

PROGRAM IN COMMUNICATION AND DEVELOPMENT

USAID GRANT AID/ta-G-1053

FIRST ANNUAL REPORT

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Reporting Period:

September 1, 1973 to August 31, 1974

STANFORD UNIVERSITY

Institute for Communication Research

211(d) Annual Report

Date due: November 1, 1974

Date of submission: March 1975 ✓

Grant title: A grant to strengthen competence in communication as related to education and human resource development in less developed countries.

Grantee: Board of Trustees, Leland Stanford Junior University

Grant Program Director: Lyle M. Nelson, Chairman, Department of Communication

AID Sponsoring Technical Office: TA/EHR

Statistical Summary:

Period of grant:	September 1, 1973 to August 31, 1978
Amount of grant:	\$1,000,000
Expenditures for report year:	\$156,594
Anticipated for next year:	\$245,000

A. NARRATIVE SUMMARY

The accomplishments of Stanford University in the first year of its 211(d) grant were as follows.

Objective 1 - Education and Training

The doctoral level program in the grant area was continued with recruitment of two new students. A new two year Master's level program especially adapted to the needs of applied research in LDC's was designed and a number of students recruited for entry in the fall, 1974. Two short term seminars were offered by Stanford staff in Washington, D.C. and Mexico City during the year.

Objective 2 - Research

A seminar on research strategies initiated work on the new 211(d) grant activities. Contacts and preliminary negotiations were made with a number of potential new field projects, although no new field work was undertaken in the reporting year. Seventeen research papers were written and published during the first year: ten concerned the role of media in out-of-school education, two concerned evaluation methodology, three concerned media use in formal education and two concerned satellites and telecommunication policy.

Objective 3 - Consultation and Linkages

Stanford strengthened its capacity for consultation by the appointment of three regular junior members to its faculty in communication and involving four other senior faculty in the work of the grant. Trips by faculty to Asia and Latin America responded to LDC's requests. Two major conferences in collaboration with the East-West Center in Hawaii studied communication research needs

and made contact with experts in the field from Africa, Asia and Latin America. Linkages with a number of domestic and foreign institutions were made and/or strengthened. A large number of LDC people also made contact with Stanford through visits during the first grant year.

B. DETAILED REPORT

1. General Background and Description of Problem

Less developed countries, along with AID and other development institutions, have increasingly realized in the past decade that traditional formal schooling cannot hope to satisfy all educational needs. They face the great challenge of establishing learning centers which are capable of providing useful education and training to many more people at costs which are within anticipated budget limits. More attention is being paid to the design and development of educational systems which can reach the poor, rural, and often illiterate sectors of the population with information which is directly relevant to improving their quality of life.

Growing realization of these new demands and new opportunities among the developing countries themselves has led AID to assist them in their efforts to focus more intently on low-cost uses of communication technologies. AID also realizes that planning, skilled evaluation, and advanced training must be provided if communication technologies are to be applied effectively.

In the five years preceding the award of the 211(d) grant, Stanford had completed a number of studies (largely under AID funding) concerning the role of educational technology in LDCs. The El Salvador ITV evaluation and the study of the Mexican Telesecundaria

are important examples of research carried on during that period. The 211(d) grant was awarded at a time of double transition for Stanford. Wilbur Schramm, the long-time Director of the Institute for Communication Research and chief figure in its program of international communication research, retired, moving to the University of Hawaii. In addition, the emphasis on in-school uses of technology (particularly television) began to give way to a concentration on out-of-school applications of education/information technology, particularly with regard to rural development.

The new substantive emphasis meant that contract funding would no longer be an adequate basis for support. Knowledge about the application of communication technologies to out-of-school information and education programs is only at a preliminary stage. The need for basic consideration of the issues raised by such programs, the exploration of alternative designs for such systems, the development of adequate methodologies for research and evaluation of them, serve as the best justification of grant funding. The departure of Wilbur Schramm signalled the need for a new structure for the international communication activities at Stanford, and the 211(d) grant provided an opportunity to establish that new structure as well as expand significantly the institutional base of these activities.

2. Purpose of the Grant

To strengthen, mobilize and focus an institutional response capability at Stanford University on the low cost use of communication technologies designed to help satisfy the information and learning needs (related to the quality of life) of the majority of people in the LDCs.

End of project status indicators:

- (a) Established and recognized as a center of excellence for the study of application of communication technologies to the development problems of LDCs.
- (b) A fully funded ongoing faculty position devoted to the field of international development communication. Also the ability to continue to strengthen a core group of scholars dedicated to future work in this field.
- (c) The continuing provision of educational opportunity for LDC students and professionals.
- (d) Ability to have continuous and significant involvement in effort to analyze and help in the solutions of LDC development problems

3. Objectives of the Grant

A. Objectives Restated

- 1. An increased capacity and a wider range of options for education and training, both at Stanford and in the field
- 2. An increased capacity to do research and extend the knowledge base with regard to:
 - i) use of media in out-of-school education and rural development information systems;
 - ii) evaluation methodology;
 - iii) synthesis of knowledge concerning media use in formal schools;
 - iv) telecommunications policy planning.
- 3. An increased capacity to participate with LDC and other institutions in the areas of:

- i) problem identification and analysis;
- ii) program/project design
- iii) project operations
 - (a) education and training
 - (b) research/formative evaluation
- iv) evaluation
- v) collection and dissemination of information with particular regard to the use of communication media in
 - (a) non-formal education, particularly rural information systems
 - (b) formal education
 - (c) telecommunication planning

B. Review of Objectives

This list of objectives reflects a reworking of principal objectives as stated in the grant document so that they would be in the form of a logical framework. Since the development of the logical framework in June, 1974 (reflecting collaboration of AID and Stanford personnel) there has been little change in emphasis among the objectives. In fact, the substance of the objectives remains largely unchanged from the grant document itself.

C. Review of Critical Assumptions

The critical assumptions which underlie the achievement of the grant objectives are:

1. Lower-cost communication media and design for their cost-effective use will provide solutions for education and rural information problems in LDCs.

2. LDCs will recognize Stanford as a center of excellence in the study and planning of this kind of technology and invite collaboration on problem study and solution.
3. Funding for field work for faculty and students will be available from LDC or other sources.
4. Capable students from LDCs at Ph.D. and M.A. levels will be attracted to Stanford and trainee support from different sources will be forthcoming.
5. A spirit of collaboration and mutual respect be fostered in Stanford's network of institutional relationships so that such linkage will be strengthened and extended.
6. Stanford University will continue to support the capacity described under objectives on training research and linkage/collaboration after the expiration of the grant.

C. ACCOMPLISHMENTS

1. An increased capacity and a wider range of options for education and training, both at Stanford and in the field

- (a) Narrative description and general output

At the end of the grant period this capacity was to include intake of two to five Ph.D. students per year. Their training was to include new emphases on communication policy and planning, methodology of field evaluation, cost-effectiveness analysis, and analysis of non-formal use of technology. By autumn of 1975, Stanford expects to be able to admit about ten M.A. students per year. Most students should be LDC nationals with institutional affiliations which make it likely that they will be able to use the skills they gain in relevant jobs upon their

return home. Stanford also expects that it will be able to mount short term seminars and workshops on site. These will serve to alert LDC and other participants to the role of evaluation and the role of educational technology in development. It should be possible to participate in as many as three per year, sometimes in coordination with AID, with other 211(d) institutions, or with institutions sponsoring ongoing research projects.

(b) Targets for the reporting year

The work plan was formulated before the use of the logical framework. For this general objective, the following specific first year tasks were outlined:

"Develop an M.A. program in communications technology"

"Begin training first three Ph.D. students, at least one from a less developed country"

"Recruit U.S. and foreign M.A. and Ph.D. students for 1974-75 academic year".

Means of verification for the degree programs might include site visits, evidence of enrollment, and for the M.A. students, evidence of sponsorship by LDC institutions. The short term on site training activities might be verified through a logbook of LDC visits, documentation concerning seminars and workshops, and AID records when AID personnel were directly involved.

Critical assumptions for the degree programs include the attraction of capable and qualified candidates, and the availability of funding to support them. The short term seminars will depend on invitations from LDC, AID, or other organizations which are consistent with other commitments by Stanford staff. Furthermore

Stanford expects that the most useful of these seminars will be held in the context of an ongoing project; thus a critical assumption is that Stanford will be involved in such projects.

(c) Accomplishments, accumulative and for reporting year

Two students began Ph.D. training in the fall of 1973. Five other more advanced Ph.D. students working in the area of international communication continued or completed their studies during the year. Of those seven students, six were all or partially supported under 211(d) funds. Two of the seven are Argentinians, one a Dutch national, and the other four hold U.S. citizenship. Five Ph.D. students in international communication were accepted for the fall of 1974; however, only two have entered. One more will delay his entrance until 1975.

No new Ph.D. level courses were offered in the reporting year. However, about twenty five students enrolled in each of two revised courses, 'Communication Media and Social Change,' and 'Evaluation Methods for Mass Media Projects in Developing Countries.' Eight students enrolled in a special course, 'Latin America and the U.S. Press,' offered by visiting scholar Fernando Reyes Matta.

One Master's student entered in 1974 (a teacher of communication at the ITESO in Guadalajara, Mexico). Nine others were recruited for the 1974-75 academic year. Three Asians (from Thailand, Hong Kong and the Philippines) were each recommended and partially supported by home universities or other local institutions. All of them can expect to return to excellent job opportunities. Three Latin Americans (from Chile, Colombia, and Mexico) are also coming with full or partial support from outside agencies, with a high probability of returning to home institutions after completing their degrees. A French woman

who worked as a researcher with the Ivory Coast ITV project has also entered the M.A. program with full support from an outside agency. Two additional Chilean students who were already at Stanford have also entered the program (formerly they were in the Stanford International Development Education program). They will be permitted to finish the Master's degree in one year, in contrast with the two years that all the other students will require.

