Social groups and actors • ...

GUIDELINES FOR ASSESSMENT (*Establish the methods of assessment and the use of evidence for the assessment of competence*)

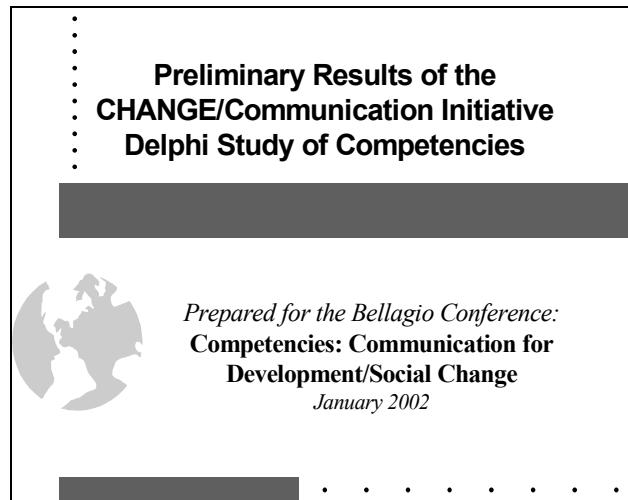
- **Observation and registry of the communication dynamics facilitated by the communicator**
- **Combined written and oral test containing questions about the processes involved in the element of competence**
- **Testimonies from selected actors**
- ...

Although the above table is an incomplete illustration of the principles involved, it is included here to demonstrate the utility of this kind of instrument as an occupational input for curriculum design. The establishment of complementary definitions for a competence standard provides the information needed to establish course objectives, to assess students, and to determine the best pedagogical strategies to achieve course objectives.

Appendix C-1: Preliminary Results of the CHANGE/Communication Initiative Delphi Study of Competencies

A Presentation to the Conference by Dana M. Faulkner, the CHANGE Project;
Prepared by Susan Zimicki, Director, the CHANGE Project

Slide 1



This study would not have been possible without the extraordinary support provided by the Communication Initiative.

What Is a Delphi study?

- Means of obtaining consensus on issues
- Usually a multi-round survey of experts
- Minimizes response bias (no one knows what anyone else's responses are)
- Frequently three rounds, but this study was two

A Delphi is a very specific kind of study. It doesn't aim to get a sample of representative opinion, but to build an unbiased consensus based on expert opinion. The way that bias is avoided is by asking opinions in a way that maintains privacy: no one giving an opinion knows what any one else's opinion is. Classically, Delphi studies have been carried out by mail, but people are now using the Internet.

Because it involves narrowing down choices, a Delphi study usually involves several rounds of getting and refining opinions.

The first round of this study was used to generate a list of categories; in the second round, people were asked to rate the importance of each of the categories. We didn't have time for more than two rounds, but in fact the results show such a high consensus that there is no need for a third round.

Innovative Aspects of This Study

- Open to all through the Communication Initiative Web sites rather than to a preselected group of experts
 - In English and French on www.comminit.com
 - In Spanish on www.comminit.com/la/

Classically, Delphi studies involve up to 30 respondents, who are selected because those running the study consider them to be experts in the field. This study was different: we wanted to hear from practitioners. We posted the questionnaires on the Communications Initiative Web site. All DrumBeat subscribers were invited to respond. Thus respondents were self-selected.

In the case of the first round, it is possible that some people who wanted to respond but had bad computer connections might have given up because of a bug in the questionnaire program - if they hit “enter” after typing in something, the program terminated the questionnaire, and to get the rest of their responses recorded they would have to start all over again.

There didn’t seem to be any way to get rid of the bug, so we posted a notice on the questionnaire.

However, we are aware that some potential respondents may have gotten discouraged.

Purpose of This Delphi Study

- Allow a group of active practitioners to voice their opinions concerning the important skills, knowledge and attitudes needed by practitioners of communication for development/social change
- Inform the discussion at the Bellagio meeting

It is important to note that the results of this study cannot be considered representative of the opinions of all practitioners. We don't have any idea about the proportion of all practitioners who get DrumBeat or visit the Communications Initiative Web site.

