



CF-RAI-USAA-PD-GEN-2007-000042

Expanded Number **CF-RAI-USAA-PD-GEN-2007-000042**

External ID

Title

Summary of discussion. Second Roundtable on communication and education for development. International Development Research Centre. Ottawa, Canada. Hosted by UNICEF

Date Created / From Date

Date Registered

Date Closed / To Date

06-Jul-1989 at 11:38 AM

13-Jul-2007 at 11:38 AM

Primary Contact

Home Location **Programme Division, UNICEF NYHQ (3003)**

F12: Status Certain? **No**

Item Fd01: In, Out, Internal Rec or Rec Copy

Owner Location **Programme Division, UNICEF NYHQ (3003)**

Current Location/Assignee **Upasana Young since 13-Jul-2007 at 11:38 AM**

Date Published

F13: Record Copy? **No**

Record Type **A01 PD-GEN ITEM**

Contained Records

Container

Fd3: Doc Type - Format

Da1: Date First Published

Priority

Document Details **Record has no document attached.**

Print Name of Person Submit Image

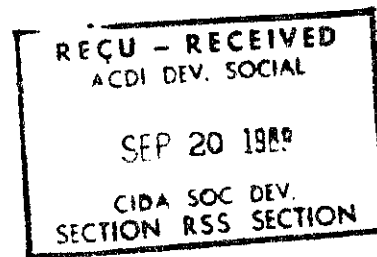
Signature of Person Submit

Number of images without cover

Upasana Young

Upasana

26



SUMMARY OF DISCUSSION

**SECOND ROUNDTABLE ON COMMUNICATION AND EDUCATION
FOR DEVELOPMENT**

**International Development Research Centre
Ottawa, Canada**

July 6-7, 1989

**Communications Division,
International Development
Research Centre,
P. O. Box 8500
Ottawa, Ont., CANADA
K1G 3H9**

INTRODUCTION

The first inter-agency Roundtable on Communication and Education for Development was hosted by UNICEF on 29-30 March, 1988. It was an informal exchange of experiences among donor and implementing agencies involved in communication and education activities. At that meeting it was revealed that "the group's collective experience revealed wide variations among the various agencies in the way in which communications/information/education activities are organizationally placed and administered" but that "collaboration among agencies in communications need not and should not be hampered by these discrepancies". It was decided that the group should come together again in 1989 to discuss possible collaboration and case studies. Charles Morrow of the Canadian International Development Agency and Clayton Bailey of the International Development Research Centre of Canada, offered to host the second Roundtable in Ottawa. The discussion in this Roundtable was centered around the concept of "sustainable development". A number of Canadian colleagues involved in international communication/education/extension activities as well as colleagues from IDRC and CIDA were invited to join the discussion and contributed a great deal to the sessions.

PRESENTATION SESSION - JULY 6th A.M.

Following self-introductions by participants (see list attached), three case studies were presented:

1. Gary Gleason, Senior Project Officer with UNICEF and Yilmaz Zenger, a private consultant, presented some details on the progress of the Expanded Programme of Immunization (EPI) in Turkey. Particular emphasis was placed on the marrying of education and health sectors and public and private sectors to create awareness of immunization needs and to achieve objectives. The use of computer-generated animation for motivational and instructional television programs was presented. Gleason stressed the importance of using media professionals to develop suitable language in messages rather than relying on health specialists who are amateurs in the delivery of messages through modern mass media.
2. Sylvie Cohen, Planning and Evaluation Officer, UNICEF, New York, presented preliminary findings in the rapid assessment of the social mobilization component of EPI programs in Nigeria and Senegal. She outlined how EPI campaigns had increased awareness of services, and provided greater visibility, credibility and political commitment to public health services. However, on the downside she discussed the difficulties of sustaining programs and motivating people

to complete immunization schedules; the problem of creating demand that cannot be met by existing services; the lack of integration with interpersonal communication systems such as health education units and the lack of resources in the latter sector; and many other constraints. The findings of the rapid assessment are being fed into a new publication entitled "UNICEF Policy and Procedures Manual on Social Mobilization".

