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9. ABSTRACT  
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 PROJECT: The purpose of this project is to strengthen, mobilize, and focus an institutional response capability at Stanford University dealing with low cost use of communication technologies designed to help satisfy the information needs related to the quality of life of the majority of people in developing nations.  
 DATES: Sept. 1973-August 1978  
 DEVELOPMENTS: During the second year of a five year grant, Stanford University continued to progress toward several objectives in its study of the use of low cost means of communication to disseminate general educational and specific rural development information to rural and village populace. These were education and training of students in communication as related to education and human resource development in less developed countries, field research of these problems, and development of consultant capability and linkage with other educational institutions. Field projects were started in Guatemala and the Ivory Coast, and planning started for one in Nepal. Over twenty foreign visitors were seen. 1975-76 targets include increases in support to students, increased graduate courses relevant to 211(d) goals, continuance of field projects in Guatemala and the Ivory Coast, a return consultation in Nepal, participation in about ten national/international conferences, and continuation of development of a computer-based mechanism (SPIRES) for storage of information on programs in LDC's involving mass communication.

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PROGRAM IN COMMUNICATION AND DEVELOPMENT

USAID GRANT AID/ta-G-1053

SECOND ANNUAL REPORT

Reporting Period:

September 1, 1974 to August 31, 1975

STANFORD UNIVERSITY

Institute for Communication Research

211(d) Annual Report

Date due: November 1, 1975

Date of submission: December 31, 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:	\$217,693
Anticipated for next year:	\$240,281

TABLE OF CONTENTS

	<i>Page</i>
A. NARRATIVE SUMMARY	1
B. DETAILED REPORT	
1. General background and description of problem	2
2. Purpose of the grant	3
3. Objectives of the grant	
A. Objectives restated	4
B. Review of objectives	6
C. Review of critical assumptions	6
C. ACCOMPLISHMENTS	
1. An increased capacity and a wider range of options for education and training, both at Stanford and in the field	7
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) telecommunications policy planning.	12
3. Increased capacity to participate with developing countries 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.	16
Consultations	20
Conferences	22
Linkages	24
Translations	25
SPIRES	26
Videotape experiments	27
Radio meeting with the World Bank	27

	<i>Page</i>
D. IMPACT OF GRANT-SUPPORTED ACTIVITIES IN ACHIEVING GRANT PURPOSE	28
1. Radio for rural development	29
2. Field-oriented media research	30
E. OTHER RESOURCES FOR GRANT-RELATED ACTIVITIES	31
F. UTILIZATION OF INSTITUTIONAL RESPONSE CAPABILITIES IN DEVELOPMENT PROGRAMS	
1. Requests for consultation	32
2. Number of graduate students studying international communication and foreign visitors to the Institute for Communication Research	33
(a) Graduate students studying international communication	34
(b) Foreign visitors	34
3. Utilization of institutional response capacities	37
G. NEXT YEAR'S PLAN OF WORK (1975-76)	39
Objective 1 - capacity for training	39
Objective 2 - capacity for research	40
Objective 3A - capacity to respond to requests for consultation	45
Objective 3B - capacity to establish linkages and diffuse research information in useful forms	46
H. INVOLVEMENT OF MINORITY PERSONNEL AND WOMEN	49
APPENDIX A - Bibliography of publications relevant to 211(d) grant objectives	58
APPENDIX B - Emerging guidelines about communication and development	61
APPENDIX C - Oaxtepec seminar, February 1975	
List of participants	64
Introduction and summary	66

		<i>Page</i>
TABLE 1	Grant-sponsored graduate courses during the 1974-75 academic year	10A
	Work plan budget summary by objectives	48
TABLE 2	Distribution of grant funds and contributions from other sources (reporting period 9/1/73 to 8/31/75)	50
TABLE 3	Actual and projected budget summary (9/1/74 to 8/31/75)	51
TABLE 4	211(d) expenditure report (9/1/74 to 8/31/75)	52-54
TABLE 5	Grant budget plan for 1975-76 (9/1/74 to 8/31/75)	55-56
TABLE 6	Grant annual budgets and expenditures	57

A. NARRATIVE SUMMARY

The accomplishments of Stanford University in the second 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. Fourteen new students joined the two-year M.A. program in communication and social change. Seven doctoral and seven masters students, previously enrolled in 1973-74, continued their programs this year. Eleven university courses were offered by grant-supported staff and visiting staff during the year.

Objective 2 - Research

The field research projects (in Guatemala and the Ivory Coast) were negotiated during the grant year, and preliminary work began in both. A preliminary study was carried out at a third site, Nepal, and there are possibilities for future field work there. Several other research possibilities were explored in Asia and Latin America. Twenty-three research papers, books, and monographs were produced and are listed in Appendix A.

Objective 3 - Consultation and Linkages

Stanford University strengthened its capacity for consultation by appointment (beginning in September, 1975) of a senior faculty member and a full-time research associate. Three junior faculty are still fully employed in grant-related work

as well as three other senior faculty members on a part-time basis. Trips by faculty to Asia, Africa, and Latin America were conducted in response to requests from LDCs and international agencies. A major conference on evaluating radio schools in Latin America, as well as consulting trips and attendance at international conferences, widened the linkages of Stanford University with other institutions. A large number of individuals from Latin America, Africa, and Asia also made contact with Stanford University through visits during the grant year (a listing is provided later in this report).

## 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. These nations and agencies face the great challenges 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 communi-

cation 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 University completed a number of studies (largely under AID funding) concerning the role of educational technology in developing nations. 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 University. 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 East-West Communication Institute at 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 communication technology, particularly with regard to rural development.

## 2. Purpose of the Grant

To strengthen, mobilize, and focus an institutional response capability at Stanford University dealing with low-cost use of communication technologies designed to help satisfy the information needs related to the quality of life of the majority of people in developing nations. Specifically, the main activities conducted under the Stanford University program in communication and development reflect the assumptions (1) that the primary audience for grant

efforts consists of villagers in the poorer developing nations, (2) that the message content should be concerned with various types of development content (e.g., education, health, agriculture, etc.), (3) that we are seeking improved cost-effective alternatives of mass media and interpersonal communication, and (4) that we include in our scope of activities both formal and nonformal education, but with great attention to nonformal.

End of project status indicators:

1. That Stanford University be established and recognized as a center of excellence for the study of the application of communication technologies to the development problems of developing nations.
2. That a fully funded, ongoing faculty position be devoted to the field of international development communication, and that the ability be created to continue to strengthen a core group of scholars dedicated to future work in this field.
3. That there be a continuing provision of educational opportunity for students and professionals from developing countries.
4. That an ability exist to have continuous and significant involvement in efforts to analyze and help in the solutions of development problems for developing countries.

### 3. Objectives of the Grant

A. The objectives restated are:

1. To create an increased capacity and a wider range of options for education and training, both at Stanford University and

in the field.

2. To create an increased capacity to do research and extend the existing knowledge base with regard to:
  - (i) Use of communication 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. To create increased capacity to participate with developing countries and other institutions in the areas of:
  - (i) Problem identification and analysis.
  - (ii) Program/project design
  - (iii) Project operations in:
    - (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 development 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 a logical framework in June, 1974 (reflecting collaboration of AID and Stanford University 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. That lower-cost communication media and designs for their cost-effective use will provide solutions for education and rural development information problems in developing countries.
2. That developing nations will recognize Stanford University as a center of excellence in the study and planning of this kind of technology and invite collaboration on problem study and solution.
3. That funding for field work for faculty and students will be available from developing countries and other sources.
4. That capable students from developing countries at the Ph.D. and M.A. levels will be attracted to Stanford Uni-

versity and that trainee support from a variety of different sources will be forthcoming.

5. That a spirit of collaboration and mutual respect be fostered in Stanford University's network of institutional relationships so that such linkages will be strengthened and extended.
6. That Stanford University will continue to support the capacity described under the 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 planned to include intake of from two to five Ph. D. and ten to fifteen M.A. students per year. Their training was to include new emphases on policy research concerning communication technology, methodology of field evaluation and research, cost-effectiveness analysis, and understanding the applicability of lower-cost technology to needs of poor, rural populations. Stanford University expects to continue this formal training through the first four years of the grant, with a reduction in the last year in order to have most graduate students complete their training by the end of grant support (unless further support is found). Most graduate students who have completed this training should have

found relevant positions where their research and analytical skills can be used. Stanford University also expects to be able to conduct short training seminars on site in developing nations. Several of these seminars are planned per year, provided the opportunity and invitations are forthcoming from institutions in developing countries.

(b) Targets for the Reporting Year

Training targets for 1975-76 were stated in the first Annual Report as follows:

\* "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 the academic year. Cost to 211(d) funds: \$33,000.00"

\* "Offering of at least seven graduate courses directly related to 211(d) goals at the Institute, reaching about 125 enrollments, about 50 percent from outside the Institute. Cost 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."

Means of verification for the degree programs include site visits, evidence of enrollment, and, for the M.A. students, evidence of sponsorship by institutions in developing nations. The short-term on-site training activities are verified through a log-

book of visits from developing country personnel, documentation concerning seminars and workshops, and AID records when AID personnel are 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 depend on invitations from developing countries, AID, or other organizations which are consistent with other commitments by Stanford University staff. Furthermore, Stanford University 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 University will be involved in such projects.

