

ADDITIONS TO THE LITERATURE STUDY

Based on Literature in Spanish found through the Internet and our local University Libraries in Honduras

Interim Document for "Community Television – a scoping Study"

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The literature survey thus far has shown us that communications for development covers a variety of technologies, focuses, and media for popular broadcasting. We have found everything from rural radio for community development, to the use of video and multimedia packages for training farmers, as well as the use of Internet for creating networks among researchers, educators, extensionists, and productive groups. The internet especially serves as a global source of information.

One interesting aspect discovered in the literature survey thus far, is that a number of alternative communication strategies began to be reported in Latin America during the '70s and '80s. These decades correspond to many of the political and ideological revolutions which were taking place in the region at that time. Most of these communication strategies had to do with community radio programs using popular education strategies (community theatre and so forth).

Since we have been unable to discover very few references in the literature about the use of television for community development, we can hypothesize that technological changes in that direction have been very slow in coming, especially for the poorest sectors of society. The following paragraph quoted from a Latin American radio network "Onda Rural" (Rural Wave) says it very well:

"The media which connects rural Latin American populations with their community and with the world is an old ICT, the radio. The radio is the communications media which is most accessible, most flexible and with the greatest penetration. Local radio stations are found near their communities, have won their trust, and have an intimate knowledge of the communities' problems and their capacities. When these radios have access to the Internet and the necessary knowledge for its use, they can transform themselves into excellent "intermediaries", capable of bringing global knowledge nearer to the most remote communities." <http://www.comunica.org/onda-rural/info.htm>

But whether the villages are communicating with the exterior world through modern telecommunications, or they are learning the most basic facts about health care or improved agricultural practices through proverbs and popular songs they listen to through radio transmissions, the process is basically the same: people can communicate with, and learn from, each other.

The Need for Information

◆ **The Importance of Communications in Rural Development Projects**

(La importancia de la comunicación en los proyectos de desarrollo rural), SIMAS (Servicio de Información Mesoamericano sobre Agricultura Sostenible – Mesoamerican Information Service on Sustainable Agriculture), Managua, Nicaragua, June 1999. www.metabase.net (online development library)

This document presents the importance of communications for the development of communities, people, natural resources, and countries in general. It presents a list of definitions related to communications. Means for communications, advantages of each one of them, things that can affect true communication with other people.

◆ **Communication and Development**

(Comunicación y Desarrollo) LOPEZ Z., Eduardo (Ed.). CEDOIN, La Paz, Bolivia, 1986. www.metabase.net (online development library)

This publication points to the fact that development should be understood in function of popular participatory forms and as part of actions destined to strengthening national society. It considers that it doesn't make sense to separate development from organizational processes and educational. It describes characteristics of communications in processes of development

◆ **What is Rural Communication? Needs and Challenges in Latin America**

(QUE ES COMUNICACION RURAL ?: Necesidad y reto en América Latina) Díaz Bordenave, Juan E., Mexico, 1987 www.metabase.net (online development library)

Describes the concept of rural communication and the lack of communication between extensionists and farmers. Introduces models for difusing knowledge: the packages model, the innovation model introduced by the market, the organization-participation model, and the structural transformation model. Also describes media and messages in rural communication: written communication, visual and audio-visual communication.

Present and Future Usage of Technology

◆ **Communication for Rural Development in Mexico: in the good and bad times**
(Comunicación para el desarrollo rural en México: en los buenos y en los malos tiempos)

www.fao.org/docrep/w3616s/w3616s09.htm

This case study sponsored by the UN Food and Agriculture Organization on communications for rural development in Mexico, presents a summary of communications in Mexico during 17 years. Among the principal topics are: Rural Communication System in Action, the communication system in changing circumstances, the costs of a rural communication system, and information as a valuable input for agricultural production.

◆ **Television and Education**

Ferres, Joan. (Televisión y Educación) Editorial Paidós, México, 1994.

Source: [National Teaching College \(Universidad Pedagógica Nacional\) Library](#)

This book presents several keys which can help to understand the use of the television as a tool for education, as well as presenting methodology proposals for the analysis of television programs.

The first part of the book presents a global look at the broadcasting medium, the third part seeks to present methods for using television as a medium for education, depending on students' age and cultural level.

◆ **On how the Educator and Television can be Friends**

Ludeña, Alejandro Fernández. (De cómo el educador y la tele pueden ser amigos) Editorial Guaymuras, Honduras, 2000.

Source: [National Teaching College \(Universidad Pedagógica Nacional\) Library](#)

The author of this book affirms that television and videos can be incorporated by educators to carry out learning processes with students and with the poorer sectors of society, who have less access to reading.

The use of videos and television can help develop critical awareness, transmit knowledge, values, and attitudes, as well as provide an educational medium for different kinds of communities, according to the educational and formational intent.