However, the results reflect the opinions of more than 300 people, and we think will usefully inform the Bellagio discussion about competencies.

First Round Questions

- Respondents were asked to identify up to five SKILLS, prompted by the statement: “A competent communicator for development/ social change **knows how to...**”
- Similarly, they were asked to identify TYPES OF KNOWLEDGE:“... **has a basic understanding of...**”
- and ATTITUDES: “... **believes that/believes in...**”

This slide shows the core set of questions that were asked about the skills, areas of knowledge, and attitudes that characterize a competent practitioner of communication for social change/development.

We asked a second set of questions, trying to focus people’s responses on people who work in development but whose main focus is not communication. It was clear from people’s responses that the distinction between this group of people and “competent communicators for development/social change” was not always clear. Thus this presentation discusses only the results we obtained concerning practitioners whose main focus is communication for development/social change.

First Round respondents

- 315 respondents
- 65.1% answered in English, 25.4% Spanish, 7.3% French
- 29.4% from North America, 27.3% from Latin America/Caribbean, 15.9% Europe, 11.4% Africa, 6.7% Asia, 1.6% Middle East, 1.6% Australia/New Zealand

Just over 300 people responded to the first survey. This was a lot more than we anticipated, and made the task of analysis much harder.

As expected, most of the responses were entered in the English version of the questionnaire. However, because of the posting on the Latin American CI Web site, fully one- quarter of the responses were entered in the Spanish version. Only 7% of respondents completed the French version.

Almost equal proportions of respondents came from (were born in) North America and Latin America; 16% were born in Europe, 11% in Africa and about 7% in Asia.

First Round Analysis

- Answers were categorized by three independent raters
- Categories were reviewed and discussed and a general coding scheme generated
- Answers were coded according to this scheme
- Frequencies of responses in each category were then calculated

People were allowed to write in responses that were up to 60 characters long. The coding proved to be very difficult because there was such a great variety of responses and because people expressed themselves very differently. In addition, in some cases, people included two responses in the same statement.

The three independent coders each sorted the first response to each question into as many categories as they thought necessary. Cindy Rider, a Program Associate with the CHANGE project, produced a concordance between the three sets of categories, which was used as the basis of discussions about the choice of final code categories.

Once the coding scheme was finalized, she and others used it to code all the responses. This was a huge task - with 5 responses to each category and 315 respondents, they coded nearly 5000 items.

We recommend that in the future, the category-generation phase of a Delphi should be limited to a core group of people.

Second Round Questions

- The form listed the top 12 categories of skills, knowledge and attitudes most frequently mentioned in the first round
- Respondents were asked to rate each category from 1 (not important) to 10 (extremely important)
- Respondents were also asked to choose the single most important category of skills, knowledge and attitudes

The second round of the Delphi was much easier to answer than the first round, because people could simply record their ratings as numbers.

Although we were still plagued by the same “enter” bug as we had in the first questionnaire, fewer people seemed to have problems with it, perhaps because the responses were so much shorter that they didn’t forget and hit “enter.”

We did, however, have a new bug: the default response to the “most important” question was set to “a”, the first response in each category. Thus if a person skipped the “indicate the single most important skill” question, “a” would be recorded.

We corrected for this by excluding the people who had “a” as the chosen category for skills, knowledge and attitudes.

Second Round Respondents

- 311 respondents
- Slightly more skewed towards English-speakers than the first round:
 - 71.1% answered in English
 - 20.6% Spanish
 - 8.4% French
- Analysis still in progress

Interestingly, about the same number of people responded to the second questionnaire as to the first. These were not all the same people: 178 of the 311 had answered the first questionnaire, but the rest answered only the second.

We asked some information about each respondent's experience. However, because coding the first set of responses took so long, analysis of respondents' profession and training has not yet been completed.

