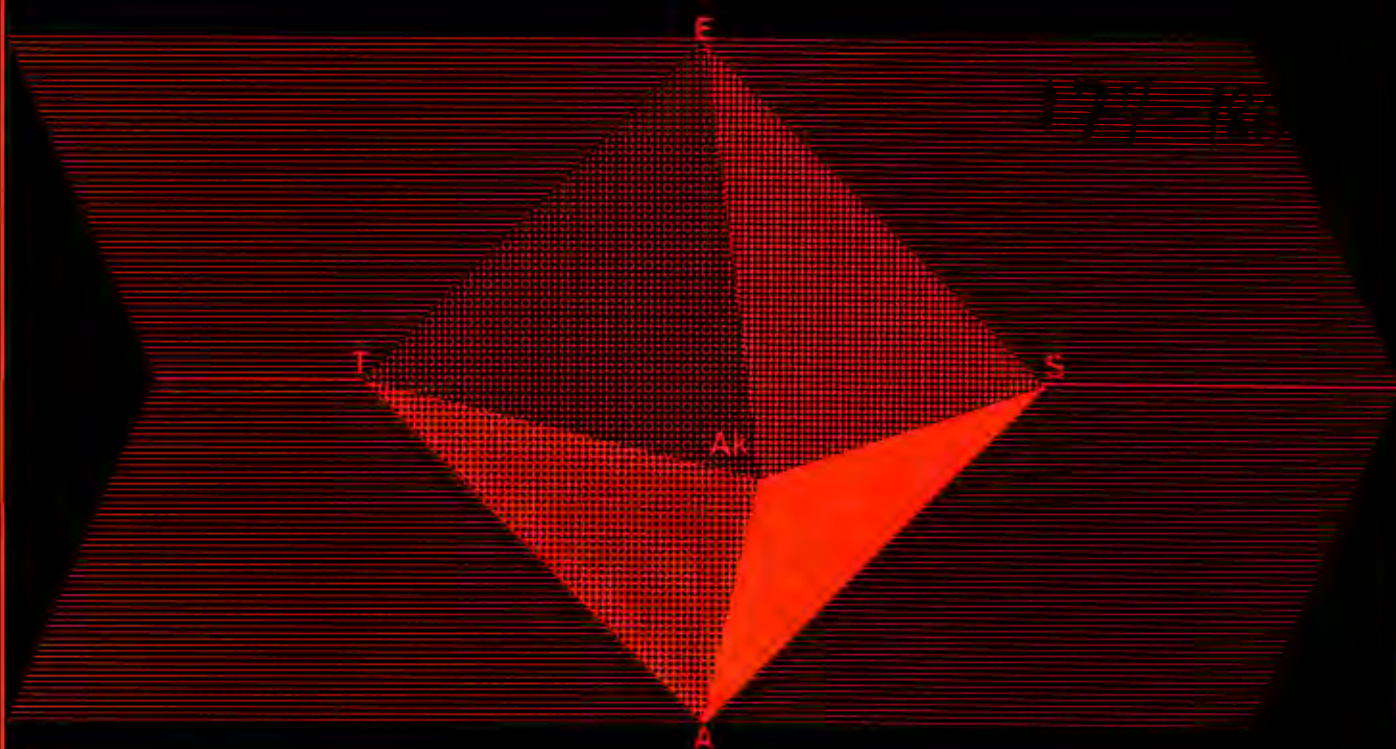


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COMMUNICATION IN NATIONAL DEVELOPMENT: THE USE OF THE MASS MEDIA  
IN RURAL DEVELOPMENT

Andrew A. Moemeka

Department of Mass Communication, University of Lagos, Lagos, Nigeria

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## Abstract

To mobilize the vast illiterate masses of rural developing countries, extensive change in knowledge and attitudes are needed. Earlier attempts to achieve these fundamental targets through the face-to-face method (using extension services agents, public enlightenment officers and literacy teachers), proved ineffective because of prohibitive costs, shortage of good extension agents and too large rural target populations. Communicationwise the mass media information carriers are incomparably more efficient, but their early use also proved to give little real results. The explanation is to be found in their improper use primarily for professionals or the government instead for rural masses themselves.

Instead of centralized mass media (TV, radio, newspapers), for the sake of development, decentralized formats should be used in which local people, aided by local experts produce programs answering their own problems. The access must be enhanced by introducing the viewing centers (for TV) and reading groups (for newspapers). At the same time the support in the form of traditional, interpersonal channels should be created, especially social forums, market and school channels.

The paper finally proposes the types of programmes for the three mass media channels in each of the three developmental stages (mobilization, implementation, consolidation).