(c) Accomplishments, accumulative and for the reporting year

The overall increase in the number of graduate students in the international communication program at the Institute has been dramatic over the two years since the 211(d) grant began. In Fall, 1973, there were seven Ph.D. students in international communication. In Fall, 1975, there were twelve Ph.D. students and twenty-one M.A. students enrolled in international communication, a five-fold increase. This does not include a number of other Ph.D. and M.A. students from other parts of Stanford University (especially from International Education) who enroll in courses and complete theses relevant to the international communication area.

During 1974, there was two Ph.D. entrants plus two of the former M.A. candidates were accepted for continuing their studies

for the Ph.D. Most of the ten M.A. students from 1974-75 finished their course work and five departed for field work in developing countries. Four more planned field work at the end of Fall Quarter, 1975, and one will finish Ph.D. course work before going to the field. The ten M.A. students were from Asia (3), Latin America (4), Eire (1), France (1), and Iran (1).

Of the seven Ph.D. students during 1974-75, one finished his dissertation, two were engaged in field work, and four were enrolled on-campus in courses. Of these seven, three were Latin Americans, one Dutch, and three were U.S. citizens. Table 4, at the conclusion of this report, lists the students who receive 211(d) support.

Several new courses were offered during the year 1974-75. Mayo developed a graduate course on Communication and Social Change, and revised the course on Communication in Social and Economic Development. Two visitors under 211(d) auspices taught three new courses relevant to grant interests. There were a total of eight courses offered relating to 211(d) interests during the 1974-75 academic year. These courses enrolled a total of 128 students. Of these, 54 percent were from outside the Institute. Table 1 summarizes these courses.

Fourteen new M.A. students were recruited for the 1975-76 academic year: two from Africa (Kenya and South Africa), six from Latin America (Mexico, Guatemala, Venezuela, Chile), one from the Caribbean (Dominica), three from Asia (Indonesia, Pakistan, and

TABLE 1  
GRANT-SPONSORED GRADUATE COURSES DURING THE  
1974-75 ACADEMIC YEAR

<u>Course</u>	<u>Description</u>	<u>Foreign students</u>		<u>U.S. students</u>		<u>Total</u>
		<u>Comm.</u>	<u>other</u>	<u>Comm.</u>	<u>other</u>	
190	International Communication	2	2	6	18	28
207	Intro. to Res. Methods	9	6	0	1	16
234	Comm. and Pol. Socializ.	4	2	5	0	11
238	Social Effects of Mass Media on Adults	1	0	5	0	6
255	Comm. Theory and Social Change	7	5	0	2	14
256	Comm. in Soc. & Econ. Devel.	11	5	6	4	26
257	Res. Meth. in Eval. of Mass Media Proj. in Devel. Nations	10	7	2	1	20
271	Special Topics in Comm.: Social Change	2	0	4	1	7
<hr/>		<hr/>		<hr/>		<hr/>
8		46	27	28	27	128
<hr/>		<hr/>		<hr/>		<hr/>
Comm. students:	74	Foreign:		73		
other	: 54	U.S.:		55		
Totals	128			128		

Directed research: 211(d) faculty directed 19 graduate students in research projects throughout the grant year.

Hong Kong), and two were U.S. nationals.

Four new Ph.D. students were recruited (all U.S. nationals), but one could not enter because of health problems.

Field research as part of the training for both Ph.D. and M.A. students was emphasized during the second grant year. One Ph.D student spent the year in evaluating a television broadcasting project for village audiences in the Ivory Coast, and two others began work on a rural adult education project in Guatemala. Four M.A.s returned to their own countries to begin two to six months' research efforts as part of their training. Several others were preparing research plans for departure in the Fall, 1975. Several of the M.A. and Ph.D. students were engaged in field work in the U.S. on development problems.

The two new courses planned for the new M.A. program (Comm. 255, Communication Theory and Social Change; and Comm. 207, Introduction to Research Methods) were provided during the grant year.

The overall training program for the M.A. students has met scheduled targets. By the end of the 1975-76 academic year, about seven to ten M.A.s will have been completed, and we will be better able to judge the adequacy of their training in the light of their subsequent work in their home countries.

McAnany and O'Sullivan participated as staff members in a week's training seminar on evaluation for the Latin American Radio Schools Association (ALER) in the Dominican Republic

in April, 1975. No other short-term training courses were offered by the staff during the grant year.

(d) Total expenditures (best estimate):

	<u>Reporting year</u>	<u>Accumulative (1973-1975)</u>
1. Grant funds	\$104,000	144,000
2. University and other sources	<u>14,000</u>	<u>26,000</u>
Totals	\$118,000	\$170,000

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) telecommunications policy planning.

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 exact number of documents to be produced cannot be projected accurately 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 shift in focus from in-school uses of communication

to more rural and out-of-school emphases should be reflected in the documents which Stanford University publishes. 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 nature and timing of the research projects undertaken. Over the course of the grant, we hope to launch two or three large scale research projects and perhaps six smaller projects of two to six person-months duration (which could be Ph.D. dissertations), as well as about fifteen to twenty M.A. research projects. Two large-scale projects will be underway by the end of the third grant year, with several smaller-sized ones also beginning. Five to seven M.A. projects should be completed by the end of the third grant year.

(b) Target for the reporting year

In the work plan for this objective in the second grant year, the following targets were stated:

- \* Initiate research in three to six field projects...
- \* Two published books, one summarizing the four year evaluation of El Salvador ITV and the other containing case studies and syntheses on the uses of radio for development...
- \* Seven to nine published articles in books and journals...
- \* Sponsor a one-week meeting with Latin American researchers and practitioners concerned with radio and rural development. .with a definition of research and evaluation priorities...and suggestions for research and evaluation strategies....

Means of verification described in the logical framework have

two dimensions. AID personnel and others involved in relevant development work can be expected to judge whether the research questions addressed in various papers and reports were significant. Peers may be asked whether answers to these questions (particularly when based on research fieldwork) were arrived at validly. Critical assumptions include existence of research opportunities and non-grant funding for field research projects consistent with the grant sub-objectives, and the availability of faculty and graduate students for work on such projects.

(c) Accomplishments

Two major research activities were initiated at the end of the second year of the grant (although formal contracts for such work were actually signed after September, 1975). The first was a nonformal radio-based rural adult education project in Guatemala. This project is being conducted in association with the Human Resources Office of the National Planning Commission. The first four months of field research were funded by UNICEF, and the rest of the work with AID funding through the Academy for Educational Development in Washington, D.C. The project is an effort to create a coordinating mechanism among government agencies working in non-formal education to promote development in the Guatemalan highlands over the next three years. The project will involve the use of local monitors, the coordination of locally-based government service personnel (in education, community development, agriculture, and health), and use of local radio stations. The Institute's partici-

pation is in two stages: A year of planning research, and, upon implementation of the project, two years of evaluation of its effects. Emile McAnany and Robert Hornik are principal investigators for this project at Stanford University. Jerry O'Sullivan and Noreene Janus began field work in July, 1975. O'Sullivan then remained in Guatemala to become field research director.

The second major research effort, in the Ivory Coast, is a two and one-half year project sponsored by AID (through the Academy for Educational Development) for the Office of Evaluation of the Ministry of Education. The main research task for Stanford University's part of the project is to evaluate both the process and impact of an adult education use of television, especially in rural areas. In 1974, the Ministry of Education decided to use the already-existing ITV network in primary schools throughout the country to broadcast programs in the evenings (twice a week) for some 50,000 adults who meet in about 700 village-level groups. Topics cover a wide range of subjects especially relevant to rural people (health and child care, agricultural techniques, cooperatives, water, housing, etc.). Stanford University graduate student Frans Lenglet began work on an evaluation of the adult ITV system under support from the 211(d) grant in October, 1974. His work now continues under the new contract. Another field researcher from Stanford University will be sent during the third grant year.

A third major research activity may result from a month-long trip to Nepal by John Mayo and Robert Hornik, where they collaborated with a team from UNICEF, the British Council, and

AID. Mayo was the team leader and produced, with Hornik, a report, Development Radio for Nepal, which has provided a basis for serious project consideration by the Nepalese government. Mayo plans to return to Nepal in Fall, 1975, to discuss further a project proposal from the report.

The output of written research work is indicated by the bibliography in Appendix A. There are twenty-seven items cited (a few were reported in last year's Annual Report as being "in press" and are now published). These include the two book manuscripts readied for publication, several long reports, and a number of published articles.

(d) Total expenditures (best estimate):

	<u>Reporting year</u>	<u>Accumulative (1973-1975)</u>
1. Grant funds	\$ 88,400	160,650
2. Non-grant funds	24,000	24,000
	-----	-----
Totals	\$112,400	\$184,650

3. Increased capacity to participate with developing countries 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. For example, seminars organized to identify and analyze problems in collaboration with scholars from developing nations or other U.S. institutions also should serve to extend the knowledge base as information is exchanged (our objective 2), and to provide education or training about the potential role for communication technology to the participants (objective 1).