3. Charles Morrow of CIDA presented a case study concerning a CIDA-funded handpump project in Northern Ghana. He pointed out how the project was a learning experience in sustainable development for CIDA as it went from an unsuccessful "hardware" or "technology push" approach (the main technology being 2,500 Canadian handpumps) to a project which involves many "software" communication elements such as popular theatre, low-cost audiovisual aids and radio learning groups. More emphasis is now being placed on adult education/community participation methods to encourage better practices and to improve pump maintenance. There has been close cooperation with the World Bank/UNDP Handpump Testing Program in an attempt to find a suitable replacement pump which villagers themselves can maintain.

Everett Rogers was invited to comment on what had been learned from the case studies presented and the discussion surrounding them. His main points were:

1. The need for better needs assessments/situation analysis.
2. The need for better planning - the matching of program processes with needs not met, segmentation of audiences, deciding on campaign design or other strategies.
3. The need for better implementation strategies often using multisectoral approaches: proper training, creating and timing messages, carrying out rapid assessment in mid-course.
4. The need for better summative evaluation of communication activities - deciding to continue, discontinue or change strategies.
5. Research into the sustainability of efforts - sometimes returning to the scene 10 years later to see what has happened.

PRESENTATION SESSION 2 - JULY 7th A.M.

Nigel Fisher, Deputy Executive Secretary of the Interagency Commission, World Conference on Educational for All, presented the objectives of this conference hosted by UNDP, UNESCO, UNICEF, and the WORLD BANK, to take place in Bangkok, March 5-9, 1990. The reasons for the conference? --- the education sector faces a global crisis: rapid gains in expanding education are now being eroded in many countries; nearly one billion illiterates worldwide; poor quality primary schooling; dropouts; reduced spending in the education sector due to recession and structural adjustment. The organizers of the conference believe that the time is right to attempt to bring education back onto the agendas of donor agencies and national governments because of the "growing consensus that human resource development is at the core of any development process --- that education, the empowerment of the population with basic levels of learning, skills and knowledge, is the right of all". The organizers also believe that modern communications technology used in both formal and non-formal educational settings have a powerful role to play in the new education thrust, both in creating awareness and commitment and in learning programs. (A full outline of Mr. Fisher's presentation is attached.)

Sheldon Shaeffer, Associate Director for the Education, Population and Society Program in IDRC's Social Science Division, presented his for involvement in the conference. Specifically, the Program plans to commission papers on: the use of distance education in primary education reform; life-skills learning within the context of community-based intervention programs; the use of participatory, school-based, and community-supported innovations in formal basic education. It is planned that these papers will form part of the background to several thematic roundtable discussions at Bangkok. (Besides the plenary sessions, it is planned that the conference will encompass 24 thematic roundtables organized around major areas of emphasis and 24 illustrative roundtables to document specific country-wide projects or processes).

A good deal of debate ensued on how to position communications issues on the agenda of the conference. (UNICEF and IDRC are working together on possible further input from a communication's perspective.)

DISCUSSION SESSIONS - JULY 6 P.M. AND JULY 7 P.M.

Below are some written and spoken points made by participants. They are not meant to represent a complete summary. Rather, they represent some of the main themes running through the discussion.

It should be evident from these comments that no overall consensus was reached on common language, processes or strategies. It should be evident that the Roundtable can be viewed as an evolutionary process for the field of development communication.

1. While the importance of communication within the development process is now broadly recognized by international development agencies, both governmental and non-governmental, each agency has developed over the years, its own approach to development communication. These approaches are based upon the particular mandate and priorities of the agencies concerned, the perceived needs of the sector in which it mainly operates, the results of its accumulated experience over time, and its policy framework. As a result, different methodologies and terminologies have evolved which often make it difficult for agencies, even though they share a common commitment to the overall goals of development communication, to identify common ground, arrive at a full understanding of each other's objectives, or to cooperate effectively in operational projects.
2. Communication activities and language are presently defined with respect to a number of technical fields such as health, education, and agriculture. Each field has developed independently and is organized and equipped to communicate information through its own channels. This fragmented, sectoral approach to communication for development is threatening to create costly, parallel channels with the advent of new communication technologies and new priority areas (eg. environment, women in development). It is no longer feasible for governments to extend the separate channel approach. Instead we need to concentrate on strengthening generic communication systems - traditional and modern - and to identify the sum of these systems as a new sector in development. This represents a "paradigm shift" and to be achieved there is a need for intellectual change among policy makers, academics, and development workers. It is the role of communication professionals to lead this intellectual work if sustainable development goals are to be achieved.
3. Much of the discussion has been about communication in support of, and promotion for, projects and campaigns. Development Communications also has a critical role to play in the participatory processes which help to empower, engender self-esteem and self-confidence, and enhance self-reliance among the marginalized, the disenfranchised, the oppressed, and all those groups who are in an exclusionary relationship with the dominant society. It is hoped that a