Second Round Results: Skills

- Understand target audience, find out about context/ culture, analyze the situation **9.32**
- Listen, observe **9.20**
- Communicate clearly and effectively **9.01**
- Use participatory methods, give communities a voice **8.98**
- Relate with people, empathize, communicate and work across cultures **8.87**
- Motivate, mobilize, engage people **8.81**
- Build partnerships (negotiate, build trust), collaborate, make linkages **8.84**
- Develop communications and intervention strategies **8.56**

Now let's look at what we've found. Here are the results for skills.

It is important to note that most people gave items high ratings. The average rating for all the skill items was about 8.5.

This slide lists the skills that received above-average ratings. They are listed in the order of their average standardized rating (that is, correcting for the tendency of people to rate things high or low). The number in bold is the simple average of all the ratings that skill received. Thus, on average, respondents gave understanding the target audience a score of 9.32 out of 10.

Respondents also scored listening and observing very high.

What is most impressive though is the strong emphasis that respondents put on participating, engaging, and negotiating. The only "desk work" skill that received more than an average rating is developing strategies.

Second Round Results: Skills

RECEIVED A LOWER THAN AVERAGE RATING:

- Manage (coordinate tasks, prioritize, organize, problem solve) **7.97**
- Plan research, conduct research, use research, evaluate **7.73**
- Produce and use media, e.g. radio programs, printed materials **7.78**
- Organize meetings and facilitate discussion **7.64**

This slide lists the skills that received ratings below the average for the skills category. It's interesting that managing, organizing meetings, planning research and producing media are all skills that imply some distance between the communicator and people.

Most Important Skills

- Understand the target audience, find out about context/culture, analyze the situation **23.2%**
- Motivate, mobilize, engage people **18.9%**
- Use participatory methods, give communities a voice **9.4%**
- Build partnerships, collaborate, make linkages **9.4%**

Finally, remember that we asked respondents to indicate the most important single skill. Here are the skills that were mentioned the most - by about 10% or more of the respondents. All of them reflect a central concern with the community.

Second Round Results: Knowledge

- Local conditions, including culture and language, community issues, cross-cultural issues **8.80**
- Communication (including theory) **8.16**
- Program planning and implementation, communication planning **8.03**
- Development **7.87**
- Use different media, including mass media **7.80**

The average rating for areas of knowledge was 7.70.

This slide shows the areas of knowledge that received higher than average ratings.

Second Round Results: Knowledge

RECEIVED A LOWER THAN AVERAGE RATING:

- Organizational behavior, organizational change, group dynamics **7.64**
- Behavior change theory, human behavior, social psychology, behavioral psychology **7.54**
- Social sciences, social change theory **7.51**
- Education principles and practice, training, adult education **7.47**
- Research methods, evaluation **7.37**
- Technical proficiency in special topic areas such as gender, HIV/AIDS, reproductive health **6.99**
- Political science, political issues, policy, history **6.93**

And here are the areas of knowledge that received ratings that were below the average for the category. Note, however, that the lowest rating is close to 7 - still extremely high!

What characterizes these categories of knowledge is that they mainly concern areas that deepen understanding of social change and development processes; they are less central than the areas of knowledge rated most highly.

Most Important Knowledge

- Local conditions, including culture and language, community issues, cross-cultural issues **24.1%**
- Social sciences, anthropology, sociology, social change theory **14.1%**
- Communication (including theory) **13.5%**
- Behavior change theory, human behavior, social psychology, behavioral psychology **13.5%**

These are the four categories that were considered the single most important ones by at least 10% of respondents.

The importance giving to knowing local conditions complements the importance given to the skills of understanding the audience. The importance given to knowing about communication is self-evident.

What's interesting is that the other two categories - social sciences and behavior change theory - had overall ratings lower than 7.7, the average across all knowledge categories. Social sciences may have benefited from being category "a" - that is, because of a program bug it would get the respondent's vote even if s/he opted not to indicate a most important category. However, even when we excluded people who arguable did skip the questions about which categories they considered important, social science got more than 10% of the vote.

It appears that respondents thought that understanding the basis of social and individual change is important.