Planning for the Master's program involved all of the 211(d) funded faculty, and advanced graduate students. The degree will require two years. The first year will entail full time course work in communication theory and development (two to four courses), statistics and research methods (three courses), and electives (two to four courses taken outside communication and chosen to provide the student with at least one additional specialized skill). The second year will involve the student in the planning, carrying out, data analysis for, and write-up of a field research project. It would include two to three months actually doing field research in the home country, if at all possible. By integrating that field work with a program of classroom study at Stanford, it is our hope that graduates of the program will be able to avoid that sense of isolation that many students feel in trying to apply U.S. training to their home institutions.

The 1974-75 course schedule lists four new courses which are offered to supplement the two courses offered in the past. All M.A. students will take "Communication Theory and

Social Change" and "Basic Communication Research Methods."

In addition, M.A. students may, and Ph.D. students will be required to attend special topics seminars to be offered two terms of each year. The content of these seminars will depend on the interests of visiting faculty, and on current research projects.

Two short-term seminars for the purpose of education and/or training were held during the year. In October, 1973 McAnany, Mayo, and Hornik as well as former Institute associates, Schramm, Ingle, Klees, Spain and Jamison, presented the results of AID sponsored research contracts to an audience organized by AID in Washington D.C. Concentrating on aspects of the El Salvador ITV project, the Mexican Telesecundaria, Radioprimeria and Tarahumara Radio School, and the Samoan ITV project, the participants outlined the successes and limitation of the application of mass media to LDC development problems.

In August, 1974 Hornik and Kreimer taught at a training seminar for Latin American educational researchers organized by the Centro de Estudios Educativos in Mexico City. They stressed the evaluation of educational technology applied to the types of educational problems faced by the participants, including the extension of formal schooling opportunities to populations demanding secondary school and university entrance.

(d) Total expenditures (best estimate):

	\$
Accumulative)	40,000
Reporting year)	
University and other sources	12,000

2. An increased capacity to do research and extend the knowledge base with regard to: (i) use of media in out-of-school education and rural development information systems, (ii) evaluation methodology, (iii) synthesis of knowledge concerning media use in formal schools, and (iv) telecommunication policy planning

(a) Narrative description of general output

Output will include state of the art papers, research reports and other documents based on case studies, experiments, surveys, and analysis of existing data. The absolute number of documents to be produced cannot be projected beforehand, whether for a single year or for the entire grant period. The balance among the types of documents to be produced, and the sub-objectives that they will treat will vary from year to year. It is reasonable to expect that speculative pieces, state of the art, and synthetic essays, and methodological proposals will dominate the beginning period of the grant. Research reports and descriptions of evaluation methodology should become more important toward the middle of the grant period, while longer state of the art and synthetic papers and books, and final research reports should be produced in the last year of the grant.

Over the years of the grant it should be expected that a gradual substantive shift away from formal school uses of the media toward out-of-school uses should be reflected in the documents which Stanford has published. Since research projects will serve as the base for the most significant written output, the nature and amount of that output will depend on the number, nature and timing of the research projects undertaken. Over the course of the grant, given proper opportunity, our hope is to take on as many as two large scale evaluations (two person years each)

and four to six smaller projects (two to three person months each) as well as sponsoring five to ten Master's research projects. One or two small scale, and one large scale project should be underway by the end of the second grant year. Others will be phased in during subsequent years.

(b) Target for the reporting year

In the work plan specified in the grant document, one task relates specifically to this objective - "in collaboration with LDC institutions, other 211(d) institutions, and USAID select limited number of projects for future field research...." Several others fit partially under this objective, but more clearly under the next so they will be left to be considered later. No specific schedule or magnitude or content was projected for written product. Means of verification described in the logical framework had two dimensions. AID personnel and others involved in relevant development work could be expected to judge whether the questions addressed in various papers and reports were significant. Peers might be asked whether answers to those questions (particularly when based on fieldwork) were arrived at validly. Critical assumptions include existence of research opportunity and funding for projects consistent with the sub-objectives, and the availability of faculty and graduate students for work on such projects. With regard to the first year, the assumptions would be phrased in terms of potential availability of projects, funding and researchers for future commitments.

(c) Accomplishments

No major new research projects were actually initiated

during the first year of the grant. This conformed to expectations. One concrete offer of a research contract was turned down by Stanford in the belief that it would demand too large a commitment of personnel time to a study away from the focus of grant objectives.

In the fall of 1973, a seminar on research goals under 211(d) was organized. Faculty and advanced graduate students considered which research approaches would be the most fruitful in terms of grant objectives. Constraints (time, personnel, institutional demands, funding, etc.) were stated.

Various criteria for selecting among research opportunities were discussed. Among them were a country's investment priorities, a funding agency's priorities, who benefits from a given project, how many benefit from the project, intrinsic theoretical importance, training opportunities for graduate students and research staff, and personal social priorities of Stanford researchers.

Alternative strategies of research were explored in the greatest detail. The usefulness of historical research and literature reviews was compared to the value of various types of field research: research and development experimentation, summative evaluations, and formative evaluations. The possibility for discovering innovative possibilities in studies of small private projects was contrasted with the more likely broad social impact of research on large government sponsored projects.

Extensive discussion focussed on the productivity of three ideal types of research strategies:

- i) comprehensive evaluation of a media strategy across several projects (i.e. rural information radio, in-school television, etc.);

- ii) cost-effectiveness evaluation of alternative media strategies for reaching a desired outcome (i.e. literacy, health practices, development of community organizations for better quality of life in rural areas), or
- iii) research on a single process, or intervening, variable across media strategies and a range of outcomes (i.e. type of project leadership, group or individual reception, level of audience participation in deciding objectives, etc.).

No single strategy was elected, nor was there any expectation that such a decision would be reached. In practice, research choices are unlikely to permit us to follow any of the strategies in a pure way. However, given free opportunity, a consensus appeared to be growing through the year that a best choice would be comprehensive evaluation of a number of radio-based rural information projects.

Negotiations concerning research projects for the second year were begun with a number of LDC governments and other LDC institutions. The maturity of these negotiations varies from opening letters and conversations with vague expectations of future cooperation to contracts for projects in the final stages of obtaining approval. Falling into the category of negotiations opened with only a 25% or less chance of coming to fruition would be contacts with Bolivian radio school projects, Colombian non-formal education projects, Peruvian educational television, and Mauritanian radio schools. Negotiations with a somewhat greater possibility for success, perhaps 50%, are those with the Honduras radio school organization, with FAO sponsored radio-based development in Dahomey, and a large nonformal radio-based project in Guatemala. Final negotiations for the Ivory

Coast non-formal ITV evaluation are presently underway, with that project very likely to be funded.

Although not under grant, or other AID funding, Parker and his associates continued with their evaluation of the ATS-1 and ATS-6 satellite projects in Alaska. Dealing with the delivery of health care to remote villages, these evaluations should be of considerable relevance to LDC problems. Similarly, the SCOR project, under the direction of Maccoby and his associates, features a major field experiment testing the value of mass media and interpersonal communication in convincing people to change their diet, smoking and exercise behavior so as to reduce the risk of heart disease, again research about health communication relevant to LDC needs.

The lack of new research projects related to LDC problems did permit Stanford faculty and research staff to spend time writing, something that a heavy load of field research work in previous years made more difficult. Ten papers were written or published during the reporting year by faculty primarily supported by 211(d). Ten additional papers on relevant topics were prepared at Stanford under other funding, usually by faculty or research staff receiving some support from 211(d) (see Appendix A).

(d) Total expenditures (best estimate):

Accumulative)	
Reporting year)	\$72,250

3. Increased capacity to participate with LDC and other institutions in the areas of (i) problem identification and analysis, (ii) program/project design, (iii) project operations (including education and training as well as research and formative evaluation), (iv) evaluation, and (v) collection and dissemination of information with regard to the topics listed in the previous objective

(a) Narrative description of general output

This objective, because of its extremely broad character, permits us to include outputs which do not fit neatly under a single objective, but which should be achieved during the grant period. Thus the staffing output indicating increased capacity under this objective also is an indicator of the proposed increased capacity under the other objectives. Seminars which are organized to "identify and analyze problems" in collaboration with scholars from LDC or other U.S. institutions also should serve to extend the knowledge base as information is exchanged (objective 2) and to provide education or training about the potential role for communication technology to less knowledgeable participants (objective 1).

Specifically, full-time faculty equivalent spending time on grant related objectives should increase from 1.2 at the outset of the grant to approximately 5 during the five years. Those faculty slots include one full professor yet to be named, and three assistant professors (positions now filled by McAnany, Mayo and Hornik) committed 100% of their time to grant activities. Parker expects to commit 50% of his time to issues of telecommunications policy and planning. Maccoby would expect to spend about 10% of his time on international communication activities emphasizing issues of health information delivery. Paisley's contribution

(perhaps 5% time) would emphasize consultation on methodology, and information dissemination and utilization. In addition, it is expected that about one half of each year a visiting scholar will be appointed to the faculty. That position would be filled by persons from disciplines outside communication, such as economics of education, educational planning, non-formal or adult education, development economics, sociology or anthropology.

It is our expectation that those with communication backgrounds will both collaborate with scholars from other disciplines for specific projects, and continue to broaden the perspective they bring to bear on development problems by learning from those scholars.

The most visible output under this objective will be the level of collaboration between Stanford and other institutions with regard to the areas specified under the objective. While the number and longevity of such linkages will depend on their productivity, present plans include the development or maintenance of bi- or multi-institutional networks with other domestic (USAID, and, among others, U.C. Berkeley, Florida State University, Michigan State, University of Massachusetts, Academy for Educational Development, East-West Center Communication Institute, Educational Testing Service, Ford Foundation, Inter-American Foundation, Asia Foundation), international (UNESCO, UNDP, FAO, World Bank) and LDC (Mexico (CEE, SEP, ITESO), Honduras (Concorde), El Salvador (Min.Ed.), Ivory Coast (Min.Ed.), as well as others) institutions. Institutional collaboration will be sought for the purposes of research, collaboration on other LDC field work, and utilization

of research results. Network activities may include faculty exchange, student exchange, information exchange, joint research, joint consulting or joint training.