future discussion, if there is one, would explore this aspect of development communication.

4. Despite useful efforts undertaken to date (e.g. clearing-house project reports and evaluations, journal articles in a variety of professional literatures), lessons learned often fail to improve the direction and outcomes of communication. A future roundtable could address solutions. For example, new technologies for diffusion clearly exist; how to better use them?
5. It is difficult to develop a new model or paradigm for development communication because our notions of development communication are as diverse as our concepts of development itself, and our notions of what it should be. We have those who see development communication as a means of changing attitudes, beliefs, and ultimately, the behaviour of the masses through something they like to call "social marketing" and we have those who see communication as a means of permitting people to alleviate oppression, conscientizing the oppressed at the village level, and so on. Perhaps it is more useful then, to think of strategies we can apply to development communication, rather than new models.
6. "Communications" has a multiplicity of meanings and as long as the field is viewed as a service to other sectors it won't be taken seriously or funded to any great degree. It needs to be formalized with a common language that is understood inside and outside the discipline.
7. It seems ironic that what is missing in the field of development communication is a communication strategy for positioning the field itself.

Working Group: Summary of Salient Points

A small working group of participants convened to summarize the discussion at noon on Day 2. This review was expressed in operational and conceptual terms. In Communication and Education for Development the focus on sustainability requires:

<u>Operational</u>	<u>Conceptual</u>
. Organizational Motivation	
. Institutionalization	Development of a
. Capacity Building/Human Resource Development	new paradigm with
. Community-Level Networks	a common language
. Analysis of National Capacities	
. Media Literacy	
. Indigenous Infrastructure	
. Sharing Lessons Learned	

Summary of Discussion by Full Group

- . Better risk analysis for sustainability
 - underlying causes of failure and success
 - external/internal factors
- . Building in communication components from the start
- . Formalization of the Roundtable
 - regular, representative membership?
 - make better use of the existing clearinghouse facilities
- . Communication as a process (drop the "s" on communications)
 - not "communication support" but "support communication"
- . Learn from other sectors such as education
- . Need for a neutral focal point for the network
- . Need to work together in countries as a case study and then formalize relationships
- . Link case studies with university studies (long term view needed)

CONCLUSIONS

Near the conclusion of the meeting the participants decided that it would be worthwhile meeting in 1990 to continue the development of collaboration and a common language. It was suggested that FAO in Rome might be the host for the next Roundtable.

For the next year David Nostbakken of IDRC offered to coordinate some activities in cooperation with other agencies, namely:

- . develop summaries of case studies where communication has been included for sustainable development (and perhaps contrast these with other cases where communication processes have not been included);
- . investigate existing clearinghouse facilities and how they may be improved or better used;
- . develop an inter-agency consultants' roster;
- . help to organize a roundtable at, and prepare a paper for the World Conference on Education for All in Bangkok, March 1990;
- . begin the development of a paper on the meaning of development communication from a broad paradigmatic point of view.

(It should also be noted that Alan Hancock of UNESCO has begun a project which involves the development of "a set of practical study and training materials which describe, in both narrative and audio-visual form, the principal approaches used by various agencies involved in development communications, and provide explicit illustration, through case studies, of how these approaches are put into practice". It will be of use to both practitioners and trainers. The target completion date is December 1991. It is hoped that any activities undertaken by IDRC will compliment this project.)