## INTRODUCTION

Since the UNESCO /1/ declared in 1967 that there was convincing evidence from projects in many parts of the world that the mass media can be effectively applied to the development of resources to meet basic economic, social, educational and cultural needs, governments of developing countries have intensified their utilisation of the mass media in their efforts to transform their societies. These efforts were, of course, centred around the use of the radio, which was then the only "known" medium of mass communication in the rural areas of these developing societies. Argentina through INCUPO; Colombia through ACPO; Costa Rica through ICECU and Brazil through FEPLAN, among others, intensified their use of "Radio Schools" for the purposes of rural education and development. In Asia, the story was about the same. India, Afghanistan, Thailand, Indonesia and Korea, focussed on the use of Instructional Radio and Radio Farm Forums. Africa, too, was not left out. Cameroun, Nigeria, Senegal, Tanzania, Kenya, Mauritius, among others, utilised the Open Broadcast system, as well as Instructional Radio and Radio Farm Forums /2/.

However, as pointed out in 1974 by the World Bank, these efforts at using the mass media in development did not appreciably affect the lives of the people in the

developing countries positively. Referring specifically to the education sector, the World Bank had this to say:

*In spite of the considerable efforts made by the developing countries, about half of their citizens, children and adults alike, are without a minimum level of education, and prospects for the next decade are not promising...../3/*

As with education, so it was with health, agriculture, sanitation, selfhelp, transportation and community development. Benefits derived from the mass media efforts were very insignificant; and even so, the little benefits went to citizens who were already well-off in comparison with the 90-95% of the population who live in abject poverty and who, therefore, needed the development benefits most.

The basic reason for the very limited success of the mass media in development activities in developing societies lies in the way the media are used. In Africa, the approach to mass media use has been based on a perspective which McQuail /4/ has recently categorized as Development Media theory. This theoretical perspective holds that the mass media should be companions in development with the government, and therefore should accept and carry out positive development tasks in line with nationally established policy. In addition, the perspective supports restricting the mass media in the interest of economic priority, and upholds the right of the government to intervene in media operations, in the interest of development ends. This, the government can do through censorship, subsidy and direct control.

This approach to media use in development sees communication as only the long arm of the government, and holds that its main function is that of obtaining the people's support for, and compliance with the execution of the usual five-year national development plans. It is a transmission-based, rather than a communication, strategy. Its tendencies are strongly in favour of media centralisation and strong government control. This is precisely what all governments in Africa would want the mass media to be and to do; and to a very large extent, it describes the structure of mass media involvement in the continent's efforts to develop its societies and to improve the living conditions of its rural populations since the late 1960s.

There appears to be a general feeling among media professionals and government officials that ACCESS



and PARTICIPATION, which are unquestionable pre-requisites for "understanding acceptance" of novel ideas and for opinion and attitude change, can be achieved with centralised media operations. Events have not, however, proved them right. Because of high illiteracy rates, scarcity of communication hardware, the poverty of the people, and other factors such as scattered, low-density population and difficult terrains, centralised media operations have had very limited impact, and have left a very large proportion of Africa's rural population virtually cut-off from the national communication network. For this proportion, the "Right to Communicate" /5/ is virtually not exercised beyond the narrow confines of each local community; even the right to information is heavily limited.

### SOCIETY STRUCTURE

The structure of the African society is a three level hierarchical pyramid composed of -

- (a) an urban segment controlled by a very small elite at the pinnacle. This elite population is generally educated and comparatively better-off economically. It is made up of government officials, industrialists, businessmen and highly paid employees of the private sector of the economy.
- (b) a sub-urban segment inhabited by half-educated and restless illiterate citizens forced out of rural life by the harsh realities of economic deprivations, but unable to break into the urban elite circles because of poor education and lack of skilled knowledge. The population of this segment is about double that of the urban segment. This population is generally underfed, poorly housed, unemployed and/or unemployable, and live under frightfully insanitary conditions.
- (c) the rural segment - by far the largest in population and land area - occupied by the majority of the people. In Nigeria, for example, this segment contains over 80% of the total population; in Niger, the percentage is as high as 95. This rural population is usually bound by tradition, very poor and lacks any type of modern social amenity. There are no roads, no medical facilities and no factories; the schools are poorly staffed and equipped, and majority of the people are too poor to send their children to school. The people live their lives on subsistence agriculture.