(b) Targets for the reporting year

The grant document first year work plan listed the following tasks which might fit under this objective:

- (i) "Co-sponsor with the East-West Center two to three week seminar on communication research and education and human resource development priorities for Asian scholars and planners."
- (ii) "Establish working relationships with other 211(d) institutions, principally Berkeley, Florida State and Michigan State."
- (iii) "Complete plans for a two to three week seminar on communication research and education and human resource development priorities for Latin American scholars and planners."
- (iv) "Recruit two visiting scholars from related disciplines supplementing the resources represented on the Institute staff."
- (v) "Sponsor first intensive (six to eight week) advanced program on communication research and development issues in conjunction with the East-West Center."
- (vi) "Conduct interdisciplinary seminar on communication and development to serve as a basis for setting Stanford's priorities in this field and to anticipate the state of the art in five years."

Means of verification will largely depend on the annual report and other documentary support detailing collaborative activity. When AID is involved, in-house verification should be possible.

The most critical assumption for the meeting of the linkage objective with regard to any particular institution is that the link prove productive in terms of the substance of the grant objectives. Also, all linkages will depend on interest on the part of the non-Stanford institution, and some of them will depend on additional funding.

(c) Accomplishments

At the beginning of the year, McAnany, Mayo and Hornik were appointed to the faculty with approximately 80% of their support paid from 211(d) funds. All three earned doctorates at Stanford, and had served as field directors of the ITV evaluation in El Salvador. Mayo and McAnany had also directed the Mexican Telesecundaria evaluation, and McAnany was involved in the evaluation of the Ivory Coast ITV project.

McAnany's special interests lay in the broad area of project planning and evaluation, with a particularly strong interest in the role of radio in development. Mayo has emphasized political and administrative analysis of mass media-based development projects, and brings particularly strong writing and editing skills to the 211(d) group. Hornik is strongest in the areas of research and evaluation methodology and has a particular substantive interest in the social effects of media.

Lyle Nelson started the year as Director under the grant, but because of his illness, Nathan Maccoby was named Acting Director in January. Nelson is Chairman of the Department of Communication, and has had considerable experience in LDCs as a consultant concerning mass media institutional development. Maccoby, who is the Director of the Institute for Communication Research, is a social psychologist with a particular interest in the process of attitude and behavior change as they relate to the adoption of health related behavior. Maccoby was 20% supported under the grant throughout the academic year; Nelson received 30% of his support from the grant while he was Director.

Edwin B. Parker, a senior member of the Institute faculty, took a continuing interest in work under the grant, enriching its perspective with his own focus on telecommunication policy. The evaluation of the Alaskan medical project utilizing the ATS-1 satellite, for which he was principal investigator, is closely related to grant funded work. He estimates that 50% of his time is spent on activities related to grant interests, and received 10% of his support from the grant.

A search committee was formed and began considering candidates for the open slot of full professor. Alex Inkeles, Robert Ward and Albert Hastorf join Nelson, Maccoby and Parker on the committee.

Fernando Reyes Matta, a Chilean journalist and former government official was in residence for six months. Mr Reyes taught two courses on the role of the press in Latin American.

development. He prepared papers describing the polarization of newspapers during the Chilean domestic crisis prior to the coup d'etat and another exploring the role of U.S. press agencies in controlling the flow and focus of news throughout Latin America.

No other visiting faculty were appointed during the normal academic year. This was largely a result of the late date on which the grant was signed. Several invitations were turned down because invitees could not arrange leave from home institutions on short notice. Invitees included Philip Coombs, Phillips Davison, Hilde Himmelweit, Pablo Latapi and Everett Rogers.

Fittingly during the first year under the grant, the largest portion of Stanford's effort to build its capacity to participate with other institutions came in the areas of problem identification and analysis.

In February, Stanford co-sponsored with the East-West Center and the Asian Mass Communication Research and Information Centre a meeting of U.S. and Asian mass communication researchers in Hawaii (see Appendix B attached). The week-long meetings stressed a number of concerns: educating and training both communication practitioners and researchers, identifying the priority tasks and needs of communication research for Asian development, making research in communication useful to development, and creating avenues of cooperation among institutions. From Stanford's point of view, the conference provided an exposure to Asian problems and concerns, the first such exposure for the full-time 211(d) faculty. In addition, as a concrete result of the conference, three Asian students were

recruited and began Master's degree studies in September, 1974.

During the summer, Stanford and the East-West Center co-sponsored a five week seminar of scholars from a variety of disciplines who examined the weaknesses and strengths of the dominant paradigm of communication in development. Each sponsoring institution chose three countries, and then examined the development pattern and use of communication within each pattern. The East-West Center chose the People's Republic of China, Bangladesh and India. Stanford concentrated on Tanzania, El Salvador and the Ivory Coast. Each case group incorporated specialists in the development problems of each country (economists, sociologists, linguists, and political scientists), individuals with practical experience in the use of media for development, and communication researchers.

The first week, a joint meeting of participants from both institutions featured keynote presentations treating general questions of social and economic aspects of development, development perspectives of donor countries, and trends in development communication theory. For the middle three weeks of the conference, participants were at their home institutions. At Stanford, most time was spent in case groups discussing the specifics of each country's development pattern and its communication choices. Each of the Stanford case groups chose a particular mass media-based project for detailed examination with the hope of generalizing beyond that project to the broader role of communication. The Tanzanian group chose the radio-based rural information campaigns;

the Ivory Coast and El Salvador groups looked at instructional television projects.

During the fifth week, remaining participants from both institutions met at Stanford to report on the case work and to consider in the light of the previous work what types of research and what strategies of research were likely to be most productive in understanding the actual and potential role of communication in development.

A large number of individual papers were prepared for and during the seminar; the Stanford case studies have been prepared in draft form and have been circulated to participants in the respective country teams. It is expected that they will be available for distribution around May 1, 1975. A list of participants, agenda, and papers from both conferences is appended (see Appendix C).

As expected, planning for a Latin American conference began during the last months of the grant year. Stanford, and the Centro de Estudios Educativos of Mexico City will co-sponsor a small meeting of U.S. and Latin American researchers and practitioners who will spend one week considering the use of radio for Latin American education and rural development. Emphasis will be on needs for research and evaluation. The meeting is set for mid-February, 1975 and will be held near Mexico City.

Three other trips outside the United States also served this objective. In March, McAnany travelled to Asia. In Korea, he consulted with the Korean Educational Development Institute with regard to its project design for the national educational

reform. Brief meetings in Hong Kong with Timothy Yu of the Chinese University of Hong Kong and with the Asia Foundation Director in the Philippines concerned in the former case an institutional linkage, and in both cases related to the recruitment and funding of students for the Master's program.

Mayo and Osvaldo Kreimer travelled to Latin America in April of 1974. They visited the Centro de Estudios Educativos in Mexico City to begin planning for a regional conference to be held in winter, 1975. In Tegucigalpa, Honduras they explored the possibility of a joint research project with the Instituto de Investigaciones Socio-economicas. In Bogota, Colombia, they had meetings with the Capacitacion Popular and the Ford Foundation regarding mutual research interests, and in Lima, Peru, they met with the President of the Communication Faculty of the University of Lima, with the Instituto Peruano de Fomento Educativo, and the Instituto Nacional de Television Educativo. In each country they met with AID officials to discuss the new Master's program and other projects under the grant.

In August, McAnany visited Guatemala to consult with the Planning Office of the government concerning the design of a proposed rural information/education project.

A number of meetings reflected the effort to establish domestic linkages. In December 1973 Morgan, Branson and Storey from Florida State University and Benveniste and Wells from U.C. Berkeley came to Stanford for a two day meeting. Each university's representatives described the work of their institutions, and

some preliminary discussion concerning future research collaboration took place. Following that meeting, Mayo and McAnany, Wells and Brembeck of Michigan State University met with Florida State representatives in Tallahassee in February. Again, discussion centered on possible research collaboration, although as yet no concrete opportunities have arisen.

Links with the Communication Institute of the East-West Center were well established during the year. Hornik spent six weeks in residence, and McAnany four weeks between January and March, 1974. Each had the opportunity to work with several senior scholars then in residence (L. Ray Carpenter, Daniel Lerner, Godwin Chu), as well as to become familiar with the Communication Institute's work in Asian communication research, particularly with regard to the large family planning communication program.

Meetings with AID took place at intervals throughout the year. Several related to administrative and substantive questions arising from the 211(d) grant, but others reflected the purpose of the objective. The meeting held in October, 1973, mentioned above, served to disseminate information in collaboration with AID and the Academy for Educational Development to both AID personnel and representatives of other organizations who attended the two day presentation. A January meeting in Washington, D.C. which Mayo and McAnany attended brought together a number of AID contractees to discuss Ethiopian plans for educational development. Maccoby attended an AID sponsored meeting concerning health communication.

Contacts with individuals and offices of a number of other organizations were also established. The Office of Materials and Methods of UNESCO commissioned an essay on the evaluation of instructional television. Another UNESCO office, Mass Communication Research, and its head, E. Lloyd Sommerlad, had continued contact with Stanford personnel, and have let a contract for the second grant year concerning satellites and research on cross-cultural communication. Stanford has also had contact with the Asia Foundation, the Ford Foundation, UNDP, FAO, and the Inter-American Foundation for, among other things, proposals for consultation, funding for graduate students, and possibilities for research.

(d) Total expenditures (best estimate):

Accumulative)	
Reporting year)	\$44,350

D. IMPACT OF GRANT SUPPORTED ACTIVITIES IN ACHIEVING GRANT PURPOSE

Transition at Stanford

During the first year of the 211(d) grant at Stanford a number of significant transition activities took place. This transition, of course, was partially due to the retirement of Wilbur Schramm, and partly to a new direction for work at the Institute. This new direction is not fully defined yet, but it may be described in accord with the objectives outlined above and summed up as follows: seeking strategies through lower cost communication technologies which provide greater participation and self development to the larger, marginal populations, especially of rural areas in

LDCs. There are three general areas of activity during the first year of the grant which have had an impact at Stanford on achieving this overall goal. These are: Stanford institutional changes; research planning and publications; seeking collaborative contacts with groups outside the U.S.