Full-time faculty and staff spending time on grant-related objectives should increase. A full professor, Everett M. Rogers, was appointed during the second year to begin his work at Stanford University at the beginning of the third year. Three assistant professors (Hornik, Mayo, and McNany) continue their work on the grant. A research associate (Peter Spain) was named at the end of the second year, as well as a second full-time secretary (Iris Boudart). This meant that as the third grant year began, the full-time staff was increased to seven persons. The work of other Institute members will be limited but important: Parker in telecommunications policy and planning, Maccoby in health communication campaigns, and Paisley in evaluation research methodology and the dissemination/utilization of information. In addition, visiting scholars will be appointed from time to time to add some special skill to the regular faculty and staff of the Institute.

The most visible output under this objective will be the level of collaboration between Stanford University and other institutions regarding 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 informal networks with other domestic institutions (USAID, and, among, others, the University of California at Berkeley, Florida State University, Michigan State University, the University of Massachusetts, the Academy for Educational Development, the East-West Center Communication Institute, the Educational Testing Service, the Ford Foundation, the Inter-American Foundation, and the Asia Foundation), and with both international institutions (UNESCO, UNDP, FAO, the World Bank, and UNICEF), and with institutions in developing nations like CEE, SEP, and ITESO in Mexico; Concorde in Honduras; the Ministries of Education in El Salvador and the Ivory Coast. Institutional collaboration will be sought for the purposes of research, collaboration in other types of field work, and utilization of the results of research.

(b) Targets for the reporting year

The work plan for the second year listed in the "First Annual Report" the following tasks under this objective:

- \* Stanford University personnel will respond to requests for consultation in developing countries and by 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 is estimated for travel, staff time, and other expenses.
- \* Stanford University will attend/participate in about ten national or international conferences relevant to grant activities. Esti-

mated costs to 211(d) funds: \$5,000.

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

\* To maintain and create new linkages with U.S. institutions pursuing similar goals to Stanford University in its 211(d) activities; to do the same with institutions in developing countries. Estimated travel costs mostly subsumed under travel for consultancy and conference attendance, with about \$2,500 of 211(d) funds needed.

\* Stanford University will work to help AID establish a useful linkage among 211(d) and other U.S. institutions by participating in two to three meetings in Washington, D.C. or elsewhere. Estimated travel costs: \$2,500 from 211(d) funds.

\* Stanford University will continue to translate publications and reports in languages useful for developing nations.

\* Stanford will develop and test a computer-based (SPIRES) information retrieval and storage system for its current information on communication and development in developing nations. This published material will be on file at the Institute. This service is expected to be useful for visitors, students, and staff. Estimated cost is \$7,000 for implementation, and \$500 for maintenance from 211(d) funds.

\* Stanford University will experiment with several videotape projects for diffusion of both teaching and research information, and test

these for usefulness to institutions in developing nations, which might use such information. Estimated costs: about \$4,000 from 211(d) funds.

\* Stanford University 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 in development, to be completed by September, 1975 (cf. first target under Objective 2 above).

Means of verification for Objective 3 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 other institution, and some of them may depend on additional funding.

(c) Accomplishments

1. Consultations

During the second grant year there were three main areas of consultation by Stanford staff: the Ivory Coast, Guatemala, and Nepal.

a. McAnany continued his work with the Office of Evaluation in the Ivory Coast in the ITV section of the Ministry of Education, making a trip in October, 1974, to consult with evalu-

ation staff about plans for work during the 1974-75 academic year. Frans Lenglet, a research assistant, began work on his dissertation in adult rural education via TV. Lenglet worked throughout the year in close collaboration with the evaluation office. Plans to evaluate the whole ITV system were moving ahead with a multi-national team. Belgium was responsible for pedagogical evaluation in the primary grades; West Germany for technical and management evaluation; and it was hoped that a U.S. team (partly from Stanford) would evaluate the out-of-school project and the cost analysis of the whole system.

b. The Human Resources sector of the National Planning Council of Guatemala asked Stanford to help in planning for a rural adult education project using radio. During the second grant year, McAnany, Mayo, Hornik, and two graduate students made trips to Guatemala and some staff members from Human Resources spent a week at Stanford in planning. By the end of the grant year, under joint funding from 211(d) and UNICEF, a Stanford team was beginning some planning research in the field, with a possibility of continuing this work through the coming year.

c. In November of 1974, Mayo and Hornik joined consultants from UNICEF, the British Council, UNESCO, and AID, in preparing a feasibility study concerning development communication in Nepal. Most of the population lives well away from roads; walks of a week, and sometimes a great deal more, through mountainous terrain, separate villagers from roads and the cities they lead to. Schooling and health services and overall government impact are thus limited in many rural areas.

These problems constrain project recommendations which depend on correspondence, on heavy outside organization or supervision, or on rapid feedback to the central project staff. The consultant team recommended that Nepal start slowly and build on existing efforts: communication support for agricultural and health activities, experiments with in-school broadcasts, and radio programs for village level assemblies. Its major recommendation proposed the use of radio for primary school teacher training. In-service teachers would combine attendance at a summer course, listening to daily radio broadcasts, and use of a text-workbook to prepare themselves for certification exams and a salary increment. Mayo has followed up this first visit, as described elsewhere in this report.

## 2. Foreign visitors

This section is covered under F.2 in this report

## 3. Conferences

The Stanford staff attended nine conferences during the second grant year:

a. In October, Hornik attended the annual Educational Testing Service-National Bureau of Economic Research conference on research in the economics of education at Princeton, New Jersey. Two days of sessions featured reports on research in progress and proved most useful as a survey of the many methodologies economists bring to the study of educational problems.

b. In October, Nelson gave a paper at the International Conference on Communication in Acapulco. The conference had an

international group of high-level communication specialists, discussing the future of world-wide communication systems.

c. McAnany attended a conference on networking among Latin American educational researchers sponsored by the Ford Foundation in San Francisco; this meeting was held in November 1974.

d. McAnany attended the UNESCO/ILCE-sponsored conference on Television for Secondary Education in Latin America in Mexico City in November. He gave a talk on the results of the evaluation of the Mexican Telesecundaria he and Mayo had finished in 1973.

e. The principal conference within the past year was one co-sponsored by the Institute for Communication Research and the Centro de Estudios Educativos of Mexico City; it was held in Oaxtepec, Mexico, in February, 1975. This conference brought together project directors and researchers to discuss the need for research and evaluation of projects which use radio for education and information in Latin America. Participants included six members of the Institute -- McAnany, Mayo, Hornik, Kreimer, O'Sullivan, and Spain. Also attending were Hernando Benral Alarcon (Planning and Evaluation Department of Accion Cultural Popular -- ACPO); Estela Barandarian de Garland (Catholic University, Lima); Regina Gibaja (Capacitación Popular, Bogotá); Jorge Trias (Accion Cultural Loyola, Sucre, Bolivia), who is also the president of ALER, the Latin-American Association of Radio Schools; Pablo Latapi, and many other members of the Centro. Kreimer, coordinator for the conference, has prepared a summary in Spanish along with the conclusions of the participants, which has appeared in the Revista del Centro de Estudios Educativos.

That report has also been translated into English. A list of participants and the summary from the English version may be found in Appendix C.

f. O'Sullivan and McAnany each gave papers for the conference of the Association of Latin American Radio Schools held at the Radio Santa Maria project in the Dominican Republic in March.

g. Hornik gave a talk at the symposium, "Media, Man, and the Creative Process" at the Loyola campus of Concordia University in Montreal, Canada in April.

h. Spain attended a seminar at the Center for Educational Technology, Florida State University, which had invited Monsignor Jose Salcedo, the founder of ACPO, to participate in two days of round table discussion. Invitees included officials from AID, the Organization of American States, Florida International University, Pittsburgh University, Michigan State University, Florida State University, and the University of Houston. Salcedo and his work in Colombia provided the focus for the two days.

i. Hudson gave a paper at the Alaska Rural Media Conference, Fairbanks, Alaska, in July 1975. She spoke on "Communication and the Development of Rural Alaska."

#### 4. Linkages

The work of keeping up or creating new linkages is only partly manifest in the travel of the staff to different institutions during the second grant year. Visits to Stanford, phone calls,

letters, meetings at conferences, reading other' papers or project reports are also ways in which this objective is advanced.

a. 211(d) institutions with whom linkage was made or maintained during the year: Florida State University (two visits by Hannum of FSU to Stanford, one by Spain to FSU); University of California, Berkeley (visit by McAnany, phone calls, common visitors); University of Massachusetts (visit by Evans of UMass to Stanford, mail and phone calls).

b. Other U.S. institutions: UCLA (through a publication project and some work on an AID-sponsored project); University of South Florida (through BVE evaluation in Guatemala); Academy for Educational Development (through various projects); East-West Center (through Wilbur Schramm and Godwin Chu); Educational Testing Service (through Dean Jamison).

c. Foreign institutions: the foreign institutions with which Sanford maintained or created some linkages during the year were: Centro de Estudios Educativos, Mexico; Ministry of Education, Ivory Coast; Ministry of Education, Nepal; National Council for Economic Planning, Guatemala; Continuing Education and Department of Mass Communication, University of Lagos, Nigeria; Association of Latin American Radio Schools, Argentina; Guatemalan Federation for Radio Schools; the Open University, U.K.; Institute of Development Studies, University of Sussex, U.K.; Communication Institute, University of Tampere, Finland.