Gender / Racial Constraints in Media

◆ **By all means: Communication and Gender. Women's Editions**

(Por todos los medios: comunicación y género. Ediciones de las Mujeres.) Sreberny-Mohammadi, Annabelle. Portugal, Ana María, ed. Torres, Carmen, ed. Isis International, Santiago de Chile, 1996

www.metabase.net (online development library)

This book collects and systematizes a broad number of communicational projects produced in the last 20 years by the women's movement. It talks about the complex relationship which arises from women's dimensions, means of communication and development, to the measure in which they should be a fundamental element within social policies. From this, the importance of their participation in the environment of communications is discussed. From these experiences and the task of producing more knowledge in this arena, new questions have come up that go beyond the assessment and refer to the subordinate position of women within structures, the organization and programming of the communications industry.

◆ **Communication for Development and Indigenous Peoples**

(Comunicación para el desarrollo y los pueblos indígenas), Jesus González Pazos

<http://www.euskonews.com/0095zbnk/gaia9503es.html>

This is an excellent article on globalization and the concern for development of indigenous peoples. Pazos' basic premise is that as people, institutions and organizations concerned about the world's problems, and especially indigenous people, we should work intensely for promoting a plural and just information which favors equal access to information for all, and that in every place the multiplicity of messages and voices should be defended.

Community Radio

◆ **Guide to Participatory Radio: Methodological clues for the use of participatory radio in community development**

(Guía de radio participativa: Pautas metodológicas para el uso de la radio participativa en el desarrollo comunitario), Asociación Voces Nuestras - Centro de Comunicación Educativa (Association Our Voices – Center for Educational Communication), Costa Rica, 1996.

www.metabase.net (online development library)

This publication introduces the relationship between communication and development and explores the question of “why the use of radio?” It discusses the advantages of using radio for promoting community forestry activities

◆ **La Ond@ Rural (The Rural Wave): Radio, New ICTs and Rural Development**

<http://comunica.org/onda-rural/en/declaration.htm>

La Ond@ Rural: Radio, New ICTs and Rural Development was a regional workshop held in Quito, Ecuador from April 20-22 2004. In the workshop's final document, the 89 participants from twenty countries recognised the expanding role of information and communication in rural development initiatives. However, they emphasised that "in order to be really useful, information has to be available in appropriate languages and formats and to be distributed via channels and media that are appropriate for and available to rural people." Broadcast radio was singled out as a particularly powerful tool for closing *the digital divide*, especially in rural areas.

◆ **Communication and Development in Latin America. The Case of Indigenous Radio in Mexico: Radio XEVFS**

(Comunicación y Desarrollo en Latinoamérica. El Caso de la Radio Indigenista en México: Radio XEVFS) José Cortés and Pamela Rodríguez, May 2004.

<http://www.comminit.com/la/lact/sld-5850.html>

Mexico's reality as a multicultural country, has often looked down on the existence of indigenous people. The National Indigenous Institute, a government organization that directs state policy on indigenous matters, began a radio broadcast program at the end of the '70s. The logical evolution of this network of radios has been parallel to the current paradigms of communication for development. Radio XEVFS, in Las Margaritas, Chiapas, is a clear example of the role that radio plays, as an instrument for the democratic development of the people. The Radio station is based on 3 local structures:

- 1) A consulting council, which links between community needs and radio programming.
- 2) Community reporters (correspondent), who link between information generated in the region and the radio station.
- 3) Radio Production Centers, cabins with basic equipment for taping and creating radio programs, which also provide basic training on the use and functioning of the equipment, so that the community members can create their own radio programs.

Internet

◆ **Internet and Rural Agricultural Development**

(Internet y el desarrollo rural agrícola: Un enfoque Integrado), FAO, 1997
www.metabase.net (online development library)

This study was carried out between March and July of 1996. The document proposes an integrated focus for facilitating access to services and the use of the internet on the part of rural communities and agricultural organizations. Furthermore, it presents strategic recommendations, financing mechanisms, support systems, as well as innovative examples from Mexico and Chile. It talks about improving rural community resources, the actual context for development initiatives and the internet, internet applications for supporting sustainable agricultural development and improved practices for supporting development initiatives through the internet.

◆ **Study and Recommendations about Radio, NICTs and Rural Development in Latin America**

(Estudio y recomendaciones sobre Radio, NTICs y desarrollo rural en América Latina), Gómez, Gustavo. La Onda Rural, April, 2004
<http://onda-rural.comunica.org/docs/gomez.doc>

In this paper, Gustavo Gómez has two basic affirmations: First, the problem of access to ITCs (radio, internet and others) is not a technological or economical issue, it is fundamentally a subject of human rights. Second, the problem of access to information in rural areas is not a technological one, but fundamentally a political issue. Gómez believes that although connecting people in the rural areas to the internet is important, government policies shouldn't be centered on this. Rather it would seem more intelligent (and less costly) to take advantage of information systems and existing technologies, establishing policies which strengthen them and broaden them and eliminate the barriers which impede their development.