1. Stanford institutional changes and training impact

The grant allowed changes in staff, training, visiting scholars, and relations to other relevant Stanford programs and faculty. Three new, regular (junior) faculty were added to the Institute staff, and the 211(d) program partially supported three regular Institute professors and other research associates and research assistants. A search was initiated for a senior faculty position in the light of grant goals and objectives. The total number of faculty in the Institute directly involved with grant-related work was six for the first year, and other staff also totalled six. This was a significant increase of faculty and staff involvement even over the previous five years when the Institute was working on research projects in El Salvador and Mexico.

This amount of involvement allowed two things to happen. First, a serious discussion of the exact nature of the Institute's role in research, training and external collaboration was launched among faculty at a seminar on research objectives held in the fall of 1973. The second consequence was a greater

sense of how the grant objectives related to several other major research interests in the Institute - a larger health information campaign study in California for risk reduction in heart disease, and policy planning in telecommunications (including a satellite radio health project in remote villages in Alaska).

The impact of the grant on training was twofold. It allowed faculty to plan new courses and recruit appropriate students for the 1974-75 academic year. It also supported time for Institute faculty to work closely with current Institute students as well as a large number of students from LDCs who attend communication courses. The new Master's program which began officially in September, 1974 called for at least three new courses which were planned in the previous year.

Significantly, a series of new courses is being planned and implemented to help faculty and students to work toward grant objectives in research and collaboration with other countries. These will fit in with the already existing base of research courses which Stanford has developed over the past twenty years in the communication field.

Also, the grant allowed for the beginning of a visiting scholar program which will strengthen Institute personnel by inviting outstanding scholars to spend time at Stanford to contribute to grant objectives by teaching and research. One longer term (six

months) and a number of shorter term people with important experience participated in courses and seminars during the first year. The grant allowed flexibility in looking for qualified people anywhere in the world and greatly increased faculty and student exposure to relevant experience, in addition to the large number of visitors who come to the Institute on their own during the year.

Finally, the grant allowed faculty time for work with interested faculty and students from other Stanford departments. Although in the past there has been a flow of foreign students from the School of Education, there were students in grant supported courses from other parts of the university, such as the Food Research Institute, engineering, anthropology, and Latin American Studies. Faculty have also been asked by Latin American and African Studies to contribute to their programs. Grant-supported faculty are also involved with the new Evaluation Consortium of the School of Education.

In summary, grant support has helped create a basic full time faculty position in the grant area, involve other faculty and staff, both in the Institute and elsewhere at Stanford, plan new courses and recruit and train students and begin a visiting scholar program, which were new activities in the communication research program during 1973-74.

2. Research planning and publications

Although Stanford's Institute for Communication Research

has participated in a number of research projects over the five year period preceding the award of the grant, there were two significant aspects of grant support in its first year. Briefly, the grant allowed serious planning for new research efforts which was built around objectives and priorities defined by Institute faculty and students. It also allowed time for faculty to summarize knowledge gained during the previous period and to direct it more to future research goals.

Research planning is complicated and takes time to develop. Not only is a thorough examination of possible areas of involvement called for, but an analysis of the usefulness of planned research for genuine development is needed. Planning should result in a research strategy which an institution might adopt. Such a strategy will allow Stanford to develop priorities which would permit a coherent set of choices among possible research involvements so that the end result is centered on some central problems and not scattered over a variety of unrelated activities. This would mean that the Institute could be active in seeking collaborative research opportunities with other institutions which build toward a coherent set of objectives over the grant period. Such a strategy has begun to emerge and future research commitments should be in line with it.

Summarizing past research experience as well as writing in areas of future grant interests were also given important support in the first year. The work of writing research papers for publication or synthesis papers demands more time than a research contract allows for. Technical reports often need adaptation and dissemination to users as opposed to sponsors. Appendix A gives a summary of this work in the first year of the grant. In addition to the articles mentioned, the work of preparing a book manuscript of the El Salvador research was completed during this period.

The work of planning, implementing, writing and diffusing research takes a kind of institutional support which only something like the 21st(d) grant can ordinarily make possible. Its impact in the first year has been significant, but it is an ongoing effort which should grow during the second and third years of the grant.

3. Collaborative work with other institutions

The work with other institutions, especially in LDCs, depends on the achievement of the previous goals. If Stanford has a good institutional base and research strategy, with clear priorities, then it can enter into more fruitful collaboration with other institutions. First year grant support allowed trips and contacts with institutions and individuals in Africa, Asia and Latin America.

The nature of collaboration will depend on the institutions with which the Institute has contact. With regard

to LDC institutions, especially, care was taken in the first year of the grant to avoid promoting relationships which would create dependency of others on Stanford's expertise. Rather, the goal the Institute is trying to pursue is a collaboration in which both institutions contribute and benefit. Such relationships are difficult to build up and the Institute entered into only a few over the past year (especially with the East-West Center in Hawaii, the Centro de Estudios Educativos of Mexico, and the External Evaluation Unit of the Ministry of Education of the Ivory Coast). However, a large number of contacts were made with the prospect of further possible development.

E. OTHER RESOURCES FOR GRANT-RELATED ACTIVITIES

Stanford Center for Research in International Studies provided \$12,500 in student support, staff salaries, travel, miscellaneous supplies and expenses.

UNESCO funds totalling \$2,000 for contract and other work were used for special research and other needs.

Professor Edwin B. Parker's grants provided support for research on the Alaska satellite project.

Stanford University provided \$12,000, being part of the teaching salaries of Mayo, McAnany and Hornik. Stanford also contributed, in effect, \$67,000 being the 47% overhead rate which is normally levied on research grants (except for student aid and computer costs), but which it has foregone in the case of this 211(d) grant.

F. UTILIZATION OF INSTITUTIONAL RESPONSE CAPABILITIES IN DEVELOPMENT PROGRAMS

1. Requests for consultation

It is difficult to define a "request" for consultation or assistance. Sometimes this is a very broad invitation from a visitor to collaborate with an institution or on a project which must be followed up on if it is to become a reality. At other times, it is a specific request for a set time, place and activity, and must be responded to by a 'yes' or 'no.' It is difficult to summarize all requests or suggestions for consultation and collaboration, especially those not followed up or undertaken. Tables III A and B attempt to be as complete as possible for the first year of the grant.

Perhaps one important point needs to be made here in addition to the summaries in the tables. The role of consultation for Stanford is limited by commitments to its two other objectives of research and training. Members of staff supported by grant funds feel that research and training form critical activities in strengthening the institutional capability of Stanford in the area of lower-cost communication technology and non-formal education.

A second point is that the Institute also has positive criteria for responding to requests for consultation. Not only do staff believe that being on the road too much of

the time can make achievement of the two institution-strengthening goals difficult, but also certain requests are less directly related to priority goals of the grant. To illustrate, decisions to respond to requests for work in the Ivory Coast, Guatemala, Mauritania and Peru were made because the projects emphasized either simple technologies like radio and/or nonformal education approaches for large groups of rural people. Requests for consultation or further involvement in Thailand and South Korea were both felt to be less directly related to grant goals and were turned down. A second positive criteria in the first year was to respond to consultation requests which might lead to some research commitment in which Stanford could be involved.

One strategy which the Institute has for increasing its capacity to respond to the many requests for consultation is to gradually introduce postdoctoral and advanced graduate students into this type of work in company with one of the regular staff. There is often an age factor working against younger people acting as consultants, but talent and motivation often compensate for more limited experience. This approach was employed several times in the first year of the grant and promises to extend the Institute's ability to respond to more requests and enlarge the pool of people with experience and training in the area of communication technology and nonformal education.

2. (a) Graduate students:

Argentina	3
Chile	1
Eire	1
Holland	1
Italy	1
Spain	1
Thailand	1
U.S.	4

(b) Visitors

(i) Foreign:

Dr A. Ahmadi
Chancellor
The Free University of Iran

Hvalimir Balic M..
Press Chief, Channel 4, Valparaiso
Director, Vice-Rectorate of Communications,
Catholic University
Valparaiso, Chile

Edivaldo M. Boaventura
Professor, Faculty of Education
Universidade Federal da Bahia
Brazil

Ricardo Castaneda C.
Undersecretary of Foreign Relations
Government of El Salvador

Professor Kabir Chowdhury
Secretary
Ministry of Education, Cultural Affairs and Sports
Government of Bangladesh

Dr Moustapha Diabate
Ministere de la Recherche Scientifique
Abidjan, Ivory Coast

J. Antony Dodds
International Extension College
London, U.K.

S.C. Dube
Director
Indian Institute of Advanced Study
Simla, India.

Bernard Emsellem
Sema
Montrouge, France

Sergio Facchi
Coordinator
Commission for Instructional Television
Universidad del Zulia
Maracaibo, Venezuela

Lamar F. Fretz
Director, Resource Center
David Livingstone Teachers College
Livingstone, Zambia

Generoso F. Gil
Director, Information Division
Population Center Foundation
Philippines

Enrique Gonzalez C.
Comision de Nuevos Metodos de Ensenanza
Universidad Nacional de Mexico
Mexico City.

Budd L. Hall
Institute of Development Studies
University of Sussex
Brighton, U.K.

Dr David G. Hawkrige
Director, Institute of Educational Technology
The Open University
Milton Keynes, U.K.

Carlos E. Heymans
Direccion de Television Educativa
San Salvador.

Jean Paul Hybert
External Evaluation Unit
Abidjan, Ivory Coast.

Kouadio Konan
ETV, Ministry of Education
Abidjan, Ivory Coast.

S.E. Migot-Adholla
Institute for Development Studies
University of Nairobi
Kenya.

Mohammad Naficy
NIRTV
Iranian Radio and Television Organization
Tehran

John O'Brien
Department of Communication Arts
Concordia University
Montreal, Canada.