##### 5. Translations

The research Stanford has done continues to be translated into

other languages for wider diffusion and utilization. Five items will be noted in the Bibliography (Appendix A). McAnany's pamphlet on Radio's Role in Development is now in both Spanish (through a translation and publication by ACPO) and Portuguese (published by Brazil's *Revista Brasileira de Teleducacão*). Three articles were published in Spanish by the Revista del Centro de Estudios Educativos during the year. Unesco's Prospects carried an overview of the El Salvador evaluation in three languages. The French communication journal Communication et Langages carried a summary of Stanford activities during the year.

#### 6. The SPIRES System

The Institute is constantly receiving documents that relate to communication projects in developing nations. Many of these documents are not widely distributed, yet represent projects of importance across a wide range of implementation situations. Many of them are only in mimeo form, some only typed. As documents of this type accumulate, access to them rapidly becomes more difficult.

To maintain the utility of storing these documents, the Institute has designed and is making operational a computer-based retrieval system for development documents. The Institute's work is made possible by the existence of the Stanford Public Information Retrieval System, SPIRES. SPIRES is similar to a library catalogue, but is much more flexible and more accessible. Entries can be found under many reference categories. For example, one communication project can be located by searching for it under "country", or

under "activity", or under any one of several other search terms.

The computer also makes it possible to print listings of the file for persons and institutions that do not have access to a computer terminal. The documents themselves are available at the Institute.

At the end of the year, the SPIRES file numbers in the hundreds of documents and will soon become available for general use. As it does become operational, adjustments can be made in the design of the system to orient it better for the user.

The SPIRES file's basic value is that it can provide ready access to documents that in the past have gone unused because of difficulties in cataloguing.

#### 7. Videotape experiments

The use of videotape as a means of diffusion was experimented with during the year in several ways. Everett Rogers' course on international communication was videotaped in Winter Quarter. Heather Hudson experimented with videotape with her class on radio, and David Jones wrote up a series of proposals about use of film and videotape for wider diffusion of results of conferences, classes, and research.

#### 8. Radio Meeting with the World Bank

The proposed meeting on radio's use in rural development was not held during the grant year. The manuscript of case studies and synthetic articles, however, was completed (cf. Appendix A, I, 1). Although a meeting sponsored by the World Bank on the topic is still possible in the future, Stanford did participate in three other meetings on radio in Oaxtepec, Mexico; Tallahassee, Florida; and the Dominican Republic during the year, as mentioned above.

(d) Total expenditures (best estimate):

	<u>Report 3 year</u>	<u>Accumulative (1973-75)</u>
1. Grant funds	\$25,300	69,650
2. Non-grant funds	0	0
	<hr/>	<hr/>
Totals	\$25,300	69,650

Reviewing the five objectives in the work plan for the second grant year, we feel that all were met to a great extent. Only in the first objective was there a slight discrepancy: Two field research projects were undertaken (not three), and five M.A. students also undertook field research on a variety of topics (an activity which had been overestimated in the plan). Published records concerning the other four objectives are provided in Appendix A.

D. IMPACT OF GRANT-SUPPORTED ACTIVITIES IN ACHIEVING GRANT PURPOSE

According to the focus of grant purpose stated earlier, Stanford is seeking to develop strategies that a primary audience in villages of poorer developing nations with various types of development messages (e.g., education, health, agriculture) and with the most cost-effective alternatives of the mass media and interpersonal communication for purposes of both formal and non-formal education, but with special emphasis on the nonformal. During the second grant year, two areas of work especially helped in forwarding this overall purpose. These were the kinds of research Stanford was concentrating on in its writing and in its field work.

1. Radio for rural development

The work of the Institute last year concentrated heavily on radio as an effective and economical means for reaching large numbers of adults with development messages. A number of articles, conferences, and classes have centered attention on radio as a means of great potential for rural villagers. There are six articles and reports and one book completed on a great variety of uses of radio for development. Stanford sponsored a conference on ways of evaluating educational radio in Latin America and sent staff members to two radio meetings. A great deal of previous knowledge has been summarized about radio in both formal and nonformal educational settings. The radio book manuscript brings together a number of case studies and summarizes much previously scattered research. What has become clear from this work is that although radio can be an effective means for reaching rural adults, the problems of development and social change are closely linked to the active participation of the people in development activities, in rural areas especially, and strategies of information/education must take this factor into consideration if they hope to provide genuine participation and some redistribution of resources.

The second conclusion of research on radio for rural development is that the utilization of knowledge will most logically be in planning new projects. This planning function was called upon twice in the second grant year when Stanford teams were asked to work on a planning mission in Nepal (cf. Mayo and Hornik, Development Radio for Nepal, bibliography, Appendix A) and the

work currently underway with the National Council of Economic Planning in Guatemala.

## 2. Field-Oriented Media Research

During the second grant year, the Institute at Stanford University was able to get back into field research where the grant had suggested it should make its major research contributions. This field work was a learning experience for both the faculty and the students and contributed, therefore, to achievement of both training and research objectives.

Mayo and Hornik spent November in field work in Nepal and helped to develop some plans for using radio in that country's development. The resulting document was circulated to interested government officials in Nepal and there is a possibility for a field project to develop.

In the Ivory Coast, field work began through a graduate student, Frans Lenglet, who under the supervision of McAnany, started a study of the impact of a rural adult education project via an in-place ITV system. This field work will be augmented in the third and fourth grant years with continued work by McAnany and several more graduate students.

The field work in Guatemala began in July with the collaboration of Mayo, Hornik, and McAnany along with two advanced graduate students, Janus and O'Sullivan. This research will contribute to the planning of the rural adult radio educational project during the coming year.

Three doctoral students and three faculty members took

part in field work during the past year. Two projects (Ivory Coast and Guatemala) have resulted in longer-term commitments and two or three students will remain in the field for more work. More students will have opportunities to work in these projects over the next several years. The kind of experience is invaluable training in research and provides Stanford faculty with the opportunity of testing research conclusions made in the university in the difficult world of rural development.

In addition to these larger research projects, four other Masters' students went to conduct shorter-term field studies of their own. All returned to their home countries to conduct research within their home institutions. All will return in three to six months to write up and present findings at Stanford and take a few more courses if need be. Although these field experiences are brief, and less formal than those in regular research projects, nevertheless they will be important learning experiences and will give an added dimension to the M.A. training at Stanford. They could contribute valuable insights to the development strategies the grant is pursuing. Their research is relevant to, and integrated with, their courses at Stanford University, and their field investigations are conducted under the guidance and supervision of faculty members at Stanford University.

E. OTHER RESOURCES FOR GRANT-RELATED ACTIVITIES

As the Institute's work involved the staff and students with other institutions and agencies, some financial support became available as a supplement to the grant funds.

Unesco contracted with the Institute for a study of the

current state of understanding of the effects of cross-cultural broadcasting. This work involved no travel, but was carried out at the Institute. Unesco contributed \$3,000 to the support of this work.

The Guatemala project received some assistance from UNICEF, both for the faculty and for the students involved there. For the reporting year, that funding amounted to \$11,000.

Many students brought financial aid with them, either from their home institutions or from other sources.

USAID sponsored the Nepal work, a \$10,000 project. Unesco also provided \$200 for a report on the Institute's Salvador work. Stanford University also contributed \$97,682.92 in effect; this amount represents the usual 56% indirect cost rate that is normally applicable to research grants -- but which the university 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 for 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 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 therefore almost impossible to summarize all requests or suggestions for consultation or collaboration, especially those not followed up or undertaken.

Perhaps one important point needs to be made here. 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 believe 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. A second positive criterion in the consideration of new involvements was to respond to consultation requests that 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.