BACKGROUND PAPERS

- Unkept Promises: Educational Broadcasting in the Third World, John K. Mayo, College of Communication, Florida State University, May 1989
- Development Communication: A Reappraisal for the 1990s, Emile G. McAnany and Douglas Storey, Department of Radio-Television-Film, The University of Texas at Austin, May 1989

- The Asia-Pacific Project for Broadcasting and Development, Ryerson International Development Centre, July 1989
- Enquiry in Development Communication, Everett M. Rogers, Chapter 3 of Handbook of International and Intercultural Communication, (Eds. Asante, M. K. and Gudykunst, W. B.), Sage Publications, 1989

WORLD CONFERENCE ON EDUCATION FOR ALL

-MEETING BASIC LEARNING NEEDS-

SCOPE OF THE INITIATIVE

- Promote global debate on worldwide problem/common concern
- Seek new alliances and commitments to meet basic learning needs
- Conference to set a basis for cooperation and action in the 90s.

More of the same not enough-linear expansion/Min. of Ed./basic educ as it exists at present is insufficient.

Emphasis on basic learning needs demands focus on defining, in each country, in each cultural context, an essential set of basic learning needs -
- what are the skills, attitudes, values and knowledge upon which all children, youth and adults can build, and through which they can acquire the capabilities to continue to learn.

-Promotion of national debate on essential learning needs.

Flexible modes of delivery of basic education, instructional & learning techniques:

- to respond to the diversity and special characteristics of the learning population;
- provided that uniform standards of learning achievement are applied to all modes of delivery,
 - whether formal primary schooling or equivalent alternatives
 - whatever the delivery mechanism used to meet the basic learning needs of youth and adults.

Two-channel approach to ensure the universal access of children, youth and adults to essential knowledge and skills. (primary schooling or equiv. alternatives, and youth/adult learning).

Learning achievement, not simply access, years of schooling or certification, must be recognised as the link between basic education and individual and societal development.

Thus each country needs to establish a national acceptable threshold level of learning, to be attained ultimately by all children, youth and adults.

Targets, quantitative measurement of progress, need to be expressed in terms of the number of successful achievers as a proportion of the total population, and not by the number of enrollees or graduates.

The focus of education needs to be broadened to place formal education in the broader learning context, the learning process that goes on in the home, community, workplace, with peers etc. (eg. narrow schooling education abdication vs. Korean contextual approach).

The initiative places emphasis on meeting basic learning needs as a means for reducing disparities among nations and among people within national boundaries.

It places particular emphasis on enabling disadvantaged populations to reduce their marginalisation through equitable participation in learning opportunities.

- Commitment to targetting presently-disadvantaged populations in terms of gender, economic status, location or disability.

The initiative argues for the mobilisation of new human, financial and technological resources to respond to unmet learning needs, in the form of:

- broader base of cooperation between government agencies concerned with human development, & increasing allocations to basic.ed. services.
- argues for assessment of the need to re-allocate resources within educational systems to achieve appropriate balance between primary, secondary and tertiary (user fees at tertiary not primary?)
- advocates increased partnership with government of NGOs, private sector, community and other organisations in planning and meeting basic learning needs, and in contributing to financial, material and human resource requirements.
- increased participation of the people, communities, parents, in the planning and use of appropriate, decentralised learning programmes.
- drawing together and using all available channels and technologies for communication, information dissemination and mobilisation to create learning opportunities accessible to all.

Meeting the basic learning needs of all requires:

- reaffirmation at the national level of political will to policies and cooperation needed to meet those needs;
- new levels of commitment and cooperation at intercountry and international levels;
- for the least-economically developed countries, significant sustained external assistance to ensure that their basic learning needs are met and that indigenous capacity for self-sufficiency in meeting basic learning needs can also be strengthened.

THE WORLD CONFERENCE

Designed to promote debate, new alliances and new commitments , to set the basis for cooperation in the 1990s.

Who will attend (Mulroney letter).

Style of Conference - different.

- parallel activities to promote exchange, as well as ratification of Charter and Framework for Action.
- use of audiovisual means...

THE CONSULTATIVE PROCESSSo far

- regional consultations (for regional meetings, consultation on documents, regional perspectives, and mobilisation of interest and support).
- political actions eg. OAU, SAARC.
- special studies and specialist consultations (list a few).
- country level activities/invitations.
- drafting of Charter, Framework, basic document.