In such an essentially rural community, where illiteracy is very high, where the differences between the standard of living of the insignificant few who 'have' and the significant majority who 'have not' are strikingly conspicuous, where modern social and economic amenities are exceptions rather than the rule, and where modern communication facilities are near zero, the use of "impersonal" media of mass communication for development demands much more than is apparently obvious. Any notion of development in such essentially rural communities that does not take into account the conditions of the impoverished majority - the

peasant farmer, the fisherman, the herdsman, the petty trader, the unskilled labourer and the illiterate villager with ten children all of whom are also illiterate, is grossly lopsided. In an apparent warning about the dangers of urban and elite-oriented development efforts in a Nigeria where 80% of the people are very poor and live in rural environments, a Nigerian Federal Commissioner of Education pointed out in 1972 that -

To build a nation properly we need to train and educate our youths in the right direction. But regardless of the magnitude and efficiency of our formal education system, the foundation of the new nation would not be well and truly laid unless the parents of our youths are themselves well-informed and are appreciative of the blessings of true nationhood.

This warning clearly calls attention to the need to focus development efforts mainly on the rural population which makes up 90-95% of the total population of Africa. For this population, communication is not just exchange of ideas and opinions; it is also relationships and knowledge acquisition; and it has to be concerned with relevant content, suitable style of presentation, timing, rapport, access, participation and a happy mix of modern and traditional systems.

In the developed world, communication may well be directed towards information exchange - making news about the social, economic and political situations available to the public with a view to keeping the people abreast of prevailing circumstances. In the developing world, communication has a greater role to play. Its principal function is not merely to inform, but to educate with a view to raising the aspirations of the people in the right direction, generating among them the willingness to improve on their conditions, motivating them to action and guiding and directing their activities to successful ends.

### RATIONALE

The rationale for the use of the mass media in rural development efforts is basically the need to reach the entire rural population with development news, information and messages. Underlying this rationale is the need to foster the physical and mental development of the individual, and therefore, of the community; to encourage intelligent co-existence among individuals and among communities, and to advance national development through improving individual circumstances. This involves inducing, nurturing and facilitating the necessary knowledge to enhance the achievement of development objectives. The task is for communication to help create and maintain an enabling atmosphere in which tradition-conscious individuals can take part in communication and utilize the ensuing conclusions effectively.

Earlier attempts to achieve these fundamental requirements for rural transformation through the face-to-face method by using Extension Services agents, Public Enlightenment Officers of the Ministry of Information, and Literacy teachers, were so ineffective that they did not even begin to scratch the surface of the problems of rural underdevelopment. Such face-to-face attempts were fraught with many problems among which were,



poor training, shortage of extension agents, too large a population to cater for and scarcity of funds. The shift to mass media method was therefore a wise decision. Even with the strict vertical feed-forward nature of the operation buttressed by the tenets of Development Media theory, the mass media approach enabled literacy barriers to be crossed and distances to be eliminated; and it made the services of the few well-trained personal around available to the entire nation. Where access and participation were taken into account, the mass media approach also ensured motivation and general mobilisation, and helped to create awareness among, and began to enlist the sympathy and empathy of, the urban literate and elite population. Further, the use of the mass media helped to reduce the occurrence of one of the less talked about pitfalls in rural development efforts - the inability of many experts, government officials, and extension agents to operate successfully at the project level. The need to write down materials for broadcast, provided the opportunity to assess such materials in relation to the target audiences before they are broadcast.

As already implied, the success of the mass media approach to rural development greatly hinges on the ability and willingness to create for the rural population, access to the media, and to induce the people's participation in the communication process and involvement in the development efforts. This view finds expression in, not Development Media theory, but Democratic-Participant Media theory /7/. The central point of this theoretical perspective lies in the needs, interests and aspirations of grassroot populations. It emphasizes the need to provide opportunities for the people to exercise their "right to communicate" which involves the exercise of the right to relevant information, the right to answer back and to discuss, and the right to use the means of communication for interaction in small group settings. This perspective stresses the need for the mass media to exist primarily for their audiences and not for professionals or the government; and recognises the need for groups, organisations and local communities, to have their own media.

A good many of the governments in Africa feel that they have not got the means to provide the necessary infrastructure to implement the demands of this theoretical perspective. Of those who believe that they have the means, many are not politically disposed to granting so much media autonomy to the rural population. Basically, therefore, Access and Participation, which are seen as the cornerstone for rural mobilisation and motivation towards development, still remain 'high-class commodities' in the communication marketplace in Africa. Though confidence in the mass media as potential tools for rural transformation is high everywhere, the adoption of the appropriate modus operandi to effectively tap the potentials of the mass media, has been limited because of lack of political will and economic resources.

#### CHOICE OF MEDIA

One basic issue to tackle when a decision to use the

media of mass communication, the right way, for rural development purposes is that of identifying and choosing the 'right' medium or media. This issue is very important because on it depends whether or not the target rural audiences are, in the first instance, reached with development messages. On it, too, depends whether the individuals concerned will make the initial effort of granting their attention. Choice of medium or media also affects what people learn and how quickly and well they learn. Therefore, making the 'right' choice has been seen as a very important issue which has strong implications for the success of the mass media in rural development efforts.