Ovidio Jose Oundjian
General Secretary
Colombian Fund for Scientific Research
Secretary,
National Council of Science and Technology
Bogota, Colombia.

Vicente Perez
Press Director, Channel 13, Catholic University
Television, Santiago
Professor, School of Journalism, University of
Chile, Santiago.

Claude Salem
Abidjan, Ivory Coast

M. Selim
University of Dacca
Bangladesh.

Kusum J. Singh
Annenberg School of Communications
University of Pennsylvania
Administrative Staff College of India
Hyderabad, India

Dallas W. Smythe
Department of Social Studies
University of Saskatchewan
Canada.

E. Lloyd Sommerlad
Office of Free Flow of Information and International
Exchange
Unesco
Paris, France.

Randall Spence
Toronto, Canada

Janusz Stefanowicz
Editor-in-Chief
Universal Word
Warsaw, Poland.

Kija Tabari
The Free University of Iran
Tehran

Yvonne Toros-Knecht
Lausanne, Switzerland
(formerly Ivory Coast)

Alastair White
Institute of Development Studies
University of Sussex
Brighton, U.K.

Pablo Willstatter
Instituto Peruano de Fomento Educativo
Lima, Peru.

Yusufhadi Miarso
Deputy Chairman, Office of Educational Development
Ministry of Education and Culture
Jakarta, Indonesia.

(ii) U.S.:

Scott Adams
University of Louisville, Kentucky

Dr Edward Berman
University of Louisville, Kentucky

Clifford H. Block
USAID

Robert K. Branson
Educational Research Institute
Center for Educational Technology
The Florida State University
Tallahassee, Florida.

Godwin C. Chu
East-West Center
University of Hawaii

Tillman Durdin
East-West Center
University of Hawaii

David Garms
USAID

Stanley D. Handleman
USAID

Robert R. Hind
Director, Western Region
Academy for Educational Development
Palo Alto, California

Barclay Hudson
Regional and Environmental Planning
University of California, Los Angeles

D. Lawrence Kincaid
East-West Center
University of Hawaii

Ray Kitchell
USAID

Pardee Lowe
Menlo Park, California

Frank Moore
USAID

Robert M. Morgan
Department of Educational Research
Florida State University
Tallahassee

Mary Neville
USAID

Alfred Opubor
Director, African Studies Center
Michigan State University
East Lansing, Michigan

Gayle Partmann
Department of Linguistics
Oakland University
Rochester, Michigan

S.A. Rahim
East-West Center
University of Hawaii

Idrian Resnick
Economic Development Bureau
New Haven, Connecticut

Everett M. Rogers
Professor of Journalism
University of Michigan

Wallace Schaeffer
USAID

Wilbur Schramm
Director, Communication Institute
East-West Center
University of Hawaii

David Sprague
USAID

Bascom H. Story
Director, Division of Program Development
Center for Educational Technology
Florida State University
Tallahassee

Stuart Wells
U.C. Berkeley

Laurence Wolff
Academy for Educational Development
Washington, D.C.

Frederick T.C. Yu
Professor of Journalism
Columbia University

3. Utilization of institutional response capacities

Stanford is committed to working toward analysis and solution of real world development/communication problems in its grant activity. This problem-solving mode of response is seen in the three major areas of building institutional capacity. In research, Stanford has maintained and intends to continue a strong commitment to field research and applied methodologies of evaluation and cost-benefit analysis. This does not preclude a desire to generalize findings and methods developed in field work to make contributions to theory and methodology. The work in the second year of the grant will most likely involve the initiation of several field projects which will research LDC problems in education and rural development.

Training at Stanford is related to research. Since much research is field, as opposed to laboratory, based, the training which students have received at Stanford is also biased in the direction of applied research. Beginning in the second year of the grant, a two year Master's program for LDCs was inaugurated with the specific goal of preparing personnel for applied research in agencies and projects. It is hoped that over the life of the grant and beyond, this intermediate type of training can give sound preparation to more LDC persons who will have to solve day to day problems with some kind of

communication technology.

Consultation is an institutional response of Stanford to requests for help in problem areas of communication and education. As mentioned in section F.1 above, Stanford has responded within the limitations of time devoted to other major grant goals. Moreover, with an eye to providing for a greater number of trained persons available for this kind of request, it has initiated a program to introduce advanced students as well as post-degree staff members to both short and longer term field work. Thus far, two advanced doctoral students have responded to these kinds of requests and more are being prepared to do so in the subsequent years of the grant.

Concerning diffusion of research findings and field studies, Stanford continued to publish a number of articles both through its Institute for Communication Research (cf. 1973-74 Annual Report) and elsewhere (Appendix A). A number of these publications have been translated into Spanish and are circulated by both Stanford and other institutions (e.g. the Academy for Educational Development, Secretary of Public Education, Mexico, and Accion Cultural Popular, Colombia). Stanford plans to continue this effort of making research publications available in other languages as much as possible and welcomes others making translations when they are requested. Attendance at conferences as well as publications were part of Stanford's efforts at diffusion in the first year, and will continue in the future.

Finally, an area to be explored for the first time in the second year will be some experimental use of videotapes for such diffusion purposes.

G. NEXT YEAR'S PLAN OF WORK AND ANTICIPATED EXPENDITURES

The work plan for the second year of the grant (September 1 1974 to August 31, 1975) will be summarized within the four broad grant objectives listed previously, namely, capacity for training, research, consultation and linkages (diffusion). This summary of targets will be specified as accurately as possible and some estimate of grant expenditures attached. The level of grant funding will be about the same for directly related grant activities; anticipated involvement in a number of projects might change the percentage of grant support somewhat, but this is hard to specify in advance.

Objective 1 - Capacity for Training

Generalized statement of outputs:

Providing formal course training for M.A., Ph.D. and post-doctoral students at Stanford as well as research experience both at Stanford and in the field; shorter term seminars or training conferences for a few groups in LDCs. Total cost \$95,000.

1974-75 targets:

- * Provide some financial support to at least nine of the eleven M.A. students in training; for all six of the Ph.D. students during this academic year. Cost to 211(d) funds, \$33,000.
- * Offering of at least seven graduate courses directly relevant to 211(d) goals in the Institute, reaching about 125 enrollments, about 50% from outside the Institute. Costs to 211(d) under staff support

and visiting scholars programs, \$56,000.

- * Short-term training. Faculty and other staff are available for limited (one to four weeks) short-term training work. Although such activities will almost surely continue, arrangements have not yet been set. Often such work is specially funded, thus no budget has been assigned from 211(d) funds.

Objective 2 - Capacity for Research

Generalized statement of outputs:

Carrying out and reporting specific research as well as publishing more general research papers in areas of media use for non-formal schooling and rural development, evaluation methodology, synthesis of knowledge of media in formal schools and telecommunications policy and planning. Costs to 211(d) (including staff time, research assistants, consultants, field research and travel) totalling \$110,000.

1974-75 targets:

- * Initiate research in three to six field projects including such possibilities as Ivory Coast extra-scolaire (ETV) evaluation; Dahomey rural radio groups evaluation; Guatemala's radio based nonformal education project; Peru's teleducation efforts; some Latin American radio schools' research and evaluation; Mauritanian rural radio forums; and education by radio in Koranic schools' evaluation.
- * Two published books, one summarizing the four year evaluation of the El Salvador ITV and Educational Reform; the other bringing together about twenty synthetic and case study articles on uses of radio for formal and nonformal education (about ten by present and previous Stanford faculty and students).

- * Seven to nine published articles in books and journals; five summarizing knowledge of media's use in formal schools; two or three looking at smaller media in nonformal education and rural development; one or two on telecommunications policy and planning.
 - * Five to six reports published and distributed by the Institute for Communication Research reflecting recent work in similar areas. M.A. theses (three) and Ph.D. dissertations (one) should also be completed.
 - * Stanford will sponsor a one week meeting with Latin American researchers and practitioners concerned with radio in rural development. The conference should produce:
 - (a) a definition of research and evaluation priorities for these projects, and
 - (b) suggestions for research and evaluation strategies most likely to serve these needs.
- 211(d) cost of \$10,000.

Objective 3A - Capacity to Respond to Requests for Consultation

Generalized statement of outputs:

To provide help to LDC institutions in problem identification and analysis, project planning, formative and summative evaluations and cost-benefit/effectiveness analysis relating to use of various communication technologies in formal and nonformal education and rural development. Cost to 211(d) \$15,000.

1974-75 targets:

- * Stanford personnel will respond to requests for consultation in

LDCs and international agencies for up to about ten percent of its time (not included are time commitments to long term field research projects). About \$12,500 estimated for travel, staff time and other expenses.

- * Stanford will receive about one hundred foreign visitors to acquaint them with its activity and other related activity of interest within the whole university, and in turn learn of activities elsewhere. Staff time already accounted for; no other costs to 211(d).

Objective 3B - Capacity to Establish Linkages and Diffuse Research Information in Useful Forms

Generalized statement of outputs:

To work to establish new linkages and improve old ones with both international agencies and LDC institutions which are interested in the use of communication technology in solving education/ rural development problems; to work to diffuse information relevant to these goals in a more effective manner. Cost to 211(d) \$25,000.

1974-75 targets:

- * Stanford will attend/participate in about ten national or international conferences relevant to grant activities. Estimated costs to 211(d) funds, \$5,000.
- * To keep up and create new linkages with U.S. institutions pursuing similar goals as Stanford in its 211(d) activities; to do the same with LDC institutions. Estimated travel costs mostly subsumed under travel for consultancy and conference attending, but about \$2,500 of 211(d) funds will be needed in addition.
- * Stanford will work to help AID establish a useful linkage among

211(d) and other U.S. institutions by participating in two to three meetings both in Washington and elsewhere. Estimated travel costs \$2,500 from 211(d) funds.