Second Round Results: Attitudes

- Respect for human and cultural diversity, tolerance **9.27**
- Importance of participation (listening and dialogue) **9.22**
- Value of local people and resources **9.09**
- Honesty, openness, truth, integrity **9.00**
- Teamwork, collaboration, sharing **9.05**
- Communication can make a difference **8.93**
- Equity, social justice, human rights **8.74**
- Change/social change is possible, people can change **8.89**

Finally, all the attitude categories were also rated high: the average across all attitude categories was about 8.70. The emphasis on tolerance, valuing local people, participation and collaboration echoes the highest skill and knowledge categories.

Second Round Results: Attitudes

RECEIVED A LOWER THAN AVERAGE RATING:

- Importance of learning **8.64**
- Democracy, right to self-determination, local control **8.27**
- Change involves a comprehensive approach **8.22**
- Human goodness, humanitarianism, helping **7.78**

Here are the categories that received below-average ratings.

Most Important Attitudes

- Importance of participation (listening and dialogue) **13.2%**
- Respect for human and cultural diversity, tolerance **11.5%**
- Value of local people and resources **11.8%**
- Change/social change is possible, people can change **10.8%**
- Communication can make a difference **10.1%**

The most important attitudes emphasize participation and appreciation of the value of local people and resources as well as the importance of belief in the communication for social change approach.

Conclusion

- The Delphi produced a list of 12 skills, areas of knowledge, and attitudes that should be seriously considered for inclusion in lists of competencies
- There is a notable triangulation between the top skills, areas of knowledge, and attitudes considered to be the “single most important” ones reflecting a consensus on the overriding importance of the community

Compilation of responses about the skills, knowledge, and attitudes needed, according to respondents of the Delphi survey. NOTE: The double lines in each table indicate the average rating across all categories.

SKILLS	Average rating	% saying this skill most important
<i>“A competent communicator for development/social change knows how to...”</i>		
Understand the target audience, find out about context/culture, analyze the situation	9.32	23.2
Listen, observe	9.20	6.1
Communicate clearly and effectively (written and spoken)	9.01	7.7
Use participatory methods, give communities a voice	8.98	9.4
Relate with people, empathize, communicate and work across cultures	8.87	8.8
Motivate, mobilize, engage people	8.81	18.9
Build partnerships (negotiate, build trust), collaborate, make linkages	8.84	9.4
Develop communications and intervention strategies	8.56	7.1
Manage (coordinate tasks, prioritize, organize, problem solve)	7.97	3.0
Plan research, conduct research, use research, evaluate	7.73	5.1
Produce and use media, e.g. radio programs, printed materials	7.78	1.3
Organize meetings and facilitate discussion	7.64	0

KNOWLEDGE		% saying this skill most important
<i>“A competent communicator for development/social change has a basic understanding of...”</i>	Average rating	
Local conditions, including culture and language, community issues, cross-cultural issues	8.80	24.1
Communication (including theory)	8.16	13.5
Program planning and implementation, communication planning	8.03	7.4
Development	7.87	5.5
Using different media, including mass media, publishing	7.80	7.4
Organizational behavior, organizational change, group dynamics	7.64	4.8
Behavior change theory, human behavior, social psychology, behavioral psychology	7.54	13.5
Social sciences, anthropology, sociology, social change theory	7.51	14.1
Education principles and practice, training, adult education	7.47	3.5
Research methods, evaluation, quantitative/qualitative research	7.37	1.6
Technical proficiency in specific topic areas (gender, HIV/AIDS, reproductive health)	6.99	2.9
Political science, political issues, policy, history	6.93	1.6

ATTITUDES		
<i>“A competent communicator for development/social change believes that/believes in...”</i>	Average rating	% saying this attitude is the most important
Respect for human and cultural diversity, tolerance	9.27	11.5
Importance of participation (listening and dialogue	9.22	13.2
Value of local people and resources	9.09	11.8
Honesty, openness, truth, integrity	9.00	9.0
Teamwork, collaboration, sharing	9.05	6.6
Communication can make a difference	8.93	10.1
Equity, social justice, human rights	8.74	8.0
Change/social change is possible, people can change	8.89	10.8
Importance of learning	8.64	3.1
Democracy, right to self-determination, local control	8.27	5.9
Change involves a comprehensive approach	8.22	8.0
Human goodness, humanitarianism, helping	7.78	2.1

Appendix C-2: Training and Education Curricula and Programs in Communication for Development and Social Change: An Overview

A Presentation to the Conference by Jim Hunt, Consultant to the Rockefeller Foundation

Alfonso Gumucio Dagron, Rockefeller Foundation Consultant, and I have been asked this morning to talk about our research into what is being taught about communication for development and social change and where it is being taught.