However, the multi-various nature of the tasks involved in rural development - literacy, health, agriculture, work-skills, self-help and community development - points to the need for a multi-media approach. This is because some media are better suited to certain activities than others. In an integrated approach to rural development, therefore, the concern should be, not determining the right medium or media to use, but rather ascertaining which medium is best suited for what assignment and at what level of the operation. To be able to do this properly, the characteristics of each medium, as well as its ownership and utilization patterns in each country and each community have to be taken into account.

The three most popular media in Africa are the Television, the Radio and the Print Media (Newspaper). They are all available in most African countries, but the extent of their availability, usability and accessibility differs greatly from country to country, and in each country, between the urban and the rural areas. Some marked differences also do exist in these respects between the urban and the sub-urban segments of the population. The use to which each of these media can be put in the task of rural transformation, therefore, cannot but be affected by three factors of how available, how usable and how accessible each of them is to the different socio-economic groups in each country. The determination of these factors ensures appropriate and fruitful utilization.

a. Television: Because of its audio and visual qualities, the television has very significant advantages over both the radio and the newspaper in the field of development education. Not only can the communicator or the animator be seen and heard while using the television, but his demonstrations and examples can be followed to advantage. Therefore the television can be a very effective medium for rural development. However, when one considers the present situation of television in a developing country like Nigeria, the temptation is high to rule out its use in activities directed at the emancipation and development of the rural population. For although almost all the States in the Federal Republic of Nigeria, each has a television establishment, ownership of television sets in the country is very much limited. Estimated total number of sets in the country as of 1982 is 2.5 million /8/. This, without doubt, is an insignificant number of television sets for a total population of 100 million. Worse still is



the fact that these sets are almost all completely concentrated in the urban segment of the population. This is the trend in all African countries where there is television. In fact, Nigeria's case, in comparative terms, is exceptionally good. If therefore the television is not available in the rural areas, its use in rural transformation campaign becomes questionable.

To hold such a view, however, is showing a narrow understanding of the nature of rural development. It is based on a premise which sees rural underdevelopment as an issue which concerns only the rural areas and the illiterate masses that inhabit them. But rural underdevelopment is a national problem affecting practically every facet of national life, and therefore, it concerns both the urban and the rural areas, both the educated and the uneducated, both the rich and the poor. The dependency, illiteracy, poverty and poor health and sanitation of the rural population are a drag on national progress as well as on the individual progress and happiness of the elite and educated members of the population. In order to accomplish a successful development programme, therefore, the nation as a whole must be mobilized. In such a development effort, the willingness of the rural population to submit themselves and to participate is hardly much more important than the sympathy, understanding and support of the literate and urban population. The television, because of its characteristics and its extensive use by this population, is an invaluable medium for eliciting from this educated and economically well-off segment of the total population this sympathy, this understanding and this support, both moral and financial, which are required to reassure development agents and rural audiences, and also the physical-ly see the programme through to a successful end.

The television can also be used for the sub-urban population. It is available, though sparsely, to this population which very badly needs mobilization, motivation, literacy and work-skills and self-confidence in order to improve their conditions. In addition to the limited number of sets usually available in the sub-urban areas, viewing centres can be built to supplement the limited number, and increase access possibilities for the sub-urban population. For the rural population, viewing centres can also be built (as was done in Bendel, Kano and Kaduna State of Nigeria) /9/ to enable rural inhabitants benefit directly from the enhancing characteristics of the television. Such viewing centres not only make for increased access, but also provide opportunity for the people to come together and discuss programme content and message intentions after viewing.

b. Print (Newspaper): The print media have an enduring characteristic which neither the radio nor the television has. The newspaper can be read and re-read at convenience, thus allowing for fuller and better understanding of message contents. It can be stored away for future use, thus making for the preservation of materials that are considered important for future reference. Because of this, the printed word would appear to be best suited for mass education and

mobilization of illiterate and semi-illiterate populations which are generally slow to learn. Furthermore, newspapers are in regular supply and contain current and varied information on cultural, social, economic and political activities. They are also capable of carrying literacy and non-formal education materials and of serving as reading materials for new literates, thus ensuring that illiterates do not only learn to read but also read to learn.

In spite of these qualities, very strong arguments have been adduced against the use of newspapers in rural development activities. Perhaps, the strongest of these arguments is the fact that the newspaper is a literate medium. If people are illiterate, they cannot directly make use of a literate medium. And with regards to the rural population, the problems of cost and distribution of newspapers, and the urban-elite orientation of their contents, have been pointed out as additional factors that make the newspaper an inappropriate medium for rural development efforts.