- * Stanford will continue to do or allow others to do translations of publications and reports in languages useful for LDCs.
- * Stanford will develop and test a computer based (SPIRES informational retrieval system) storage mechanism for its current information on LDC projects which involve media of some kind. Related published material will also be on file at Stanford. This service is expected to be useful for visitors, students, and staff. Estimated cost for implementation, \$7,000; maintenance, \$500, from 211(d) funds.
- * Stanford will experiment with several videotape projects for diffusion of both teaching and research information and test these for usefulness to LDC institutions which might use such information. Estimated costs about \$4,000 from 211(d) funds.
- * Stanford will co-sponsor a meeting (perhaps with the World Bank) on research on radio's uses in rural development in the fall of 1975, based on the results of a book manuscript on radio studies to be completed by September, 1975 (cf. first target under Objective 2 above).

WORK PLAN BUDGET SUMMARY BY OBJECTIVES

1974-75

Objective 1 - Training	\$	\$
Financial support of students	33,000	
Faculty teaching time	56,000	
Miscellaneous	6,000	
	<u> </u>	95,000
 Objective 2 - Research		
Staff	70,000	
Conference (Mexico)	10,000	
Field research/travel	20,000	
Miscellaneous	10,000	
	<u> </u>	110,000
 Objective 3A - Consultation		
Staff	9,000	
Travel	5,000	
Miscellaneous	1,000	
	<u> </u>	15,000
 Objective 3B - Linkages and Diffusion		
Travel	10,000	
Computer-based file system	7,500	
Videotape experiment	4,000	
Miscellaneous publications	3,500	
	<u> </u>	25,000
		<u> </u>
		<u> </u>
		245,000
		<u> </u>
		<u> </u>

II. INVOLVEMENT OF MINORITY PERSONNEL AND WOMEN

As part of the search to fill one permanent and three temporary positions provided for in the grant, Stanford sent announcements to all major magazines and newsletters in the appropriate fields. Personal letters and accompanying announcements also were sent to the Deans and Chairmen of leading Departments of Communication in the country. All stressed that Stanford is an equal opportunity employer and invited applications from women and from representatives of minority groups.

As a result of this effort, 37 applications and recommendations were received for the senior position and 25 for the three junior posts. All were reviewed carefully and two women were on the list of "finalists" for the junior position. Neither was appointed because the qualifications of the three persons finally selected were considered superior for the types of assignments contemplated under the grant. However, one of the women was recommended to another agency just beginning a search (the Academy for Educational Development through AID) and was subsequently employed by that organization.

By the end of the first year of the grant period, the senior position still had not been filled. However, of the three candidates to whom the list had been narrowed, one was a woman with an international reputation in the communication research field.

Table I

Distribution of 211(d) Grant Funds and Contributions From Other Sources of Funding*

Reporting Period 9/1/73 to 8/31/74

Grant Objectives/Outputs	Period Under Review	211(d) Expenditures			Non 211(d) Funding** Amount
		Cumulative Total	Projected Next Year	Projected to end of Grant	
	\$	\$	\$	\$	\$
1. Education and training	40,000	40,000	95,000	400,000	400,000
2. Research and knowledge base	72,250	72,250	110,000	400,000	400,000
3. Consultation/linkages/diffusion	44,350	44,350	40,000	200,000	150,000

TOTAL

* These figures are your best estimates

** Include other AID projects if relevant

Table II - A

211(d) Expenditure Report

Actual and Projected Summary

Under Institutional Grant #AID/csd-1053

Reporting Period 9/1/73 to 8/31/74

	Expenditures to Date		Projected Expenditures				Total
	Reporting Period	Cumulative Total	Y E A R				
			2	3	4	5	
	\$		\$	\$	\$	\$	\$
Salaries (incl. research assistants and consultants)	95,306.44		161,650	120,000	120,000	100,000	596,956.44
Travel	7,164.07		20,500	20,500	20,500	20,500	89,164.07
Library acquisitions	524.05		1,500	1,500	1,500	1,500	6,524.04
Conferences and publications	30,501.88		12,000	12,000	12,000	12,000	78,501.88
Computer services	1,926.89		3,000	3,000	3,000	3,000	13,926.89
Supplies and expenses	7,101.29		6,500	6,500	6,500	6,136	32,737.69
Student aid	14,069.00		35,430	35,430	35,430	35,430	154,789.00
Research projects	-		6,600	6,600	6,600	6,600	26,400.00
	156,593.62*		247,180	205,530	205,530	185,166	1,000,000

* Includes \$4,892.65 committed against the budget but not actually spent as of 8/31/74.

TABLE II - B

211(d) Expenditure Report

Reporting Year Detail

Under Institutional Grant AID/csd-1053

Reporting Period 9/1/73 to 8/31/74

I	<u>Faculty</u>	\$	\$
	Nelson (13% time, 9 month base)	3,733.32	
	Maccoby (20% time, 9 month base)	4,640.04	
	Parker (10% time, 9 month base)	2,119.95	
	McAnany (75% time, 12 month base)	14,801.00	
	Mayo (81% time, 12 month base)	16,031.00	
	Hornik (81% time, 12 month base)	12,705.89	
		<hr/>	54,031.20
	<u>Other</u>		
	Clerical (1.5 person years)		11,647.90
	<u>Fringe benefits</u> (17%, charged against certain consultants, guest lecturers and research assistants, as well as all faculty and most clerical staff)		13,462.89
II	<u>Student support</u>		
	Fellowships:		
	Noreene Janus (U.S.A.)	5,835	
	Jorge Schnitman (Argentina)	3,135	
	Jerry O'Sullivan (Eire)	3,590	
		<hr/>	12,560.00
	Assistantships:		
	Mary Connors (U.S.A.)	1,950	
	Dennis Foote (U.S.A.)	1,300	
	Heather Hudson (Canada)	987.50	
	Noreene Janus (U.S.A.)	650	
	Oswaldo Kreimer (Argentina)	1,300	
	Frans Lenglet (Netherlands)	1,625	
	Jorge Schnitman (Argentina)	650	
	Jorge Werthein (Argentina)	300	
		<hr/>	8,762.50

TABLE II - B (continued)

III	<u>Conferences, consultants, guest lecturers</u> (including related travel, per diem, honoraria, and conference costs, etc.)	\$
	3 visiting scholars	
	12 visiting scholars for summer conference	
	10 participants in February conference	37,335.21
IV	<u>Travel and per diem (for Stanford staff)</u>	
	International, six trips	
	Domestic, six trips	7,164.07
V	<u>Equipment</u>	722.54
VI	<u>Library acquisitions</u>	524.05
VII	<u>Publications (including only reproduction costs of 100 or more copies of publications)</u>	-
VIII	<u>Other</u>	10,383.64
		<u>156,594.00*</u>

* Includes \$4,892.65 committed against the budget but not actually spent as of 8/31/74.

Table III - A

Requests For Assistance Received During Reporting Period 9/1/73 to 8/31/74

-54-

A. Requests Attended

Description of Request for Assistance	Whom did you Assist?	Who Requested Assistance	Who Funded Assistance	Size of Effort		Results of Assistance
				Dollars	Man Days	
Program review and evaluation planning, Korean Educational Reform and ETV project	Min. Ed. KEDI, GOK	KEDI, AID/K	AID	\$1,000	10	Decision not to participate in Korean evaluation.
Ivory Coast planning for adult education through ETV	Min. Ed. I.C. GOIC	Min. Ed.	AID/UNESCO	-	12	Probable engagement in evaluation adult project
Guatemala planning for non-formal education through radio	Sec. Planning GOG	Sec. Planning	GOG	600	6	Probable engagement in planning, evaluation of formal radio project.
Consultation with Suppes' radio math project for Nicaragua	Stanford IMSSS	IMSSS	no funding	-	2	Continuing consultation Nicaragua project as they need and want it (project visit by Hornik, Nic. 1
Consultation on UCLA contract on networking and cost effectiveness research utilization	UCLA	UCLA	AID	-	3	
Planning and research collaboration with new comm. dept., Chinese Univ., Hong Kong	head dept.	head dept.	AID		2	Possible continued collaboration with Chinese Univ. and Stanford
Evaluation two radio projects in Mauritania	Mauritanian govt.	SEMA/METRA, French consulting group	World Bank	?	2 yrs.	SEMA has contract but projects still in negotiation. Our role not yet defined.
Teaching at Latin American Res. seminar Centro de Estudios Educativos, Mexico	CEE	CEE	AID/CEE	[travel?]	10	Two Stanford staff gave week seminar on evaluation of ed. technology.

Table III - B

Requests For Assistance Received During Reporting Period 9/1/73 to 8/31/74

B. Requests Not Fulfilled

Description of Request for Assistance	Whom did you Assist?	Who Requested Assistance	Who Funded Assistance	Size of Effort		Why not met?
				Dollars	Man Days	
Planning assistance for open courses at Univ. Zulia, Maracaibo, Venezuela		Project director	-	-	-	No time; not our exact expertise. Sent him to British Open Univ. IET
Chile - request collaboration in comm. work	?	?	-	-	-	Situation in Chile unstable after coup and goals not related directly to IC
Thailand feasibility study ETV system	Thai Min. Ed.	Unesco	Unesco/ World Bank	-	3 mos.	Lack of time to carry assignment
Science teacher training by using ETV - Kenya	Min. Ed. Kenya	UNDP	UNDP	-	1 mo.	No time; lacked special expertise
Consult use ed. tech. and mass media in two institutions in Ethiopia	Min. Ed. and Min. Info.	UNICEF/UNDP	UNDP	-	-	Request died with change in Ethiopia
Form part of pre-feasibility study Bangladesh rural radio	Min. Info.	AID/TAB (Block)	AID/TAB	-	-	Request came at time when staff unavailable.

APPENDIX A

BIBLIOGRAPHY OF PUBLICATIONS RELEVANT TO

211(d) GRANT OBJECTIVES*

I. Use of Media in Out-of-School Education and Rural Development

Robert C. Hornik, Mass Media Use and the "Revolution of Rising Frustrations": A Reconsideration of the Theory. Stanford: Institute for Communication Research, June 1974.

Robert C. Hornik, John K. Mayo, Emile G. McAnany, "The Mass Media in Rural Education," in The World Year Book of Education, 1974 - Education and Rural Development. London: Evans Brothers, 1973.