2. Number of graduate students studying international communication and foreign visitors to the Institute for Communication Research:

(a) Graduate Students Studying International Communication

<u>country</u>	<u>number</u>	<u>name</u>	<u>program</u>	<u>supported at least in part by grant funds</u>
Argentina	2	Freimer	Ph.D.	yes
		Schnitman	Ph.D.	yes
Chile	3	Figueroa	M.A.	yes
		Contreras	Ph.D.	yes
		Alcalay	Ph.D.	yes
Colombia	1	Sanchez	M.A.	yes
Eire	1	O'Sullivan	Ph.D.	yes
France	1	Benveniste	M.A.	yes
Holland	1	Lenglet	Ph.D.	yes
Hong Kong	1	Yu	M.A.	yes
Iran	1	Ameri	M.A.	no
Mexico	1	Galvan	M.A.	no
Philippines	1	Valencia	M.A.	yes
Thailand	1	Suchato	M.A.	yes
United States	3	Larson	Ph.D.	yes
		Janus	Ph.D.	yes
		Stockard	Ph.D.	no

b) Foreign visitors

Horst Albrecht  
Schleswig-Holstein  
West Germany

Julio Cesar Arriola  
Consejo Nacional de Planificación Económica  
Government of Guatemala  
Guatemala City, Guatemala

Maurice Bennassayag  
Ecole Pratique des Hautes Etudes  
Paris

Juan Braun  
Buenos Aires, Argentina

Professor Bumrongsook Siha-Umphai  
Dean, Communications Research Center  
Department of Mass Communications and Public Relations  
Chulalongkorn University  
Bangkok, Thailand

Regina Gibaja  
Fondo de Capacitación Popular  
Bogotá, Colombia

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

Eduardo Gonzales  
Programa Interdisciplinario de Investigación Educativa  
Universidad Católica  
Santiago, Chile

David Hawkrige  
Director  
Institute of Educational Technology  
The Open University  
Milton Keynes, Bucks.  
England

Hilde Himmelweit  
Professor of Social Psychology  
London School of Economics and Political Science  
England

H.E. Jorge Correia Jesuino  
Minister of Mass Communications  
Government of Portugal  
Lisbon, Portugal

Hilare Kouame  
Director of the Cabinet  
Ministry of Education  
Abidjan, Ivory Coast

Sylvester Kwakye  
Information Officer  
Regional Information Section  
Information Services Department  
Government of Ghana  
Accra, Ghana

Mulomba Ngalula  
Director, Ministry of Information for Haut-Zaïre  
Kisangani, Zaïre

Roberto Montano  
Consejo Nacional de Planificación Económica  
Government of Guatemala  
Guatemala City, Guatemala

Kazem Motamed-Nejad  
Professor and Vice-President  
College of Mass Communications  
Tehran, Iran

Jacques Mousseau  
Centre d'Etudes et de Promotion de la Lecture  
Paris, France

Kaarle Nordenstreng  
Institute of Journalism and Mass Communication  
University of Tampere  
Tampere, Finland

Oscar Pandal Graf  
Universidad Anahuac  
Mexico City, Mexico

Ycma Peless  
Centre for Educational Technology  
Herzlia, Israel

Carlos Ponciano Cavalcanti  
Setor Comercial Sul  
EMBRATER  
Brasilia, Brasil

Francois Richaudeau  
Centre d'Etude et de Promotion de la Lecture  
Paris, France

Jorge A. Serrano  
Consejo Nacional de Planificación Económica  
Government of Guatemala  
Guatemala City, Guatemala

Juris Silkans  
Policy Analyst, Social Policy and Programs  
Information Canada  
Ottawa, Canada

Robert Tardos  
Mass Communication Research Institute  
Budapest, Hungary

Raymond Wong  
Communication Department  
Hong Kong Baptist College  
Hong Kong

### 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 has involved the initiation of several field projects which will research developing nation 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 developing nations 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 developing nation 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, three 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 University continued to publish a number of articles both through its Institute for Communication Research (cf. 1974-75 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 Acción Cultural Popular, Colombia). Stanford University 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 again part of Stanford's efforts at diffusion in the second year, and will continue in the future.

G. NEXT YEAR'S PLAN OF WORK (1975-76)

The work plan for the third year of the grant (September 1, 1975 to August 31, 1976) will be summarized within the four broad grant objectives listed previously: (1) capacity for training, (2) research, (3) consultation, and (4) linkages. Targets are specified as accurately as possible, and estimates of outputs are described.

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 of developing countries.

1975-76 targets:

\* Provide at least partial financial support for at least 12 of the 21 M.A. students in training who are specializing in development communication, and to 8 of the 13 Ph.D. students during the 1975-76 academic year. Estimated cost: \$73,000.

\* Provide minimum facilities to three post-doctoral fellows interested in communication and development. All bring their own support.

\* Offer at least 8 graduate courses directly relevant to 211(d) goals in the Institute, reaching about 150 enrollments, with about one-third of those from outside the Institute. Estimated cost: \$41,000.

\* Short-term training. Faculty and other staff are available to provide limited (one to four weeks) short-term training. Although such activities will almost surely continue during 1975-76, specific arrangements have not yet been finalized. Such work may be specially funded, and 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 studies, as well as publishing general research publications about media use for nonformal education and rural development, evaluation methodology, synthesis of knowledge about media in formal education, and communication planning.

1975-76 targets:

\* Begin or continue research in two major field projects. In the Ivory Coast, Stanford will provide consultation and supervision for the evaluation team studying the out-of-school ITV programs. In particular, research will focus on the assessment of rural adult needs relevant to the ITV project, special studies of the role of the animators in the field, and overall impact and administrative studies. Estimated cost: \$7,000 from 211(d) funds, plus \$146,685 separate AID funding through the Academy for Educational Development.

In Guatemala, Stanford will undertake to design and supervise the exercise of a program of planning research for a new radio-based out-of-school education project. Designed to reach an indigenous audience living in the highlands, the project is in the process of defining its objective, its basic structure, and its ways of operation. Stanford's immediate goal will be to help obtain research information to enable Guatemalan planners to make policy decisions. In addition, Stanford will make recommendations to the Guatemalan project staff concerning the staffing, operation, and research strategies for a project evaluation office. Estimated costs: \$14,000 of 211(d) funds, plus AID funding through the Academy for Educational Development.

Although not yet in the same state as the Ivory Coast and Guatemala projects, preliminary plans are under consideration for involvement at the research level with one or more other projects. In particular, the consultation commitments with Pakistan and Nepal described elsewhere in the workplan offer some promise for future research projects.

\* Publication of manuscripts completed or nearing completion. Stanford University Press will publish a volume in 1976 entitled Educational Reform with Television: the El Salvador Experience, which reports the planning, development, and results of a unique experiment in instructional television used as an integral component of national educational reform. Estimated cost: \$3,000.

Another volume is a collection of case studies and synthetic chapters about the role of radio for development. Of the

fourteen chapters, eight are written by present and past Stanford faculty and students. The World Bank has the first option to publish these case studies; a conference to bring together the authors and other interested persons is also being considered, to be held coincidental with publication. Estimated cost: \$6,000.

\* Seven published articles in books and journals, summarizing knowledge about media use in formal education, small media in non-formal education, and guidelines for communication planning. Estimated costs: \$11,000.

\* Five to six reports published and distributed by the Institute reflecting recent work on such topics as (1) the proceeding of the 1974 Summer Study Conference on Communication and Development in Tanzania, El Salvador, and the Ivory Coast; (2) recommendations proposed in the Oaxtepec, Mexico conference of February 1975 (co-sponsored by the Institute), which have been published in Spanish in the Revista del Centro de Estudios Educativos in Mexico City, and will soon be available in English from the Institute; and (3) a report on cross-cultural broadcasting for Unesco to be published by the Institute, which will also be published by Unesco in its series of Reports and Papers on Mass Communications. Estimated cost: \$10,000.

\* M.A. theses (eight) and Ph.D. dissertations (two) should also be completed. The M.A. theses will include studies of a clean-up campaign in Hong Kong, use of audio-visual materials in agricultural extension work in the Philippines, television vio-

lence and violent behavior in Thailand, an evaluation of ETV teacher training in Colombia, the effectiveness of radio schools with regard to social change in Central America, a study of animation in adult education by television in the Ivory Coast, a study of an open learning system in Mexico, and evaluating alternative health-care delivery systems for populations in California.

Estimated costs: \$10,000.

\* Preliminary meetings have also been held in conjunction with several sponsoring agencies such as the National Institute of Education and USAID for a possible conference for policy-makers and project directors of communication projects in developing countries. Stanford is the likely site for this meeting in Summer 1976. Estimated cost: \$3,000, with separate additional funding under a contract with NIE.

\* Edit a special issue of Communication Research: An International Quarterly on "Communication and Development: Critical Perspectives," with articles by various communication scholars from Europe, Africa, Asia, Latin America, and the United States, in an effort to assess what is currently known about the role of communication in development, and to explore a new paradigm or paradigms for this role. Estimated cost: \$1,000.

\* Continue collaboration with scholars at Seoul National University in research on diffusion networks for family planning in Korean villages, and to explore the possibilities of a field experimental research design in which existing mothers' clubs in these villages would be converted to radio listening groups for nonformal educational programs. Estimated costs: \$1,000.

\* Conduct a faculty seminar on communication and development in order to explore possible new conceptions of the role of mass communication in development. The seminar will involve a core group of Project personnel in the Institute, plus various Stanford and other faculty who will be present at various seminar sessions. Estimated cost: \$1,000.

Stanford will host several small-sized "mini-conferences" that are organized around a specific topic or issue that is important and timely in the field of international communication. For instance, from six to eight scholars specializing in research on radio and rural development will be invited to Stanford in 1976. This conference follows previous research and publications on this topic by Stanford University faculty and staff. Other possible topics for future mini-conferences are: Field experimental designs to investigate pilot projects in communication and development, communication network analysis in villages, and film and communication research. Estimated cost: \$6,000.

\* Re-analyze survey and field experimental data gathered under a previous AID-sponsored research project on the diffusion of innovations among about 10,000 villagers in Brazil, Nigeria, and India, regarding such research questions (not previously explored) as which mass media and development agencies communicate directly (and indirectly) with more advantaged versus less advantaged farmers, and to what consequence. Estimated cost: \$4,000.