Coming months

- document circulation and review (deadlines) -- January final distribution.
- mobilisation of country-level debate of issues, basic learning needs.
- key personalities, media use, on agenda of international meetings...

Growing interest

- sponsors and co-sponsors (Sweden, Norway, AID, AsDB
CIDA, IDRC, WHO, Van Leer
Swiss, IADB, Commonwealth Secretariat...
- NGO network/ITFL
- Government hosts - Bangladesh, Ecuador, Jordan.
- Key heads of state, special representatives.

Nigel Fisher
Ottawa
21 July 1989

ROUNDTABLE ON COMMUNICATIONS AND EDUCATION FOR DEVELOPMENT

IDRC, OTTAWA - JULY 6-7, 1989

PARTICIPANTS LIST

UNITED NATIONS CHILDREN'S FUND (UNICEF)

Luis F. Rivera
Chief, Communications Section
Programme Division
Three United Nations Plaza
New York, New York 10017
Tel: (212)326-7127
Telex: 175989 TRT
Fax: (212)888-7465

Jack Ling
Special Advisor
Communications, Program Division
UNICEF
New York, New York 10017
Tel: (212)326-7127

Marion Dempsey
Co-Ordinator
Division of Information
and Public Affairs
(same address as above)
Tel: (212)326-7513
Telex: (see above)
Fax: (see above)

William J. Hetzer
Chief, Radio TV and Film Unit
Div. of Information & Public Affairs
(same address as above)
Tel: (212)326-7290
Telex: (see above)
Fax: (see above)

Sylvie I. Cohen
Planning and Evaluation Officer
Programme Communication Section
Programme Division
(same address as above)
Tel: (212)326-7129
Telex: 7607848
Fax: 212)888-7465

UNICEF

Gary R. Gleason
Senior Project Officer
Office/Ofis:
Sedat Simavi Sok. 20
Cankaya, Ankara
Tel: (90-4) 139 59 12

Nigel Fisher
Deputy Executive Secretary
Interagency Commission UNDP, UNESCO, UNICEF, WORLD BANK
World Conference on Education For All
Three United Nations Plaza
New York, New York 10017
Tel: (212)326-7132
Telex: 7607848
Fax: (212)326-7133

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA)

Nancy M. Gerein
Health Specialist
Social and Human Resources
Development Division
200 Promenade du Portage
Hull, Quebec
Canada K1A 0G4
Tel: (819)997-5565
Telex: 053-4140
Fax: 819 953-3348

Danièle Blain
Information Officer
Public Affairs Branch
(same address as above)
Tel: (819)953-6060
Telex: 053-4140 CIDA HULL
Fax: 819 953-4933

Charles W. Morrow
Acting Director
Social Dimensions Section
Social and Human
Resources Development Division
(same address as above)
tel: (819)997-1531
(Telex: (see above))
Fax: 819 953-3348

Paul S. McGinnis
Senior Education Specialist
Education and Training Sector
Social and Human Resources
Development Division
Professional Services
200 Promenade du Portage
Hull, Quebec
K1A 0G4
Tel: (819)994-0163
Telex: 053-4140 CIDA HULL
Fax: 819 953-3348

G.I. (Gerry) Kenney
Telecommunication
Specialist
Infrastructure Division
Professional Services Branch
(same address as above)
Tel: (819)994-5419
Telex: RCF 053-4140

Laura Paterson
Trainee
Social Dimensions Sector

OTHER AGENCIES

Philippe Van der Stichele
Food And Agriculture Organization
Of The United Nations
Communications Officer
Development Support Communications Branch
Information Division
Via delle Terme di Caracalla - 00100
Rome, Italy
Tel: 57974254
Tlx: 610181 FAO 1

James Hoxeng
Agency For International Development
S & T/ED
USAID
WASHINGTON, D.C. 20523-1815
Tel: (703)875-4490

Alan Hancock
United Nations Educational, Scientific (UNESCO)
and Cultural Organization (UNESCO)
7, Place de Fontenoy, 75700
Paris, France
Tel: (1)45 68 42 03 (Direct Line)
(1)45 68 10 00 (Exchange)
Telegrams: UNESCO
Telex: 204 461 Paris
Fax: (1)45 67 16 90