This is a work in progress and we welcome your suggestions. We learned a lot yesterday and will throughout the conference. The questions we have are simple: Where is the good work going on, what approach to curriculum is being used and who is doing it?

I'll give you an overview of what we're doing, then talk briefly about my focus areas – primarily the US and Europe. Alfonso will speak about Latin America, Asia and Africa.

First, the overview:

1. We are visiting and talking with educators and students in selected academic and non-academic centers involved with communication for development and social change around the world.
2. We are gathering information about the centers from phone calls and research.
3. We are listening carefully to decisions made in meetings like these about the competencies needed by communicators.
4. We will be helping to develop materials for use in training.
5. We will work with selected centers to develop courses, workshops, certificate programs and degree programs.

As we learned yesterday, people receive training and education at many levels in many ways. Academic institutions worldwide do this work, often in schools of health, agriculture, education, the environment or some other focused discipline as Dana Faulkner, The CHANGE Project, noted. Other programs are housed in departments of journalism, mass communication, telecommunications and other derivatives. A few openly declare themselves departments, even colleges, of communication for development and social change. Jan Servaes, Catholic University of Brussels, for example, heads one of the most well-known academic centers and calls it "Communication for Social Change." Nabil Dijani, American University of Beirut spoke about the cross-disciplinary approach used at the American University. Silvio Waisbord, Rutgers University, is leading his institution towards greater involvement in development communication efforts. A great deal of training, of course, is done by the UN, NGO's, some community-based organizations, and a small group of international consultants.

Caby Versoza, The World Bank, for example, briefly mentioned the World Bank's distance learning initiative which works on both the "supply" and "demand" side to shift the focus towards capacity building. Thomas Tuft, University of Copenhagen talked about his Swedish-based distance learning program in development communication that is ready to expand. Hugues Kone, UNFPA Training Center, Cote D'Ivoire, talked about the short-term courses in population and communication issues and his efforts to upgrade and standardize training in Africa.

Community-based organizations also provide a blend of grass-roots practitioner and audience training which is intriguing, often based on community radio like those detailed in *Making Waves* or entertainment education like the work of Soul City in South Africa. The examples mentioned here yesterday, and others in which you all are involved, illustrate the diversity of options available at each stage of career development. As Rina Alcalay of the University of California at Davis noted, "there is something new everywhere."

The Communication Initiative, for example, lists over 100 academic programs, agencies and consultants involved in training. The site links more than 50 networks and organizations in development communication, from the African Council for Communication to World Neighbors. That list will become longer, and perhaps more evaluative, as the result of an on-line survey that Warren Feek and his staff will conduct this spring. Many scholars belong to the International Communication Association and a look at even their committee structure illustrates the wide array of "communication" opportunities. An Internet search turns up almost 12,000 hits on development communication and about 800 for communication for social change. The newest edition of the Handbook of International and Intercultural Communication divides the field into four disciplines: Cross-cultural communication; intercultural communication, international communication; and development communication. Everett Rogers reports that in Latin America, for example, academic institutions enroll more communication students than the 2,000 US universities with departments of communication.

Amidst this diversity, Alfonso and I are finding there are centers around the world towards what we would consider education in communication for development and social change. Asia, especially the Philippines, is strong. Institutions like the Catholic University in Europe, for example, and Ohio University in the US, can contribute a great deal. In addition, programs which train community organizers or focus on communication effectiveness or start with a focus – say health communication—are doing good work.

