Mapping Competencies for Communication for Development and Social Change:

Turning Knowledge, Skills, and Attitudes Into Action

Based on the Conference
"Competencies: Communication for Development and Social Change"
Held at the Rockefeller Foundation
Bellagio Study and Conference Center
Bellagio, Italy
January 28-February 1, 2002

Cosponsored by

Pan American Health Organization

Rockefeller Foundation

The CHANGE Project /United States Agency for International Development

Mapping Competencies for Communication for
Development and Social Change:
Turning Knowledge, Skills, and Attitudes Into Action

By Maria Etiennette Irigoin, and Paula Tarnapol Whitacre. Dana M. Faulkner and Gloria Coe, eds.

Prepared by the CHANGE Project (AED/Manoff Group), under USAID Cooperative Agreement HRN-A-00-98-00044-00

Published November 2002

The CHANGE Project
Academy for Educational Development
1825 Connecticut Avenue NW
Washington DC 20009
Email <changeinfo@aed.org>

Permission is granted to quote from or reproduce all or part of this document, including the functional map, as long as the source is acknowledged.

Preface

How does Communication for Development and Social Change happen? What does a communicator need to know and what should a communicator be able to do to be competent and successful? What do universities and training programs need to teach so that professionals in the field of Communication for Development and Social Change know and can use these competencies?

In looking for ways to increase the long-term impact of their work, representatives of the Rockefeller Foundation, the Pan American Health Organization, and the CHANGE Project of the U.S. Agency for International Development realized that exploring answers to such fundamental questions as those posed above would strengthen their own work in building communication capacity, as well as further the efforts of others.

Thus, in late 2000 and 2001, they agreed to cosponsor a conference at which a small group of researchers, teachers, and practitioners could take a step back from *doing* Communication for Development and Social Change to consider the competencies that underlie the field. The specific purpose of the meeting was to begin the multi-step process of *defining competencies in Communication for Development and Social Change*, to be used as the basis for ultimately creating *competency-based curricula for education and training of professionals in the field*. The Rockefeller Foundation offered use of its Bellagio Study and Conference Center for the conference, which was held January 28-February 1, 2002.

The participants came from universities such as the American University of Beirut and the University of Copenhagen, international agencies such as The World Bank and UNFPA, and other organizations that ranged from the African Women's Development and Communication Network and the A.C.S. (Association of Social Communicators) Calandria in Peru to the U.S. Centers for Disease Control. The Appendix lists the participants whose forthrightness and generosity in sharing their rich experience truly enhanced the Conference and the identification of core competencies that resulted.

Our discussions were based on collective experience that spanned many years in Africa, Asia, the Middle East, Latin America, and elsewhere; in health, education, and other sectors; in communities and with policy makers and donors. As the discussions continued throughout the week, in one follow-up meeting, and in many subsequent e-mails, we recognized that Communication for Development and Social Change is carried out in many different ways, but is grounded in a common key purpose and competencies.

This report summarizes the weeklong process that culminated in a "Functional Map" of the competencies that we propose are needed for a successful practitioner in the field of Communication for Development and Social Change. After an introduction that presents an at-a-glance summary of the Conference, Part I of this report explains the concept of competencies, which was new to most of us in Bellagio. Part II describes what happened at the Conference as participants applied these general concepts to Communication for

Development and Social Change. Part III presents the Functional Map for Communication for Development and Social Change that resulted from these discussions. Part IV points to next steps in using the Map to develop education and training programs and for other purposes. The Appendices provide additional background information about competencies and about the Conference.

We hope this report will serve as a catalyst for communicators, curriculum planners, managers who hire communicators, and others involved in Communication for Development and Social Change to participate in the process of defining competencies for the field. It is important to note that the Functional Map is a work in progress and does not represent the entire field of Communication for Development and Social Change, nor does it imply that one communicator is expected to know and be able to do every competence it lists. Identifying competencies, like the field of communications itself, is a growing discipline. Our goal is for this Functional Map to be refined and improved upon as communicators make suggestions to reflect their experiences.