Bernard M. Woods
Senior Communication Specialist
The World Bank
1818 H Street, N.W.
Washington, D.C. 20433
Tel: (202)473-4086

OTHER AGENCIES

Tevia Abrams
Senior Technical Officer
Education, Communication
and Youth Branch
Technical and Evaluation Division
UN Population Fund
220E 42nd Street
New York, New York 10017
Tel: (212)850-5649

Samphe Lhalungpa
Public Service Commission (PSC)
Communications Adviser
Corporate and Public Relations Division
Public Affairs Directorate
Corporate Systems and Services Branch
L'Esplanade Laurier
West Tower
Ottawa, Ontario
K1A 0M7
Tel: (613)992-9565
Fax: (613)992-9352

Dennis D. Tolsma
Assistant Director for Public
Health Practice
CENTERS FOR DISEASE CONTROL
Bq 1 Rm 2047/Stop D22 Atlanta, GA 30333
Tel: (404)639-3751 FTS 236-3751

Mariette Hogue
Programme Officer Education
Canadian Commission for UNESCO
99 Metcalfe Street
Ottawa, Ontario
K1P 5V8
Tel: (613)598-4327
Fax: 598-4390

UNIVERSITIES

Moncef M. Bouhafa
Senior Program Officer
The Johns Hopkins University
School of Hygiene and Public Health
Center for Communication Programs
Population Communication Services
527 Paul Place
Mt. Vernon Centre
Baltimore
Maryland 21202
Tel: (301)659-6300
Telex: 240430 JHUPCS UR
Fax: (301)659-6266

Daniele Brady
Professor
University of Laval
Department of Information & Communication
Pavillon Casault
Ste-Foy, Quebec G1K 7P4
Tel: (418)656-5462
Home: (514)731-4705

Gary O. Coldevin
Professor
Graduate Program in Educational Technology
Concordia University
Educational Technology
Development Support Communication
Distance Education
Montreal, Quebec H3G 1M8
Tel: (514)848-2004
Home: (514)455-5152

George A.B. Moore
Chairman
Department of Rural Extension Studies
University of Guelph
Guelph, Ontario N1G 2W1
Tel: (519)824-4120 Ext. 2241

Everett M. Rogers
Walter H. Annenberg
Professor
University of Southern California
Annenberg School of Communications
University Park
Los Angeles, CA 90089-0281
Tel: (213)743-7416

UNIVERSITIES

Ronald E. Ostman
Department of Communication
Cornell University
309 Roberts Hill
Ithaca, New York 14853-5901
Tel: (607)255-2599

Robert S. Anderson
Department of Communication
Simon Fraser University
Burnaby, B.C. V54 1S6
Tel: Off: (604)291-3595
Res: (604)299-9701

Tony Williamson
Director
Don Snowden Centre for
Development Support Communications
Memorial University of Newfoundland
St. John's, Newfoundland A1B 3X5
Tel: (709)737-4473
Telex: 016-4101
Fax: (709)737-4569

PRIVATE SECTOR

Eric P. Young
Director
Manifest Communications Inc.
172 John Street
Toronto, Ontario M5T 1X5
Tel: (416)593-7017

John Renner
A.R.A. Consultants
102 Bloor Street West
9th Floor
Toronto, Ontario M5S 1M8
Tel: (416)961-1474
Fax: (416)922-5380
Telex: 065-2812
Answerback: ARACONSULT TOR

Yilmaz Zenger
Zenger Limited STI
Inonu Caddesi
Hariciye Konagisok 1/1
Ayazpasa - Taksim
Tel: Magaza: 149 81 73
145 99 33
Fax: 149 99 33

UNIVERSITIES

Robert Karam
Senior Communications Consultant
A.R.A. Consultants
102 Bloor Street West
9th Floor
Toronto, Ontario M5S 1M8
Tel: (416)961-1474
Telex: 065-28142
Answerback: ARACONSULT TOR

Wayne Kines
President
World Media Institute Inc.
549 Besserer Street
Ottawa, Ontario K1N 6C6
Tel: (613)233-4226
Publishers of "TRIBUTE"