He states that while it is estimated that only 8% of the latinamerican population had access to internet in 2002, radio and TV continue to be the technological networks with the greatest development in the region, both in the number of broadcasters as well as receptors.

Apart from being a phenomenal instrument for information and communication, which is greatly utilized and accepted by the population in rural regions, a growing interest has been shown in the idea of taking advantage of the synergy between radio and other technologies, specifically with the Internet. Policies for shared access such as telecentres with rural and community radios, seems to be one of the ways to broaden the possibilities of access to information in the rural communities.

In other regions, UNESCO is developing with varied success a model called Community Multimedia Center, which combines both technologies insuring a minimal infrastructure of NITCs, empowered by community radio. In Latin America several experiences have started to utilize this model; these could take advantage of a very advanced network of telecenters and community radios, which are still very distant between themselves.

◆ **A virtual wedding is produced in Spain: the Internet and Radio get married**

(Una boda virtual se produce en España: se casan internet y la radio)

http://www.apalancar.org/noticias/detalle.asp?tipo=1&id_documento=1423

Coinciding with the broadcasting of television via satellite of the meetings, debates, seminars, and conferences of the Universal Forum of Cultures, the Iberian-American Educational Television initiated this past May 14th, pilot tests for broadcasting Radio ATEI through streaming technology. The Radio ATEI project pretends to serve as a liaison for unity and cooperation among educational and cultural organizations in the Iberian-American countries (Spain, Portugal and Latin America). The broadcasting will initially provide follow-up to the Barcelona 2004 Forum debates, as a starting point for a long term project.

Satellites

◆ **Iberian American Educational Television: Evaluation of an Experience**

Almenara, Julio Cabero, Migdy N Chacin, Maria Paz Prendes Espinosa, Jaime Quiros, Miguel Antonio Ramón, Jesús Salinas Ibáñez, Horacio Santangelo, Sebastián Sierralta, Ingrid Steinbach, María Valdez, Ximena Alfiles. (*La Televisión educativa iberoamericana evaluación de una experiencia*), AECI, EDUTEC, Televisión Educativa Iberoamericana, 1996.

Source: [National Teaching College \(Universidad Pedagógica Nacional\) Library](#)

Iberoamerican Educational Television (TEI) is a project which initiated in 1993 with the purpose of increasing cooperation among countries with significant differences, both at the social, organizational, and cultural levels.

TEI creates communication networks among the Spanish speaking population, allowing the exchange of educational materials within the Iberian American community (Spain, Portugal, and all of Latin America), fostering the production or co-production of materials for broadcasting educational television via satellite Hispasat.

Community TV

**We haven't been able to find anything specific on this subject. The following publication is more than a bit outdated, but it demonstrates that the subject of the use of community television is not totally new.*

◆ **The Village Town Crier: "This Night" Television**

Dumazedier, Joffre. (El pregón en las aldeas -Esta noche- Televisión), UNESCO Journal, Paris, May, 1956

Source: [National Teaching College \(Universidad Pedagógica Nacional\) Library](#)

This article states that television can also serve as an instrument of progress within the peasant communities of France. This effort has been carried out by UNESCO and the government of France, so that the villages can serve as an example for the development of television in rural regions of less industrialized countries, and as an instrument of popular culture.

The rural teleclubs prove that all categories of sex, age, and occupation can be represented. Additionally they demonstrate that collective television is a center of information, offering a view to the world, and a communication room for all sorts of practical issues.

Digital TV, Video and Libraries

◆ **Case Study on Communication for Development: A New Focus for Rural Communication – The Peruvian Experience in Video for Peasant Farmer Training.**

(Estudio de caso de comunicación para el desarrollo: Un nuevo enfoque para la comunicación rural: la experiencia peruana en video para la capacitación campesina), FAO, 1987.

www.metabase.net (online development library)

This publication analyzes the use of communication technology in Peru, the production of video, the institutional framework and the external financing and related costs.

◆ **TVSchool: A Strategy for Improving the Quality of Teaching**

Badovy de Menezes, Mindé. (*TVEscuela: una estrategia para la mejora de la calidad de enseñanza*), *Revista Latinoamericana de Innovaciones educativas* (Latin American Journal of Educational Innovations), October, 1996, Buenos Aires, Argentina.

Source: [National Teaching College \(Universidad Pedagógica Nacional\) Library](#)

This program initiated in Brazil in 1995 through the Ministry of Distance Education. The program sought to elevate the educational system and contribute with educational processes through the use of a television channel. The channel was exclusively dedicated to supporting public school education, and after initial success, was permanently established in March, 1996.

The programming consists in showing documentaries produced both at the national and international level, which are deemed to have an educational value for students. The channel operates on an exclusive circuit, with transmission both by satellite and by air. Each school was equipped with a parabolic antenna, a television set, a video cassette recorder, and 10 blank video tapes. A satellite receptor was also provided for isolated communities in order to guarantee coverage in the entire country.