Emile G. McAnany, Radio's Role in Development: Five Strategies of Use. Washington, D.C.: Information Center on Instructional Technology, Academy for Educational Development, September 1973. (Reprinted in Spanish by Accion Cultural Popular, Bogota, Colombia, November 1974.)

* A list of papers prepared for the summer conference on the Role of Communication in Development can be found in Appendix C, p.70.

II. Evaluation Methodology

Oswaldo Kreimer, Open Sesame: A Key to the Meaning of Educational Messages. Stanford: Institute for Communication Research, November 1974.

Emile G. McAnany, "Radio Schools in Nonformal Education: An Evaluation Perspective," in Educational Alternatives in Latin America: Social Change and Social Stratification, Thomas J. La Belle (ed.). UCLA (in press). A Spanish version of this paper will be published in the Revista del Centro de Estudios Educativos, Mexico City, in 1975.

Emile G. McAnany, Robert C. Hornik, John K. Mayo, Studying Instructional Television: What Should be Evaluated? Stanford: Institute for Communication Research report for UNESCO, June 1974. Spanish version available from the Institute.

III. Synthesis of Knowledge concerning Media in Formal Schools

Robert C. Hornik, "Television, Background Characteristics and Learning in El Salvador's Educational Reform," in Instructional Science (forthcoming, 1975).

John K. Mayo, Emile G. McAnany, Steven J. Klees, "The Mexican Telesecundaria: A Cost-Effectiveness Analysis," in Instructional Science (forthcoming, 1975). A Spanish version, La Telesecundaria Mexicana: Analisis del Costo-Effectividad, was published by Direccion General de Educacion Audiovisual, Secretaria de Educacion Publica, Mexico, 1974.

John K. Mayo, Robert C. Hornik, Emile G. McAnany, "Instructional Television in El Salvador's Educational Reform," submitted to the Unesco journal Prospects, June 1974.

John K. Mayo, Robert C. Hornik, Emile G. McAnany, Henry T. Ingle, "Student Aspirations and Student Futures in the Context of Educational Reform: The Case of El Salvador," submitted for publication.

IV. Telecommunication Planning and Policy

Emile G. McAnany, "Reflections on the International Flow of Information," in Control of the Direct Broadcast Satellite: Values in Conflict. Palo Alto: Aspen Institute Program on Communications and Society, 1974. (Paper originally presented at Airlie House Conference on Direct Broadcast Satellites, February, 1974.)

Edwin B. Parker, "Implications of the New Information Technology," in Public Opinion Quarterly 37 (Winter, 1973-74), pp.590-600.

Fernando Reyes Matta, Mass Media, Polarization and Social Change: The Chilean Case During the Allende Government. Stanford: Institute for Communication Research, June 1974.

Fernando Reyes Matta, Latin America, Kissinger and UPI from Mexico. Stanford: Institute for Communication Research, June 1974.

V. Other Related Papers and Reports

Oswaldo Kreimer, with Heather Hudson, Dennis Foote, William Fowkes, Bruce Lusignan, Michael Sites, Health Care and Satellite Radio Communication in Village Alaska. Stanford: Institute for Communication Research, a report for Lester Hill National Center for Biomedical Communication, June 1974.

Nathan Maccoby, "Effects of Mass Communication (The Media) and the Dissemination of Information in Shaping Consumer and Provider Values in Health," in Health Care and Changing Values, National Institute of Medicine, National Academy of Sciences (in press), 1974.

Nathan Maccoby, "The Role of Television in Literacy Problems," in Learning to Read, J.B. Carroll (ed.). National Academy of Education (in press), 1974.

Edwin B. Parker and Heather Hudson, "Medical Communication in Alaska by Satellite," in New England Journal of Medicine 289 (December 1973), pp.1352-1356.

Donald F. Roberts, "Attitude Change Research and the Motivation of Health Practices," Paper presented at the American Heart Association Conference on Applying Behavioral Science to Cardiovascular Risk. Seattle, Washington, June 1974.

Daniel C. Smith, "Television in the Marianas," in Micronesian Reporter 22 (1), 1974, pp.8-12.

VI. Dissertations and Theses Completed

Heather Hudson, "Community Communication and Development: A Canadian Case Study." June, 1974.

APPENDIX B

REGIONAL WORKSHOP AT THE EAST-WEST CENTER, FEBRUARY 18-22, 1974

Sponsors: East-West Communication Institute
Stanford University, Institute for Communication Research
Asian Mass Communication Research and Information
Centre (AMIC)

Participants: 17 representatives from communication organizations in
11 Asian countries (Hong Kong, India, Indonesia,
Japan, Korea, Malaysia, Pakistan, the Philippines,
Sri Lanka, Taiwan, and Thailand)
Five representatives from U.S. universities and other
institutions
Participants from AMIC, Stanford and the East-West
Communication Institute (see Appendix A for a list of
participants)

Program: For the complete program, see Appendix B, and for a
list of prepared papers (available at Stanford or the
East-West Communication Institute) see Appendix C.

Summary of Conference Proceedings:

The purpose of the conference was to bring together for a week of interchange representatives of the leading communication research organizations in Asia and some from the United States in order to learn what each is doing, to discuss problems of research, to pinpoint the priorities of the communication research needs of Asian countries, and to explore means of international cooperation in this area.

At the conference all participants reported on their institution's program of research in communications, the problems it encountered and the relevance of its experience to other countries and institutions. These presentations were followed by discussions with all participants.

The presentations touched on certain basic themes of concern to the research organizations represented:

1. Educating and training both communication practitioners and researchers;
2. Identifying the priority tasks and needs of communication research for Asian development;
3. Making research in communication useful to development;
4. Creating ways of cooperation among institutions.

In addition, certain kinds of research were discussed by participants, including:

1. Audience research for the mass media;
2. Popular culture research;
3. Economic research in communication;
4. Research on disseminating research;
5. Evaluation research.

Concerning the training and education for communication research, discussants seemed to be in agreement that the overwhelming problem for many countries is having enough well trained faculty in universities for teaching and research. In a few countries like Japan and perhaps the Philippines there is enough of a critical mass of trained faculty to care for training needs. Yet even in these countries, demand for communication and research training is growing and outstripping supply. Asian countries need better trained faculty to train others. Institutions often face severe budget limitations in doing research in addition to teaching. Research is often directed to those needs for which money is available. Thus the great emphasis in many universities is on family planning communication research.

The priority task for communication was unanimously agreed upon as being to help development. This did not mean that only very applied research would be desirable, but national development was designated as the overall guide to make even the more theoretical research fit the needs of Asia. Often there was some disagreement as to whether research should focus on what could be clearly identified as communication. Some argued that communication research should stick to communication factors in development; others said that communication research like most other social sciences should focus on social change and how communication plays a role in that change. All agreed that communication should be defined to include both mass and interpersonal communication.

The needs of Asia in communications research are vast but some specific priority areas were suggested:

1. Better use of existing data (especially field surveys) to help understand audiences better; secondarily analysis of data sources;
2. Faster turnaround of research findings for decision-makers; emphasis on formative evaluations;
3. Pretesting of all communications learning materials;
4. Disseminating research already completed to other researchers and decision-makers;

5. Improving techniques of evaluation research;
6. Examining motivations of audiences and the credibility of the sources of communication messages.

The problem of useful research was much discussed. Although an impressive amount of research has been done in certain countries (for example, Japan, the Philippines, India and Taiwan), there has been relatively little impact of this research on projects. The exceptions seem to be in those projects which have built-in research, as in the family planning project in Taiwan (although even here there are problems of utilization) or the educational reform project in Korea's KEDI group. The director of India's National Institute of Community Development, on the other hand, complained that research in the past in his institution was often done for publication and was not applied to or used by projects. AMIC's impressive collection of Asian communication studies is used very little by either researchers or decision-makers. This may be partly due to ignorance of the center's existence but also may be due to a lack of people to "translate" research into a form that is usable in projects.

The theme of collaboration in the communication research effort was touched upon often in discussion. The participants agreed that two-way collaboration was best; for example, if American institutions (the East-West Center, Stanford, Texas, Wisconsin) collaborated with Asian institutions, the work would not be one-way help but would be mutually beneficial. Several collaborative efforts are in progress between the East-West Center and other Asian institutions (summaries in English of Japanese and Korean communication research; cross-cultural study of children and television in Japan and the U.S.; family planning study of the use of radio in Hawaii, Pakistan, the Philippines and Taiwan). Exchanges were suggested as good means of collaboration:

- (1) exchanges of students;
- (2) exchanges in research studies mutually undertaken;
- (3) exchanges of information (for example, between the East-West Center's information center, AMIC's collection, and others);
- (4) exchanges of teachers.

Conclusion:

The benefits of the conference are difficult to define. Each individual or institution must make his or her own estimates. For Stanford, the benefits were twofold: (1) it provided an opportunity for two of Stanford's Institute for Communication Research members to meet an important segment of researchers from most of Asia's communications

institutions, to exchange information on current programs (the most immediate interest by Asians was in Stanford's new M.A. program sponsored by the AID 211(d) grant); and (2) it gave the opportunity to understand some of the research problems of Asia so that Stanford might respond better to future requests for research collaboration in Asia and might better prepare researchers for Asia in our own research training program. For the Asians, contact with Stanford provided an idea of what the program in international communication was doing and who the people involved were after the departure of Dr Schramm. It also assured them that close collaboration would continue between the East-West Communication Institute and the Institute for Communication Research at Stanford. Thus institutional links for Stanford were both created and reviewed with the East-West Center and many Asian universities and research centers.