Dario A. Pulgar
Communication Consultants
2340 N. Commonwealth
Apt. 206
Chicago, IL 60614
Tel: (312)404-7835

J. Mark Stiles
Stiles Associates Inc.
Consultants in Communications
and Human Resource Development
79 Sweetland Avenue
Ottawa, Ontario K1N 7T9
Tel: (613)232-3982

Maurice Bryan
23rd Century International
P.O. Box 4369, Stn. E
Ottawa, Ontario
K1S 5B4
Tel: (613)523-7258

IDRC PARTICIPANTS/OBSERVERS

Address: International Development Research Centre
Research Centre
P.O. Box 8500
250 Albert Street
Ottawa, Ontario
CANADA K1G 3H9
Tel: (613)236-6163
Telex: 053-3753
Fax: (613)238-7230

PARTICIPANTS

David Nostbakken
Director, Communications Division

Neill McKee
Associate Director: Dissemination
Communications Division

Clayton Bailey
Head, Media Unit
Communications Division

Nancy George
Program Officer
East and Southern Africa
Communications Division

André Potworowski
Senior Policy Advisor
Communications Division

Sheldon Schaeffer
Associate Director
Population, Education and Society
Social Science Division

IDRC OBSERVERS

Paul McConnell
Deputy Director
Information Science Division

Shahid Akhtar
Associate Director
Information Science Division

IDRC OBSERVERS CONVID.

Greg Spendjian
Deputy Director
Agriculture, Food and Nutrition Sciences Division

Gerry Bourrier
Director
Fellowships and Awards Division

Richard Young
Senior Program Officer, Nutrition Group
Agriculture, Food, Nutrition Sciences Division

Andrea Young
Planning Officer
Office of Planning and Evaluation

Marc Van Ameringen
Research and Liason Officer
Office of the Vice President - Programs

Francoise Coupal
IDRC/CIDA Liason Officer
Office of the Vice President - Programs

REÇU - RECEIVED
ACDI DEV. SOCIAL

SEP 20 1989

CIDA SOC DEV.
SECTION RSS SECTION

SUMMARY OF DISCUSSION

**INFORMAL MEETING ON THE STATE OF
DEVELOPMENT COMMUNICATION TRAINING IN CANADA**

**International Development Research Centre
Ottawa, Canada**

July 8, 1989

**Communications Division,
International Development
Research Centre,
P.O. Box 8500
Ottawa, Ont. CANADA
K1G 3H9**

INTRODUCTION

On July 6-7, 1989 about 40 participants from international and national donor agencies, implementing agencies, Canadian and American universities and consultant companies gathered at the International Development Research Centre (IDRC) in Ottawa to discuss major issues and possible collaboration in the field of development communication. This was the second such Roundtable on Communication and Education for Development and it was jointly hosted by IDRC and the Canadian International Development Agency (CIDA).

It was thought that the Roundtable would be an excellent opportunity to bring together Canadian practitioners and teachers of development communication together to discuss the state-of-art in our own country and so a meeting was arranged for the morning of July 8th.

PARTICIPANTS

G.A.B. (Ab) Moore, University of Guelph
John Baggeley, Concordia University
Gary Coldevin, Concordia University
Robert Anderson, Simon Fraser University
Tony Williamson, Memorial University
Danièle Brady, Laval University
Ronald Ostman, Cornell University
Luis Rivera, UNICEF
Sylvie Cohen, UNICEF
Charles Morrow, CIDA
David Nostbakken, IDRC
Paz Buttedahl, IDRC
Neill McKee, IDRC
Nancy George, IDRC
Eric Young, Manifest Communications
Dario Pulgar, Consultant

DISCUSSION

Charles Morrow and Neill McKee started the discussion by outlining why they wanted to hold the meeting in the first place: What are the training needs in development communication for both Canadians and people from developing countries? Where should training be done? What resources now exist in Canada? How can resources be better coordinated? How can graduate work be done in a concentrated way, drawing on the talents of more than one or two people? Is there any commonality with the U.S. experience

where development communication training resources are increasingly scattered and technical agencies have taken over much of project implementation? Are there enough Canadians trained in the field to meet present demands for international consultants? Would the training of more people lead to a greater awareness of the field?