Again, these points, strong as they may appear to be, are based on a narrow perspective on rural development. Proponents of these points have failed to take a holistic view of the problems of rural underdevelopment and the possible solutions to them. For the sake of brevity, there is need not to repeat what has been said above about the use of television vis-a-vis urban elite population. The reasons given about the television also apply in the case of the newspaper. Therefore, the arguments adduced above are not sufficient to disqualify it as a medium for use in rural development activities. The newspaper is an appropriate medium for eliciting the sympathy, understanding and moral and financial support of the urban population and government officials for rural development.

The newspaper can also be a potent medium for mobilization and education in the sub-urban area. A few among the sub-urban population can read intelligibly enough to interpret intelligently. They and a few "progressive" illiterates do buy newspapers. These are generally read and interpreted in groups by literate friends and neighbours. What is particularly development-oriented about this practice of "you buy; I read for the group" which was in vogue in sub-urban areas in Nigeria in the late 1930s and early 1940s, is that it engenders reassurance and acceptance of new ideas. Those who read the newspapers are usually those that are trusted and respected within the group. And the reading is usually followed by discussions and questions and answers - all of which generates understanding and commitment to group decisions.

For the illiterate population of the rural areas, the newspaper as we know it today, is out of the question. What is needed is the Rural Press /10/ - dedicated to the production of rural mimeos and/or newspapers basically for the rural population. Such mimeos and newspapers, produced by the rural people themselves with the help of the few literates among them are suitable for many rural development activities. They are invaluable for literacy campaigns, because they provide reading materials which are generally in short supply.



Therefore, not only do they promote literacy campaigns, but they also help sustain literacy for they serve as cheap and readily available reading materials for new literates. Rural mimeos and newspapers are also valuable in the area of non-formal education. They highlight the problems of the rural areas as they affect the rural population, and in relation to the nation; and they discuss possible solutions. The materials they carry are relevant to the solution of problems affecting the community because they are based on detailed understanding of the local situation as reflected in discussions and decisions. They are cheap to produce, and do not suffer distribution problems because they are produced in the community and distributed in the community.

Support for Rural Press in Africa has come principally from the African Literacy Society (AFROLIT) which has commissioned seminars/workshops to teach both production and journalistic techniques of rural newspaper in many African countries including Kenya, Tanzania, Uganda, Zaire, Mali, Ivory Coast, Togo, Senegal, Sierra Leone and Liberia. These rural press seminars/workshops, most of which were conducted by this author, introduced the rural population in these countries to the use of the printed word in fostering discussions on, and finding solutions to, rural development problems. The rural press in these countries has built up the self-confidence of the adult population by involving them in contributing to the content of their newspapers, and thus making them feel part of the communication process and of the development efforts of the community and of the nation.

c. Radio: This is the one medium of mass communication which almost all experts agree is the most appropriate for rural emancipation programmes. Even the UNESCO lends credence to this special position accorded the radio in rural development activities. As far back as 1965, it noted that -

*In developing countries, the greater part of the people live on the land, are frequently isolated by illiteracy and lack of transport. (But) effective communication with rural people and their active participation in the life of their country are essential for developing societies. Radio broadcasting, when skilfully used, has proved to be the most effective medium of communication with these far-flung populations /11/.*

The reasons for this confidence in the radio are many. Radio beats distances and thus has immediacy effect. It beats literacy barriers; one does not need to know how to read and write before one can learn from the radio. Radio is also individualistic, and so has that personal touch which lends support to attitude and opinion change. On the other hand, the radio is a populist medium, thus it enhances the chances of getting development messages across to a very wide segment of the population. More importantly, the radio is the only medium of mass communication with which the rural population is very familiar; because it is cheap to obtain, it is widely owned in the rural areas.

This near total confidence in the radio does not, of course, lose sight of the fact that radio is an audio-only

medium. The absence of visual characteristics is a great handicap. For example, one cannot effectively teach reading and writing or a technical skill on radio. To be successful, there has to be an agent at the reception end to provide the missing links. It is precisely because of this fact that the Radio Farm Forums of Canada, India and Ghana, as well as the Radio Schools of Colombia and the Radio Study Groups of Tanzania were organised /12/. To be effective in education and communication as opposed to mere information, the radio needs an intermediary between it and its target audiences. There also has to be organisational structure to foster participation and discussion. Allied to this issue of organised listening and discussion is the issue of Access to radio stations and Participation in programme production and presentation /13/. It is strongly argued that the effectiveness of radio when people have access to stations and participate in programming is by far greater, especially in rural communities, than it is when the audiences just 'sit and listen' to programmes planned and produced for them by distant 'experts'.