PARTICIPANTS
Conference of Communication Research Organizations
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February 18-22, 1974

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Tinka Nobbe
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Papers Presented at Communication Research Workshop

1. A.V. Shanmugan, "Look At Communication Research & Education"
2. Stephen H. Chaffee, "Theory Research and People: Products and Processes of a Communication Research Center"
3. Dr. Jack Lyle, "Research and Public Broadcasting in the U.S.A."
4. Kazuhiko Goto, "Social Survey of Audience at NHK"
5. C.R. Carpenter, "What I learned from University Based Research on Media Used for Behavioral Modifications"
6. Hidetoshi Kato, "Popular Culture Research Reconsidered"
7. Wayne Danielson, (paper not yet received)
8. Dean T. Jamison, "Remarks on Cost, Cost-Effectiveness, and Cost-Benefit Evaluation of Mass Communication Programs"
9. M. Zaheer, "Communication Research Conducted by the National Institute of Community Development and its Impact on the Socio-Economic Development of India"
10. Lee Man-Cap, "Some Notes on Communication Teaching, Training and Research in Asia"
11. Timothy L. M. Yu, "An Outline of a Report on a Seven-Year Experiment on Communication Education in Hong Kong"

APPENDIX C

SUMMER SESSION OF ADVANCED STUDY ON
COMMUNICATION AND DEVELOPMENT

PARTICIPANTS

Clifford H. Block	Educational Research/Technical Assistance, USAID
Godwin C. Chu	Research Associate, East-West Communication Institute
Mary Connors	Graduate student, Stanford University
Moustapha Diabate	Ministère de la Recherche Scientifique, Ivory Coast
Tony Dodds	International Extension College, Mauritius
S.C. Dube	Director, Indian Institute of Advanced Study, Simla
Tillman Durdin	Senior Fellow, East-West Communication Institute
Dennis Foote	Graduate student, Stanford University
Oscar Gandy	Graduate student, Stanford University
David Hawkridge	Director, Institute of Educational Technology, The Open University, U.K.
Carlos E. Heymans	Dirección de Televisión Educativos, El Salvador
Robert C. Hornik	Acting Assistant Professor, Institute for Communication Research, Stanford University
Heather Hudson	Research Associate, Institute for Communication Research, Stanford University
Josiane Jouet	Graduate student, U.C. Berkeley
Noreene Khanna	Graduate student, Stanford University
D. Lawrence Kincaid	Research Associate, East-West Communication Institute
Konan Kouadio	Doctoral candidate, Educational Psychology, University of Cannes; ETV, Ministry of Education, Ivory Coast
Oswaldo Kreimer	Graduate student, Stanford University
Frans Lenglet	Graduate student, Stanford University

PARTICIPANTS (continued)

Nathan Maccoby	Director, Institute for Communication Research, Stanford University
John K. Mayo	Assistant Professor, Institute for Communication Research, Stanford University
Emile G. McAnany	Assistant Professor, Institute for Communication Research, Stanford University
S.E. Migot-Adholla	Institute for Development Studies, University of Nairobi (rural development)
Frank Moore	Africa Bureau, USAID
Lyle M. Nelson	Chairman, Department of Communication, Stanford University
Rebecca Newton	Graduate student, U.C. Berkeley
Alfred Opubor	African Studies Center, Michigan State University
Jerry O'Sullivan	Graduate student, Stanford University
Edwin B. Parker	Professor, Institute for Communication Research, Stanford University
Gayle H. Partmann	Assistant Professor, African Linguistics, Oakland University
S.A. Rahim	Research Associate, East-West Communication Institute
Idrian Resnick	Director, Economic Development Bureau, New Haven, Connecticut
Everett M. Rogers	Professor of Journalism and Population Planning, University of Michigan
Claude Salem	Washington D.C. (political science, Ivory Coast)
Jorge Schnitman	Graduate student, Stanford University
Wilbur Schramm	Director, East-West Communication Institute
E. Lloyd Sommerlad	Director of Mass Communication Research and Training, UNESCO
Randall Spence	Toronto, Canada (regional economics, Tanzania)

PARTICIPANTS (continued)

Alastair White	Institute of Development Studies, University of Sussex (sociology, El Salvador)
Frederick T.C. Yu	Professor of Journalism, Columbia University

SUMMER CONFERENCE ON COMMUNICATION AND DEVELOPMENT

LIST OF PAPERS PRESENTED

- Godwin C. Chu - Communication and Development in China
- *Mary Connors - Tanzanian Progress towards Economic Independence
Tanzanian Political Organization: Its Relationship to the People and to the Goals of Development
- *Moustapha Diabate - Communications and Development "of" and "for" the Rural Areas in the Ivory Coast
- *Tony Dodds - Multi Media Teaching and its Effects on Educational Innovation: Some Examples from Formal and Nonformal Education
- S.C. Dube - Communication for Development: Some Lessons from Indian Experience
Developmental Planning and Communication in India
- *C.A. Ferguson - On Sociolinguistically Oriented Language Surveys
- *Heather Hudson - Background Notes on Telecommunication for Ivory Coast
- Laurence D. Kincaid - Cows Milk and the Economic, Socio-Cultural and Political Paradoxes of Development
Korean Mothers Clubs: A Case Study
- *Claude Pairault - How does the Ivory Coast Implement its Rural Development Programs?
- S.A. Rahim - Communication and Development in Bangladesh
- *Idrian Resnick - Economic Development Bureau: a Transnational Co-operative
- Everett M. Rogers - Communication for Development in China and India: The Case of Health and Family Planning at the Village Level
- Wilbur Schramm, Godwin Chu and Frederick Yu - China's Experience with Development Communication: How Transferable is it?
- *Carol Myers Scotton - National Development and Language Policy in Multilingual States
- E. Lloyd Sommerlad - Building Communication into Development Plans
- *Team - Communication and Development: the Case of El Salvador
- *Team - The Ivory Coast Case: Communication and Rural Development in an Unbalanced Growth Model

*Team - Case Studies of Development Communication in Tanzania

Frederick T.C. Yu - Tao of Mao and China's Modernization

* Papers by Stanford participants.

Thursday, July 11

9.00 a.m. Development goals, problems and programs: Ivory Coast
Durand 450

3.00 p.m. Development goals, problems and programs: El Salvador
Redwood G-19

Friday, July 12

a.m. Country groups meet on case study outlines.

3.00 p.m. Discussion of country case study outlines
Redwood G-19

Third Week of Session, July 15-19, 1974

Monday, July 15

- 9.00 a.m. Overview for second week objectives
Redwood G-19
- *3.00 p.m. Special topic #1: Language, communication and development -
Redwood G-19 Gayle Partmann, Oakland University, and
Charles Ferguson, Stanford Committee on
Linguistics, presiding.

Tuesday, July 16

- *10.00 a.m. Special topic #2: Telecommunication policy and planning
Redwood G-19 for development - Edwin Parker, Institute
for Communication Research, presiding
- p.m. Case study work
- *8.00 p.m. Communication and Non-Formal Rural Education: Some African
Redwood G-19 Examples - Tony Dodds, International Extension College

Wednesday, July 17

- a.m. Case study work
- *3.00 p.m. Special topic #3: The Economics of Investment in Technology -
Redwood G-19 Robert Girling, SIDEC program

Thursday, July 18

- *10.00 a.m. Special topic #4: Planning, information and rural development
Redwood G-19 Randy Spence, former economic adviser in
Tanzania, presiding. Comments by M. Diabate
(Ministere de la Recherche Scientifique,
Ivory Coast), Claude Salem (Washington, D.C.
and Alastair White (Institute of Development
Studies, University of Sussex)
- 3.00 p.m. Case study work
- *8.00 p.m. African Development and Communication - Alfred Opubor, Director
Physics 104 African Studies Center, Michigan State University, presiding.

Friday, July 19

9.00 a.m.
Room 111, Polya

Summary of cases - John Mayo

Discussion of immediate tasks for communication and development - Emile McAnany, presiding

12.30 p.m.

Lunch for participants, Faculty Club

SUMMER PROGRAM OF ADVANCED STUDY ON
COMMUNICATION AND DEVELOPMENT

Schedule for Final Week of Session, July 29-August 1, 1974

Monday, July 29, Bowman Alumni House

- 9.00 a.m. Emile G. McAnany, presiding.
Introduction to the last week of the conference.
- 10.00 a.m. *Coffee*
- 10.15 a.m. Review and discussion of Stanford cases:
Mary Connors (Tanzania)
Emile McAnany (Ivory Coast)
- 12.15 p.m. *Lunch*
- 1.30 p.m. Review and discussion of Stanford cases (continued):
John K. Mayo (El Salvador)
Comments on Stanford cases by East-West Center participants.
- 3.00 p.m. *Coffee*
- 3.15 p.m. The Open University Overseas - David Hawkrige

Tuesday, July 30, Durand 450

- 9.00 a.m. Wilbur Schramm, presiding.
Review and discussion of East-West Center cases:
Godwin Chu (China)
- 10.30 a.m. *Coffee*
- 10.45 a.m. Review and discussion of East-West Center cases (continued):
S.C. Dube (India)
- 12.15 p.m. *Lunch*
- 1.30 p.m. Review and discussion of East-West Center cases (continued):
R.A. Rahim (Bangladesh)
Comments on East-West Center cases by Stanford participants

Tuesday, July 30 (continued):

3.00 p.m. *Coffee*

3.15 p.m. Korean Mothers' Clubs: A Case Study - Larry Kincaid

Wednesday, July 31, Durand 450

9.00 a.m. Lyle M. Nelson, presiding.
Introduction of USAID participants.
Overview of the conference (Wilbur Schramm and John Mayo)

10.00 a.m. *Coffee*

10.15 a.m. Emile McAnany, presiding.
Communication for participation and self-reliance: what have
we learned from the Chinese and Tanzanian examples?

12.15 p.m. *Lunch*

1.30 p.m. Robert C. Hornik, presiding.
Communication and social equity within current development models.

3.00 p.m. *Coffee*

5.30 p.m. *Cocktail party at the home of Professor William L. Rivers,
665 Alvarado Road, Stanford.*

Thursday, August 1, Durand 450

9.00 a.m. Lloyd Sommerlad, presiding.
Priority issues for communication planners.

10.00 a.m. *Coffee*

12.00 *Lunch at Stanford Faculty Club*

1.30 p.m. Wilbur Schramm, presiding.
Future research directions for communication in development.