Objective 3A - Capacity to Respond to Requests for Consultation

Generalized statement of outputs:

To provide help to developing nation 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 non-formal education and rural development.

1975-76 targets:

\* Stanford University personnel will respond to requests for consultation by developing countries and international agencies, such as the ones that are mentioned in this section (not included here are time commitments to the long-term field research projects in Guatemala and the Ivory Coast). Estimated cost: \$5,000, plus separate funding for some specific consultations.

\* As a follow-up to an original mission in 1974-75, a return consultation to Nepal has been scheduled. The purpose of this consultation will be to review the feasibility team's recommendations with Nepalese officials, and to develop, in conjunction with the USAID mission in Kathmandu, a possible radio project in teacher training.

\* To contribute recommendations about possible communication systems for rural education and development in Nicaragua and for nutrition in Costa Rica, as part of assessment teams looking at potential for development through improved

information systems.

\* To participate in a planning team that will design a Development Communication Centre for the government of Pakistan. The Centre will coordinate the use of mass media, especially radio, to disseminate development messages to villagers who are organized into listening and discussion groups.

\* Stanford will receive about 150 foreign visitors to acquaint them with its activities and other related activity of interest to communication within the whole university, and to, in turn, learn of activities elsewhere. Estimated cost: \$10,000.

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 linkages with both international agencies and developing country institutions which are interested in the use of communication technology in solving educational/rural development problems; to work to diffuse information relevant to these goals in a more effective manner.

1975-76 targets:

\* Stanford University will attend or participate in about ten national and/or international conferences relevant to grant activities. Estimated cost: \$15,000.

\* To create and maintain new linkages with U.S. institutions pursuing goals similar to those of Stanford in its 211(d) activities; to do the same with developing country institutions.

Estimated cost: \$3,000.

\* Stanford University 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 cost: \$2,000.

\* Stanford University will make or allow others to make translations of publications and reports in languages useful for developing nations. Estimated cost: \$1,000.

\* Continue to develop and test a computer-based storage mechanism (SPIRES) for its current information on developing country projects which involve mass communication. Related published material will also be on file at Stanford University. This service will be available for visitors, students, and staff. Among other sources, this activity will draw upon certain of the 3,000 publications in the Diffusion Documents Center, which came to the Institute from the University of Michigan in September, 1975. Estimated cost: \$12,000.

WORK PLAN BUDGET SUMMARY BY OBJECTIVES

<u>Grant objectives</u>	<u>Activities</u>	<u>Resources</u>
1. Capacity for training	4	\$ 114,000
2. Capacity for research	12	77,000
3a. Capacity for providing consultation	5	15,000
3b. Capacity to establish linkages	5	33,000
	<hr/>	<hr/>
totals	26	\$ 239,000

H. INVOLVEMENT OF MINORITY PERSONNEL AND WOMEN

Stanford University is an equal opportunity employer, and appropriate procedures were followed in selecting all faculty and staff employed with grant funds. One of the two visiting professors supported by the grant during the 1974-75 year was a woman, as are ten of the twenty five graduate students supported fully or in part by grant funds.

TABLE 2

## DISTRIBUTION OF GRANT FUNDS AND CONTRIBUTIONS FROM OTHER SOURCES

(Reporting period 9/1/73 to 8/31/75)

Grant objectives/ outputs	Grant expenditures				Non-grant funding*
	Period under review (1974-75)	Cumulative total (1973-75)	Projected (1975-76)	Projected to end of grant (1975-78)	
1. Education and training	\$ 104,000	144,000	110,000	290,000	257,000
2. Research and knowledge base	88,400	160,650	105,000	275,000	260,000
3. Consultation/linkages/ diffusion	25,300	69,650	25,000	65,000	160,000
Totals	\$ 217,700	374,300	240,000	630,000	677,000

\*These best estimates include indirect costs which are not charged by Stanford University.

TABLE 3  
 ACTUAL AND PROJECTED BUDGET SUMMARY  
 (9/1/74 to 8/31/75)

	Expenditures to date		Projected expenditures			Total
	#1	#2	#3	#4	#5	
1. Salaries (including research assistants, consultants, benefits, etc.)	\$ 95,307	147,077	169,511	157,305	140,020	709,220
2. Student fellowships	9,176	33,095	24,770	24,000	18,000	109,041
3. Conferences and publications	30,502	4,055	16,000	10,000	8,000	68,557
4. Travel and per diem	7,164	1,826	10,000	8,000	7,000	33,990
5. Equipment and supplies	9,028	30,772	19,000	10,000	6,000	74,800
6. Library acquisitions	524	868	1,000	1,000	1,000	4,392
Total	\$151,701	217,693	240,281	210,305	180,020	1,000,000

TABLE 4  
211(d) EXPENDITURE REPORT  
(9/1/74 to 8/31/75)

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I. Salaries	\$
1. <u>Faculty</u>	
Lyle Nelson (10% time, 9 month base) plus one summer month	
Nathan Maccoby (25% time, 9 month base)	
Edwin Parker (10% time, 9 month base)	
William Paisley (12% time, 9 month base)	
Robert Hornik (100% time)	
John Mayo (100% time)	
Emile McAnany (100% time)	
Hilde Himmeweit (visiting professor)	
Everett Rogers (visiting professor)	
subtotal	<u>74,227.57</u>
2. <u>Clerical</u>	
Elizabeth Jones	
Gloria Paone	
Other hourly help	
subtotal	<u>14,037.30</u>
3. <u>Research staff</u>	
Heather Hudson	
Peter Spain	
subtotal	<u>1,219.00</u>
4. <u>Fringe benefits</u> (17% of about \$89,483.87 charged against faculty, clerical, staff, and research assistantships, as well as certain consultants and guest lecturers)	15,219.23
TOTAL	<u><u>\$ 104,703.10</u></u>

TABLE 4 (CONT.)

II. Student support

1. Fellowships:

E. Contreras  
J. Larson  
J. O'Sullivan  
J. Sanchez  
N. Suchato  
R. Valencia  
J. Yu  
E. Rashidpour (postdoctoral)

subtotal 33,095.00

2. Assistantships:

R. Alcalay  
A. Benveniste  
J. Caton  
E. Contreras  
M. Figueroa  
D. Foote  
A. Igra  
N. Janus  
O. Kreimer  
J. Larson  
F. Lenglet  
J. O'Sullivan  
J. Schnitman  
J. Yu  
H. Hudson

subtotal 36,217.00

3. Fringe benefits on assistants (17%) 6,156.89

TOTAL 75,468.89

III. Conferences, consultants, guest lecturers, and publications (including related travel, per diem, honoraria, and conference costs)

1. Nine visiting scholars 2,670.24

2. Publications 524.05

3. Conference in Mexico on research priorities in radiophonics schools 860.82

TOTAL 4,055.11

TABLE 4 (CONT.)

IV. <u>Travel and Per Diem for Stanford University</u> <u>staff, both international and domestic</u>	1,826.34
V. <u>Equipment and Supplies</u>	30,772.18
VI. <u>Library Acquisitions</u>	867.64

GRAND TOTAL

=====  
=====  
\$ 217,693.26

TABLE 5  
GRANT BUDGET PLAN FOR 1975-76  
(9/1/74 to 3/31/75)

I. Salaries

1. Faculty

Lyle Nelson (15% time, 9 month base)	\$
Nathan Maccoby (10% time, 9 month base)	
Everett Rogers (75% time, 9 month base)	
Robert Hornik (83% time, 12 month base)	
John Mayo (83% time, 12 month base)	
Emile McAnany (62.5% time, 12 month base)	
subtotal	76,561.10

2. Clerical

Elizabeth Jones (67% time, 12 month base)	
Iris Boudart (100% time, 12 month base)	
Other (50% time, 12 month base)	
subtotal	21,008.92

3. Research staff

Peter Spain (50% time, 12 month base)

4. Fringe benefits (16% of \$107,270.02, charged against faculty, clerical, staff, research assistantships, as well as certain consultants and guest lecturers)	16,723.20
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TOTAL \$ 121,243.22

II. Student support

1. Fellowships

Dorothy Barton (tuition and stipend)	
Eduardo Navas-R. (tuition)	/
John Nkinyangi (tuition and stipend)	
Maria Tarango (1/2 tuition and stipend)	
Joseph Yu (tuition and part stipend)	
subtotal	\$ 24,770.00

TABLE 5 (CONT.)