What this all boils down to is adopting a radio strategy which places emphasis on building low-cost radio stations in rural communities, and delegates power to local broadcasters; stresses the production of development programmes within the communities in which the messages will be broadcast, and under conditions in which the local people will take part fully in the production of the messages. This is what we have called the Local Radio Strategy /14/. This strategy eliminates the weaknesses of each of the five strategies identified by McAnany /15/, while at the same time, it makes full use of their strengths to great advantage. It also eliminates the do-it-alone approach usually adopted by the different government and voluntary agency development agents working in the rural areas; and it ensures that the general nature of message contents gives way to specific and relevant messages.

Local Radio Strategy brings both the hardware and software of radio very close to the people, ensuring that radio functions in the context of the local audiences, and that the people take part not only in message reception, but also in message construction, production and presentation. This approach to the use of radio in rural development, makes broadcasting part of the daily lives of the people instead of an adjunct which central broadcasting makes it.

#### INTERPERSONAL CHANNELS

In rural development activities, the media of mass communication can hardly operate successfully alone. They need the support of interpersonal channels of communication. In rural Africa, no communication can succeed unless it takes into account the five basic principles /16/ that underlie the system of traditional communication - Supremacy of the Community, Utility of the Individual, Sanctity of Authority, Respect for Old-Age and Religion as a Way of Life. These principles infuse relevance and context into communication within rural communities. Therefore, whatever



media are used, and whatever strategy is employed, the very important role of interpersonal communication should not be taken lightly. Any communication strategy which completely ignores traditional media cannot successfully win and retain the people's attention for long. Any communication message which completely ignores the values that underlie the context in which the people communicate, cannot produce the attitude and behaviour changes necessary for rural development. As research has shown, not only are two media better than one medium for effective communication, but also a combination of the mass media and interpersonal communication is better than using either alone.

Table I

Main characteristics of Mass Media, Interpersonal Communication and the two Channels in Combination

Characteristics	Mass Media channel	Interpersonal channel	Mass Media combined with Interpersonal Communication
Direction	One-way	Two-way	Two-way
Time to reach a large audience	Rapid	Slow	Rapid
Accuracy within a large audience	High	Low	High
Ability to overcome selective exposure and selective perception	Low	High	High
Feedback	Little	Much	Much
Ability to answer local needs of the audience	Low	High	High
Most likely main effect	Increased knowledge	Attitude change	Increased Knowledge and Attitude change

Source: E.M. Rogers, et al, "Radio Forums: A Strategy for Rural Development" in Radio for Education and Development: Case Studies, Vol. II, p. 363, World Bank, 1977 (Working Paper No. 266)

Closely related to interpersonal communication is traditional media. Research has also shown that rural communities, especially those that most need development messages, by virtue of their deplorable conditions, still rely heavily on traditional media for information and messages. These media are what the rural population has relied upon for years, and they have very strong confidence in them. Only media strategies which utilize these traditional media in collecting materials to be included in their media programmes, and in disseminating further, interpreting and consolidating mass media messages would prove effective in rural development. Our findings in a survey to determine which of seven media - Social Forums, Town-Crier, Village market, Village school, Newspaper, Radio and Television - villagers in Bendel State of Nigeria depended upon on their response to three development projects - Operation Feed the Nation, Local Govern-

ment Reforms and Universal Primary Education - show clearly the superiority of traditional media. Even though more than 80% of the respondents said that they first heard of the development projects on radio, 15% through the traditional media and five percent from the newspaper, reactions to the projects were almost exclusively influenced by discussions and decisions that took place through the face-to-face contact provided by the traditional media.

Table II  
Development Information Dissemination:  
Media Performance.  
(Motivation to Action)

Media	Development Projects			
	Operation Feed the Nation	Local Government Reforms	Universal Primary Education	Total
Social Forums	15(14.4%)	34(32.6%)	17(16.3%)	66(21.2%)
Town-crier	10(9.6%)	20(19.3%)	15(14.4%)	45(14.4%)
Newspaper	2(1.9%)	---	3(2.9%)	5(1.6%)
Radio	8(7.7%)	4(3.8%)	7(6.7%)	19(6.1%)
Market	34(32.7%)	14(13.5%)	20(19.3%)	68(21.8%)
Television	---	---	---	---
School	35(33.7%)	32(30.8%)	42(40.4%)	109(34.9%)
Total	104(100%)	104(100%)	104(100%)	312(100%)

Source: A.A. Moemeka, Local Radio: Community Education for Development, p. 46, Ahmadu Bello University, Zaria, 1981.