We also are finding that the discussion that has surfaced here and will continue tends to define the way in which these efforts are evaluated. Rosa Maria Alfaro, of ACS Calandria, Peru, talked late yesterday about the "models" issue she has identified in the struggle she faces between academics and action. Around the world the discussion sets diffusionists and social marketers in one camp against participation advocates in the other. We are finding that the battle of paradigms that started 30 years ago with a critique of the development-as-modernization approach continues today.

Alfonso will talk about his visits and his view of this debate, but I have been finding that, in practice, students are offered the choice of paradigms – heavily influenced by their home country and institution. At some level, however, public and private dialogue, participation and a focus on the community have become important parts of the curriculum in a growing number of universities in the US and Europe. Students, like the ones I spoke with at Ohio University last week, say they and their cultures value and demand it. That dialogue, as we know, is at the heart of Communication for Social Change. But many of the students also want to do good, no matter what country they come from. They want to help solve problems. And they illustrate another of the strains we face: how to blend individual and collective levels of change.

Our task is not simple. But our research so far shows it is needed. Perhaps we are working on a new “capability” paradigm that—as Denise Gray-Felder, VP, Rockefeller Foundation, noted yesterday—can help people in communities across the globe make the changes they want and help experts work their way out of a job.

Appendix C-3: Training Opportunities in Communication for Development & Social Change: Overview of the Situation in Latin America

A Presentation to the Conference by Alfonso Gumucio Dagron, Consultant to the Rockefeller Foundation

Slide 1

Training Opportunities Communication for Development & Social Change

An overview of the situation
in Latin America

Alfonso Gumucio-Dagron

Bellagio, January 2002

Slide 2

Development Failures

- Several decades of failures in development projects
- Vertical planning and implementation
- Donor driven priorities
- Corruption in governments and development organizations
- No understanding of local cultures
- Lack of participation from beneficiaries
- Little use of communication strategies

Slide 3

Lessons Learned

- Critical review of development assistance to Third World countries
- Changes in discourse (World Bank)
- Criticism to top-down planning
- Need to promote horizontal dialogue among stakeholders
- Sustainability depends on participation
- Decentralization & democratic representation as key issues

Slide 4

Communication, Participation & Development

- Knowledge recognized as essential for development (WB)
- Community as a valid partner for planning & implementation
- Successful programs use participatory communication strategies
- Acknowledging the need of empowering the voices of communities

Slide 5

New Development Paradigm

- Bottom-up approach in planning
- Recognizing indigenous knowledge
- Establishing dialogue with communities
- Empowerment through participation & community organization
- Sharing decision making power
- Amplifying the voices of communities

Slide 6

Human Resources Gap

- Aid & development organizations lack of staff to deal with new paradigms
- No specialized professionals for Communication for Social Change (CFSC)
- Development organizations perceive communication as merely information or even propaganda
- Much improvised staff, thus failures
- No specific training for CFSC

Slide 7

Budget Gaps

- Contradiction between discourse and funds allocated to participation
- Small percentage of budget to address communication for development
- Few professional posts in development programs for CFSC specialists
- Vertical use of resources for DevCom: advertising, image, PR

Slide 8

New Communicator

- Currently, the most qualified are "self-made" through field experience
- Complex profile, defined by the participatory process
- Combination: a) direct experience in the development process, b) cultural sensitivity towards communities, & c) knowledge of communication tools, d) creativity
- Conceptual & practical strengths
- Process more important than products

Slide 9

Offer & Demand

- Two poles –offer & demand, don't meet
- Lack of communicators in development programs: aid agencies hire journalists
- No established offer from universities: lack of employment opportunities
- Only short courses where main axe is not communication, but narrow sectoral issues
- Self-made communicators for development are few and dispersed

Slide 10

Profile of Current Studies

- Most are studies on journalism
- "Social communication", just a name for old faculties of journalism
- Contents: mass media, advertising, public relations
- Addressed to feed private sector
- Expansion of private media in the 1980s
- Short courses in US & Europe

Slide 11

Latin American Overview

- More than 500 "Social Communication" Faculties – journalism (FELAFACS)
- Standard curricula, mass media focus
- Only 5 or 6 have incorporated Communication for Development studies
- The contents of curricula varies
- Difficulties to get experienced professors