2. Assistantships	
A. Benveniste (1 term)	
J. O. Charles (2 terms)	
E. Contreras (2 terms)	
G. Gil (2 terms)	
N. Idris (2 terms)	
N. Janus (4 terms)	
J. Larson (4 terms)	
J. O'Sullivan (1 term)	
R. Alcalay (1 term)	
J. Schmitman (4 terms)	
K. Shapiro (3 terms)	
M. I. Valdes (3 terms)	
R. Valencia (3 terms)	
M. Vermilion (4 terms)	
Jeffrey Yu (3 terms)	
M. Tarango (1 term)	
Dorothy Barton (1 term)	
Eduardo Navas (1 term)	
John Nkinyangi (1 term)	
Joseph Yu (1 term)	
Summer assistantships not yet selected	
	subtotal
	41,610.00
3. Fringle benefits on assistantships (16%)	6,657.60
	TOTAL
	\$ 73,037.60
III. <u>Conferences, consultants, guest lecturers,</u> <u>and publications (including related travel,</u> <u>per diem, honoraria, conference costs, etc.)</u>	\$ 16,000.00
IV. <u>Travel and per diem (for Stanford University</u> <u>staff, both international and domestic)</u>	\$ 10,000.00
V. <u>Equipment and Supplies</u>	
1. Computer services	4,000.00
2. other supplies and equipment	15,000.00
	TOTAL
	19,000.00
VI. Library acquisitions	1,000.00
	GRAND TOTAL
	\$ 240,280 32

TABLE 6  
GRANT ANNUAL BUDGETS AND EXPENDITURES

Grant year	Grant - original budget	Actually spent	Underspent from original budget	Revised budget 1974-75 report
1. 73/74	222,180	151,701	65,586	151,701
2. 74/75	258,200	217,693	40,507	217,693
3. 75/76	203,850	34,712*	---	240,281
4. 76/77	167,082	---	---	210,305
5. 77/78	148,688	---	---	180,020
TOTALS	\$ 1,000,000	404,106	---	1,000,000

\*Actually spent in Year #3 from 9/1 to 10/31/75

APPENDIX A

BIBLIOGRAPHY OF PUBLICATIONS RELEVANT TO  
211(d) GRANT OBJECTIVES\*

I. Radio for Education and Development

1. D. Jamison, E. McAnany, and P. Spain (eds.). Radio's Educational Role in Development (book manuscript prepared for the World Bank, September 1975). Chapters prepared for the book by Stanford authors:
  - E. McAnany, "Radio's Role in Nonformal Education: An Overview"
  - P. Spain, "The Mexican Radioprimary Project"
  - E. Rogers and J. Braun, with M. Vermilion, "Radio Forums: A Strategy for Rural Development"
  - H. Hudson, "Community Use of Radio in the Canadian North"
  - O. Kreimer, "Satellite in the Bush: Uses, Potentials, and Limitations of Interactive Radio for Village Health Aides in Alaska"
  - B. Lusignan and E. Parker, "Technical and Economic Considerations in Planning Radio Services"
  - B. Searle, J. Friend, and P. Suppes, "The Radio Mathematics Project in Nicaragua"
2. O. Kreimer, "Seminario sobre evaluación de sistemas de educación radiofónica (recomendaciones sobre prioridades de investigación y desarrollo de metodologías)." Revista del Centro de Estudios Educativos (Mexico), vol. V, #2, 61-69. (English version of recommendations from radio seminar in Oaxtepec is available from the Institute for Communication Research)
3. J. Mayo and R. Hornik. Development Radio for Nepal. Stanford: Institute for Communication Research, February 1975.
4. E. McAnany, "The Latin American Radio Schools in Non-formal Education: An Evaluation Perspective," in LaBelle (ed.), Educational Alternatives in Latin America: Social Change and Social Stratification. Los Angeles: UCLA Latin American Center Publications, 1975, 238-254. (Spanish version, "Impacto de las Escuelas Radiofónicas de América Latina en la Educación: Una Perspectiva Evaluativa," Revista del Centro de Estudios Educativos (Mexico), vol. V, #2, 1975, 9-25)

\* This bibliography lists some publications from last year's annual report because some which were written in the previous grant year were published or translated during the second grant year.

5. E. McAnany, "Modelos Radiofónicas y Evaluación: Algunos Reflexiones." Paper presented at the ICI/ALER (Association of Latin American Radio Schools) Conference, the Dominican Republic, April, 1975.
6. E. McAnany, "O Rádio no Terceiro Mundo: 5 Estratégias para Utilização," Revista Brasileira de Teleducacao, no.5, 1975, pp.49-70.
7. E. McAnany, "African Rural Development and Communication: Five Radio-Based Projects," Rural Africana, No.27, Spring 1975, pp.59-72.

## II. Television in Formal Schools

1. R. Hornik, "Television, Background Characteristics and Learning in El Salvador's Educational Reform," Instructional Science (special issue on evaluations of instructional technology), 4 (1975), pp.293-302.
2. J. Mayo, R. Hornik, E. McAnany, Educational Reform with Television: The El Salvador Experience. Stanford: Stanford University Press (in press).
3. J. Mayo, R. Hornik and E. McAnany, "Instructional Television in El Salvador's Educational Reform," Prospects, vol.V, no.1, 1975, pp.120-126.
4. J. Mayo, R. Hornik, E. McAnany and H. Ingle, "Aspiraciones Academicas y Profesionales de los Estudiantes del Tercer Ciclo en El Salvador," Revista del Centro de Estudios Educativos (Mexico), vol.V, no.1, 1975, pp.33-52.
5. J. Mayo, E. McAnany and S. Klees, "The Mexican Telesecundaria: a Cost-Effectiveness Analysis," Instructional Science (special issue on evaluations of instructional technology), 4 (1975), pp.193-236.
6. L. Nelson, "Television as an Instrument of Education - Its Advantages, Possibilities and Risks." Address at the 40th Anniversary of the Autonomous University of Guadalajara, Mexico, March, 1975.

## III. Telecommunications Policy and Planning Papers

1. D. Foote and B. Cowlan, A Case Study of the ATS-6 Health, Education and Telecommunications Project (AID Studies in Educational Technology). Washington, D.C.: Agency for International Development, August, 1975.

2. H. Hudson, "Communication and the Development of Rural Alaska." Paper presented at the Alaska Rural Media Conference, Fairbanks, Alaska, July, 1975.
3. E. McAnany, "Television: Mass Communication and Elite Controls," Society, vol.12, no.6, September-October 1975, pp.41-46.
4. L. Nelson, "Communication for Human Understanding." Paper delivered at the International Conference on Communication, Acapulco, Mexico, October 1974 (reprinted in the Congressional Record, December 18, 1974).
5. E. Parker, National Development Support Communication. Stanford, California: Stanford University, Institute for Communication Research, Fall 1975 (paper prepared for National Iranian Radio and Television).

#### IV. Other Related Papers and Reports

1. E. Contreras, J. Larson, J. Mayo and P. Spain, The Effects of Cross-Cultural Broadcasting. Stanford, California: Stanford University, Institute for Communication Research, June 1975 (report prepared for UNESCO).
2. R. Hornik, "Mass Media Use and the 'Revolution of Rising Frustrations': A Reconsideration of the Theory." Now published as No.11 in the Papers of the East-West Communication Institute, Honolulu, Hawaii.

#### V. Dissertations and Theses Completed

- O. Kreimer, "Interactive Satellite Radio and Health Care Delivery in Village Alaska."

APPENDIX B

EMERGING GUIDELINES ABOUT COMMUNICATION AND DEVELOPMENT

The following guidelines provide a kind of synthesis-in-process of theory- and research-based knowledge about communication and development. These guidelines are emerging from research conducted by Stanford University, and by others which we have reviewed. Each guideline is a concise statement of the relationship between two or more concepts deserving a lengthy discussion and explanation but which we cannot provide at this time due to limitations of space.

1. Mass communication systems can make a greater contribution to development if two-way channels (with feedback from audiences to communication sources) are provided.
2. Mass media have greater effects in facilitating development if the intended audience is organized in some type of receiving/discussion group (like radiophonics schools in Latin America, for example).
3. Organized receiving/discussion groups for a mass media channel may be more important in facilitating development than the quality of the message which is transmitted.
4. While organized receiving/discussion groups for a mass media channel increase its effectiveness in facilitating development, the organizing and maintaining of such groups may be so costly that they are not relatively cost-effective.
5. The use of mass media advertizing/marketing strategies may be effective in facilitating development.

6. The impact of mass communication for development may be constrained by such environmental limitations on audience behavior as social structural factors which limit the responses of certain individuals or groups.
7. Mass communication systems, especially when supplemented by the local activities of political parties, village-level groups, etc., can foster mass mobilization for development.
8. Relatively short-term mass communication campaigns can play a useful role in facilitating development.
9. Radio is the single mass media channel that most effectively reaches the widest audience of villagers in most developing nations.
10. A multi-media approach to communication for development will usually out-perform any single channel (for instance, radio should be supplemented by booklets, work books, visual aids, etc. if it is to have greater effectiveness).
11. Mass media communication campaigns for development usually have their greatest effects on the more advantaged audience segments (for example, the literate, higher-income, more urban, etc.), thus widening the communication effects gap between the advantaged and the disadvantaged audience segments.
12. The communication effects gap need not necessarily occur, if precautions are taken to avoid it (such as designing the message to appeal to the particular needs and interests of the disadvantaged audience segments).
13. The commitment of resources and the involvement of strong leadership are essential factors in the success of mass communication projects that seek to facilitate development.

14. Lengthy planning and adequate administrative organization are important factors in the success of mass communication projects that seek to facilitate development.