GUIDELINE TO MEDIA USE

This paper clearly supports the use of all three popular media of mass communication - radio, television and the newspaper - in the efforts to transform rural communities. But such use must not bypass the traditional media already in use in the communities or ignore the values on which the people's communication system are based. When such community-bound traditional media and communication system are taken into account in utilizing the radio, television and the newspaper for rural development purposes, the effectiveness of the three mass media would be greatly enhanced.

The contention is that all three popular media are very important and necessary for the successful implementation of rural development objectives. Each of the media has the potential for playing specific role or roles that are important to rural development. One or the other of these media provides a channel for direct teaching, production of magazine programmes (a mixed-grill of materials - short talks, short stories, riddles, music, questions and answers, jokes and discussions) spot announcements, drama, features, playlets and documentaries. A suggestion as to which of these programmes is most likely to be most effective on which medium and at what level of the development



efforts is given on the following pages.

The development programme has been divided into three levels (stages) - Mobilization, Implementation and Consolidation. An example of the type of activities considered important under each stage is given. Also given are examples of the type of media activities that would be most likely to be effective, and in what medium. For the Print, the schedule contains the suggested structure of media activity for the urban population using the conventional newspaper, and for rural population using the rural press.

## TELEVISION

### A. MOBILIZATION STAGE:

- General mobilization of the nation
- Motivation of policy-makers as well as the influential and educated members of the society
- Motivation of the educated to participate in literacy work
- Motivation of the illiterate to get them to participate in development activities.

#### TYPES OF PROGRAMME:

1. Talks and features
2. Plays - dramatic forms and playlets
3. Discussions
4. Documentaries
5. Spot announcements
6. Jingles

### B. IMPLEMENTATION STAGE:

- Demonstrations - what to do and how to do it
- Reports of actions taken
- Appeals from the authorities
- Literacy teaching
- General news and information

#### TYPES OF PROGRAMME:

1. Demonstrations
2. Documentaries
3. Magazines
4. Discussions
5. Interviews
6. Talks
7. Jingles

### C. CONSOLIDATION STAGE:

- Reports of completed activities and on-going ones
- Teaching of advanced literacy
- Information on new practices and procedures
- Information on new skills
- How to improve on gains made

#### TYPES OF PROGRAMMES:

1. Direct teaching and instruction in literacy
2. Magazine programmes
3. Demonstration programmes

### 4. Interviews

### 5. Discussions

### 6. Talks

### 7. Jingles

## RADIO

### A. MOBILIZATION STAGE:

- Mobilization of the general public
- Motivation of policy-makers and educated population
- Mobilization of the illiterate and rural population

#### TYPES OF PROGRAMME:

1. Jingles
2. Magazines
3. Drama and playlets
4. Short stories
5. Discussions
6. Spot announcements
7. Talks and features

### B. IMPLEMENTATION STAGE:

- Create avenues and opportunities for participation
- Support teachers and extension agents
- Create enhancing mood in the rural communities
- Analyse previous practices
- Support written materials
- Provide information about location of materials and support agents, opportunities for participation and access and support services.

#### TYPES OF PROGRAMMES:

1. News and information
2. Interviews
3. Discussions
4. Drama and playlets
5. Short stories
6. Variety and light entertainment
7. Jingles

### C. CONSOLIDATION STAGE:

- Propagation
- Dissemination of results of activities
- Sustenance of efforts and motivation
- Sustenance of literacy gains
- Reinforcement of public support and efforts
- Encouragement of the rural population

#### TYPES OF PROGRAMME:

1. Talks
2. Interviews
3. Discussions
4. Magazines
5. Drama and playlets



6. News conferences

7. Wise sayings and adages

## PRINT

### A. MOBILISATION STAGE:

- Motivation

of the literate members  
of society and  
of the policy-makers and  
businessmen