Next, each participant was asked to discuss his/her perspective on the above questions from their own experience. The development communication/extension programs of the various institutions represented were described. It was generally concluded that resources remain scattered, there was little recognition for development communication, per se, in Canadian academic institutions, and that in order to be funded courses usually had to be housed in departments concerned with mass communications, distance learning and instructional technology. In addition, a proposal by Anna Stahmer for training linkages was discussed (see attached).

CONCLUSIONS

1. Training for people from developing countries should be based in developing countries. We should help to build up national and regional institutions.
2. We should build capacity with institutional linkages between Canadian and developing country institutions. (eg. Guelph - Thailand link and Ryerson - AIBD link.)
3. We should investigate the possibility of establishing a Centre of Excellence in development communications in the next round of awards from CIDA.
4. We should make better use of the CIDA and IDRC fellowship programs for studies in development communication for both Canadians and non-Canadians.
5. We should draw up a list of completed Masters and PhD theses on development communication topics, identifying where the authors are now. (Ab Moore agreed to coordinate this.)
6. CIDA/IDRC would contribute to the above list by documenting the awards they have given to researchers who have contributed to the field of development communications, the availability of results and where the authors are now.
7. IDRC Program Officers and monitors of CIDA projects could play an important role in informing the group about new developments in the field. The value of these direct contacts in providing current information to researchers, at little cost, should not be overlooked.

8. The group would like to be informed about the North-South Study IDRC is presently undertaking in connection with its 20th anniversary. It would be useful for IDRC to provide an early opportunity to comment on it from the point of view of a communication strategy for realizing its objectives. This might involve contact with the researchers involved in the project.
9. Discussions should continue on how to achieve a continuing "summer school" or "summer institute" on communication and development. It might be located in Ottawa (at IDRC ?) or elsewhere in the country or in a Third World institution. It might involve the use of human resources from across Canada. Cornell's summer institute in communication should be studied carefully before launching such an enterprise so that efforts are complementary.
10. Since the need for "case studies" is referred to regularly, and since "case studies" would be essential for a "summer institute", the group should plan how to pull them together. A special issue of either the Canadian Journal of Development Studies or the Canadian Journal of Communication could be edited jointly by members of the group. Such a special issue could be used by successive "summer institutes" and further issues could be planned in the future.
11. Finally, it was decided that the group should meet again, perhaps in an expanded forum with other Canadian colleagues involved in the field. Bob Anderson offered to host such a meeting at Simon Fraser.

1 - Training Facilities

The thoughts outlined in the referenced letter and the agenda for day three are excellent, and I submit the following additional thoughts:

- o The need for Canadian training facilities in applied communications fields is real - both for international development as well as for domestic uses of communication systems.
- o Expertise in Canada is located at a number of public education institutions and in private companies, or in organizations such as the Addiction Research Foundation.
- o Training and education initiatives should be flexible to allow the expertise in these different sectors to be brought together.
- o The participants in such training activities are likely practising professionals who would benefit from flexible training systems, eg a mix of short intensive classroom training and of independent studies. Enough experience exists with this type of training and education system to suggest that it will work for development communication.
- o A Diploma or Certificate program would be desirable.

In order to achieve such a flexible training facility I could envisage a joint diploma program being launched by a number of colleges and universities. For example, (for illustration only) Memorial might do the small scale video component, Concordia the research and evaluation component, Guelph the extension and outreach component, Ryerson the broadcast production component, Calgary or Queens the policy component, etc. Lecturers can be brought in - or internships arranged - with advertisement firms, groups such as Environics, or social service agencies which use communication effectively.

I could also see that the classroom components of the programs be scheduled over a number of summers (each 3-4 weeks in length), which will make it easier for working professionals to participate. Research, Independent Studies and Fieldwork can be defined during the summers and carried out by the participants at their place of work and at home base.

At the Ryerson International Development Centre we discussed this type of approach to training in development communication. I could see that Ryerson has the institutional flexibility to operate as the umbrella organization for such activity, ie the one which would co-ordinate curriculum development and co-ordination and grant the diploma/certificate.