APPENDIX C

OAXTEPEC SEMINAR, FEBRUARY 1975

LIST OF PARTICIPANTS

Martha Acevedo	Radio-Educacion Mexico, D.F.
Estela Barandiaran de Garland	Centro de Estudios de Television Universidad Catolica Lima, Peru
Humberto Barquera	Escuelas Radicfonicas de Huayacocotla
Hernando Bernal A.	ACPO Depto. de Planificacion y Evaluacion Bogota, Colombia
Oscar Betanzos	Sub-Secretaria de Radiodifusion Mexico, D.F.
Juan Braun	Ministerio de Agricultura Republica Argentina y Michigan State University
Frank Gerace	Dept. of Radio-Television-Film School of Communications University of Texas Austin, Texas
Regina Gibaja	Fondo de Capacitacion Popular Bogota, Colombia
Jose Teodulo Guzman	Centro de Estudios Educativos Mexico, D.F.
Robert Hornik	Institute for Communication Research Stanford University California, U.S.A.
Osvaldo Kreimer	Institute for Communication Research Stanford University California, U.S.A.
Pablo Latapi	Centro de Estudios Educativos Mexico, D.F.

Marcelino Llanos Brana	Centro de Estudios Educativos Mexico, D.F.
Eugenio Maurer	Centro de Estudios Educativos Mexico, D.F.
John K. Mayo	Institute for Communication Research Stanford University California, U.S.A.
Emile McAnany	Institute for Communication Research Stanford University California, U.S.A.
Carlos Munoz Izquierdo	Centro de Estudios Educativos Mexico, D.F.
Jerry O'Sullivan	Institute for Communication Research Stanford University California, U.S.A.
Enrique Portilla Osio	Centro de Estudios Educativos Mexico, D.F.
Maria del Carmen Rivera	Centro de Estudios Educativos Mexico, D.F.
Bertha Salinas	Centro de Estudios Educativos Mexico, D.F.
Sylvia Schmelkes de Sotelo	Centro de Estudios Educativos Mexico, D.F.
Peter Spain	Institute for Communication Research Stanford University California, U.S.A.
Jorge Trias	Accion Cultural Loyola (ACLO) Sucre, Bolivia
Hugo Zemelman	El Colegio de Mexico Instituto de Investigaciones Sociologicas Mexico, D.F.

OAXTEPEC SEMINAR, FEBRUARY 1975

INTRODUCTION AND SUMMARY

THE RATIONALE OF THE OAXTEPEC SEMINAR

This meeting arose from the need to resolve a paradox: why, at a time when radio as a medium of social and educational communication is so highly valued by intellectuals, international institutions, and by the leaders of radio schools -- who of course have always believed in it -- why then has the growth of radio schools in Latin America, save for a few known exceptions, slowed down? Radio schools seem to be confronting barriers which prevent them from making the advances that this renewed interest implies. Members of the Center for Educational Studies of Mexico and of the Institute for Communication Research at Stanford University decided to call a meeting of project directors, evaluators, and social scientists to consider not what radio schools should do but on what research should and can do with and for radio schools in the present historical context.

The meeting was favorably received by those invited -- selected jointly by both institutions -- and took place during February 1975 in the Centro Vacacional Popular which the Mexican Social Security built in Oaxtepec. During the five days of work -- besides the interchange of information and experiences -- they proposed to define concrete priorities for research and evaluation and for the development of appropriate methodologies.

From five themes proposed beforehand (institution and cost analysis; analysis of components; feedback and formative evaluation; the

message and its effects; and effects on outside organizations and social change), plenary sessions took place the first two days in which papers on these themes were presented and the more relevant problems in each proposed for discussion. The participants were organized into four working groups. These groups worked separately and proposed their recommendations to the final plenary session, which discussed them on the fifth day. Now it is the mission of everyone to see if their work was good, and to collaborate in improving it.

#### The Recommended Proposals

The drafts presented by the different working groups were revised, in some cases rewritten and reorganized, but their substance was carefully respected. The organization of the drafts begins with a search for the sense of radio schools in their active relationships, planned or not, with the social milieu (Section I); it then focuses on the radio schools as institutions, detailing their structure, components, or subsystems, including the content of the communication (Section II); and finally it analyzes the schools in their dynamic aspect, that is, the process which sustains and improves them in each one of the phases of their functioning (Section III).

The text of the proposal contains the recommendations for evaluation as such (which appear in italics), their foundations, and methodological recommendations; that is, whoever wants to read only the recommendations of evaluation can follow selectively what is written in italics.

### THE TEN FUNDAMENTAL PREOCCUPATIONS

The wealth and diversity of the experiences and contributions of the participants did not hide, however, certain fundamental common preoccupations which we summarize in ten points.

1. The greater intervention of the audience and participants in the decisions at different levels.
2. The understanding of the connection of educational radio activity with the surrounding social context, especially with the plans for socio-economic development.
3. The link between the projects of educational radio and other community organizations (cooperatives, farmer confederations, unions, etc.).
4. The economic solvency of the projects and the possibilities for economic stability and/or self-financing.
5. Improvement of the usefulness and simplicity of the evaluations.
6. The limitations put on educational radio by other sources of social communication with contradictory objectives.
7. The limitations imposed on educational radio by disillusioning or frustrating experiences of the potential audience.
8. The language differences between the audience and the programmers.
9. The autonomy of educational radio projects.
10. Avoiding the potential manipulative aspects of mass communication.

### RECOMMENDATIONS FOR EVALUATION PRIORITIES

Throughout the proposals, evaluation priorities are defined, whether in terms of problem areas or of variables to include in the analyses, or of new perspectives for the solution of traditional problems whose efficacy and viability should be tested. This form of presenting the

evaluation priorities is due in part to the nature of the problem itself and in part -- why not say it? -- to the coherence which the different working groups decided to give them.

Certain themes of evaluation nevertheless appear frequently related to distinct areas and seem to encompass the distinct, specific recommendations.

We have summarized them, also into ten groups.

1. Social integration

The effect of integration, or lack of it, of the educational radio projects with larger projects of development and of their interaction with other community organizations.

2. Financing

The kind of financing strategies, including those never before used. An analysis of how the characteristics of a project determine its form of financing and how this in turn influences its scale, the public, the selection of objectives, and its effectiveness.

3. The audience

Who enrolls, perseveres, leaves? What types of communities tend to participate more? The different images and motivations of educational radio among those enrolled, and not enrolled, in programs.

4. The characteristics of the audiences

The cultural, sociological, and psychological profile of the anticipated audiences. An analysis of their problems, culture, ways of thinking, and levels of expression in which they feel most at ease.

5. Single or combined media

Different effects and possibilities for radio activity alone or combined with other media.

6. Integrated evaluation

Conditions which favor the integration of evaluation as a permanent internal function; forms and goals which integrated evaluation ought to adopt during the different phases of its functioning in order to be more effective.

7. Participation

Effects which possible distinct forms of audience participation would have on the different aspects of the project: quantitative success, qualitative effects, stability, objectives, financial solvency, political solvency. Systems and factors which increase participation.

8. The message

What communication techniques are more effective for short- and long-term projects: prescribed messages of conduct or those which tend to expand the capacity for dialogue in understanding concrete alternatives and decision-making? What is the effect of both techniques on the ability of the audience to treat critically the information which they receive from the social communication media in general?

9. The relation of the content to the form of reception and type of audience

Which content techniques and goals are more appropriate for individual reception and which are better for reception in organized groups? Which content techniques are more suitable with homogeneous audiences than with wider and diverse audiences?

10. The organizational structure

How do the organizational and administrative structures evolve and what is the effect of this evolution on the projects? What are the types of typical leadership and their effects on the functioning of the projects?

PRIORITIES IN THE DEVELOPMENT OF METHODOLOGIES

The social sciences have developed and utilized a great quantity of methodological techniques, some qualitative, others quantitative. The research and evaluation of educational radio projects nevertheless has tended to use only a few (for example, cost-benefit and effectiveness analysis, learning tests, descriptive measurements), but have not taken advantage of the whole gamut of available tools. Far worse, researchers have not generally adapted, simplified, or developed these tools for the benefit of projects and their goals.

The participants pointed out, in terms of the evaluation priorities presented, some techniques to be developed and applied which are considered priorities.

1. Application of anthropological techniques to discover the culture of the audiences and their conflicting relationships with the dominant cultures.
2. Analysis of the types and styles of mass media more suited to the development of the existing culture.
3. Techniques to foment methodological decision-making at the various levels affected by the research. Techniques of feedback, not vertical but horizontal (self-evaluation), so that eventually those affected do not have to send their information to higher levels of the pyramid but can make their own decisions and implement them at their own level.
4. Socio-economic analysis of the appropriateness and feasibility (at the individual, group, or global levels) of the radio program objectives.
5. Participant observation.
6. Comparative studies of institutions in their totality and in their component parts.
7. Multiple methods (psycho-sociological) for the measurement of change in attitudes, values, and conduct.
8. Studies of administrative structure (longitudinal, structural evolution, and their effects) and the flow of communication in the organization and in the communities.
9. Representative biographies and community histories.
10. Analysis of content consistency (internally with program objectives and externally with audience interest). Logical analysis of the content according to proposed alternatives of action, definition of the social factors, and reasoning in decision-making.