- Mobilization

- National and individual benefits of rural  
development

#### TYPES OF MATERIALS:

1. Feature articles

2. Analysis of issues

3. News and information

4. Box announcements

5. Comparative analyses of rural situations

6. Editorials

### B<sup>1</sup>. IMPLEMENTATION STATE (Urban Population)

- Moral and financial support

- Information on on-going activities

- Information on needs and requirements

- Literacy

#### TYPES OF MATERIAL:

1. Government statements

2. Statements from national leaders

3. Editorials

4. Feature articles

5. Interviews

6. News analyses

7. Box announcements

### B<sup>2</sup>. IMPLEMENTATION STATE (Rural Population)

- Directions on what to do and how to do  
it

- Encouragement

- Sustenance of enthusiasm

- Literacy reading materials

- Dissemination of project news

#### TYPES OF MATERIAL: (Rural Press)

1. News and information

2. Reports of projects

3. Messages of support from government and com-  
munity leaders

4. Literacy news and materials

5. Interviews

6. Short stories

7. Graphic representations and tit-bits

8. Views and opinions

### C. CONSOLIDATION STAGE:

- Sustenance of gains made

- Encouragement towards higher objec-  
tives

- Building up spirit of self-help

- Propagating the benefits of rural devel-  
opment

#### TYPES OF MATERIAL: (Conventional Newspapers)

1. Editorials

2. Feature articles

3. News analyses

4. Government statements

5. Publication of development activities and gains

6. Interviews

7. News and information

#### TYPES OF MATERIAL: (Rural Press)

1. Editorials

2. Reports of projects and community activities in  
general

3. Interviews

4. Short stories

5. Wise sayings and adages

6. Statements from community leaders

7. News and information

## SUMMARY AND DISCUSSION

The variety and extent of these programmes which the mass media are expected to carry out in rural development tasks point to the need for co-ordination between the authorities and the media, co-operation between the media and the different agents for rural emancipation, and a dynamic interaction among all three on the one hand and between them and the target rural audiences on the other.

Furthermore, it is very necessary to point out here that whatever medium is employed and whatever the type of programme used, a very clear distinction should be made between talking at and to the people, and talking with the people. The former is mere information whose success in rural mobilization, motivation and education is very doubtful. The latter is communication, which involves discussion and exchange of ideas between the source and the receivers and which is the key to understanding, and therefore, to education. While dumping of news, facts and figures (information) on the uneducated and impoverished rural population creates a dominance/submission atmosphere to which rural audiences are usually not willing to submit, discussion and exchange of ideas (communication) creates rapport, restores confidence, engenders an atmosphere of trust, respect and goodwill - all of which enhances acceptance of new ideas and commitment to group decisions.

It has been emphasized that human decisions are based on four "ingredients". They are willingness to do things; knowing what to do; knowing how to do them; and having the means to do them /17/. These four ingredients facilitate "acceptance and commitment" which are basic to any action directed towards the emancipation of the underprivileged among us. To be able to ensure these two factors - acceptance and commitment - however, we must first of all learn about



the people, determine their problems and their views about themselves and about the nation, and be conversant with their ways of life. Without these, effective communication with the rural population would be impossible. Unless the communicator enters into the cultural context of the people and understands at first hand their economic and social peculiarities, he/she cannot hope to win their confidence, and therefore, cannot gain their co-operation in the task of rural development.

In the struggle for national development, the uneducated and impoverished rural majority cannot be left out without devastating consequences. In the effort to enlist their co-operation and positive contribution, the mass media cannot be ignored to advantage; and in the attempt to use these media of mass communication to liberate, enlighten and educate the rural people for development, the strategy should be one which gives priority to the aims of, not mere information, distribution and transmission, but of Participation, Expression and Communication /18/.

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Andrew A. Moemeka:

KOMUNIKACIJA U NACIONALNOM RAZVOJU: KORIŠTENJE MASOVNIH MEDIJA U RAZVOJU SELA

#### Sažetak

Da bi se mobilizirala ogromna masa nepismenih u ruralnim zemljama u razvoju, potrebne su korjenite promjene u znanju i stavovima. Raniji pokušaji da se postignu ovi fundamentalni ciljevi putem metode izravnog kontakta (djelovanjem službi za tehničku pomoć, prosvjetnih radnika i učitelja pismenosti) pokazali su se neefikasnim zbog visokih troškova, nestašice stručnog kadra i prevelike populacije koju je trebalo obrazovati. S komunikacijskog stajališta, masovni mediji kao nosioci informacija neusporedivo su efikasniji. Međutim, u početku je i njihova upotreba dala malo rezultata. Objašnjenje treba tražiti u njihovoj neprimjerenoj upotrebi: prvenstveno od strane stručnjaka i vlade umjesto od strane ruralne populacije kojoj su i bili namijenjeni.

Umjesto centraliziranih masovnih medija (TV, radio, novine) u svrhu razvoja treba koristiti decentralizirane oblike u kojima lokalni ljudi uz pomoć lokalnih stručnjaka proizvode programe u skladu s vlastitim potrebama. Mogućnost pristupa valja povećati uvođenjem centara za gledanje televizije, odnosno čitaonica za novine. U isto vrijeme treba stvoriti i podršku u obliku tradicionalnih interpersonalnih kanala, npr. društvene forume, tržišne i školske kanale.

U članku se na kraju predlažu različiti tipovi programa za tri kanala masovnih medija za svaki od triju razvojnih stupnjeva (mobilizacija, implementacija, konsolidacija).