We welcome your comments so that this first effort can truly guide communicators to, as the key purpose in the Functional Map states, "facilitate efforts by people to achieve sustainable improvements in individual and collective well-being."

Gloria A. Coe
Regional Advisor in Health Communication and Journalism
Division of Health Systems and Services
Pan American Health Organization
Regional Office of the World Health Organization
Washington, DC

Elizabeth Fox
Senior Technical Advisor
Health Communication and Behavior Change
Global Health Bureau
US Agency for International Development
Washington, DC

Denise Gray-Felder
Vice President, Administration and Communication
The Rockefeller Foundation
New York, NY

Dana M. Faulkner
Senior Program Officer
The CHANGE Project
Academy for Educational Development
Washington DC

Acknowledgments

Many people worked together to make the Conference on Competencies for Communication for Development and Social Change so successful. Gloria Coe had the initial inspiration for the conference and persevered mightily to make it a reality. María Irigoin, the facilitator, had a leading hand in helping the Conference sponsors structure the agenda and prepare participants so that the time spent at the Conference could be used to best advantage. Her effective leadership ensured that the conference moved smoothly toward achieving its ambitious objectives. Paula Whitacre, the rapporteur, superbly kept a careful and complete record of the discussion, including ensuring that the many drafts and versions of the Functional Map were up to date during the conference so participants could refer to a common document. She was also the primary author of this summary report. Dana Faulkner worked tirelessly on behalf of the sponsors to organize the meeting, chair the conference, and oversee the production of this report. Great appreciation is also due to the participants, who interrupted busy lives to share their thoughts and experiences for a common goal.

We also express gratitude to the Bellagio Conference and Study Center, particularly Gianna Celli, the resident manager, and her staff. The serenity of the setting truly contributed to the discussions, work flow, and spirit of collegiality and collaboration. Finally, we would like to acknowledge the Pan American Health Organization, the Rockefeller Foundation, and the CHANGE Project of the U.S. Agency for International Development for their support and recognition of the long-term impact that this effort can have on the field of Communication for Development and Social Change.

Table of Contents

Preface..... iii

Acknowledgments..... v

Introduction: Overview of the Conference 3

Part I: The Context: Understanding a Competency-Based Approach 5

Part II: The Bellagio Conference: Toward the Definition of Competencies for Communication for Development and Social Change..... 8

Part III: Functional Map for Communication for Development and Social Change……14

Part IV: What's Next?..... 15

Appendices

A: Conference Agenda and Participant List

A-1: Agenda……A-3

A-2: List of Participants……..A-4

B: Reference Material about Competencies

B-1: Developing and Applying a Competency-Based Approach……...A-6

B-2: Functional Map for Communication for Development and Social Change (in Outline Text Format) ……A-12

B-3: Competencies in Curriculum Design and Delivery……...A-14

B-4: Performance Criteria, Performance and Knowledge Evidence, and Range of Application as Applied to Communication for Development and Social Change……..A-19

C: Background Papers on Communication for Development and Social Change Presented at the Conference

C-1: Preliminary Results of the CHANGE/Communication Initiative Delphi Study of Competencies……..A-23

C-2: Training and Education Curricula and Programs in Communication for Development and Social Change: An Overview……..A-41

C-3: Training Opportunities in Communication for Development and Social Change: Overview of the Situation in Latin America …….A-44

C-4: Future Trends in Communication for Development and Social Change: Factors Affecting Needed Competencies and Practices……..A-55

Introduction: Overview of the Conference

Competencies:

The combination of skills, attributes, and behaviors that are directly related to successful performance on the job—
Kofi Annan, UN, 1999

In the early 1970s, Harvard psychologist David McClelland first suggested the importance of testing for competence rather than intelligence. Subsequently, competency models have been used worldwide to establish the building blocks of superior performance in many professional and technical academic, organizational, and manufacturing endeavors.

UN Secretary-General Kofi Annan has defined competencies as the combination of skills, attributes, and behaviors that are directly related to successful performance on the job. Competency represents observable and measurable knowledge, skill, ability, behaviors, and attitudes associated with excellent job performance, work results or outputs: it defines performance in terms of what work is done and how it is done. In the educational arena, competencies are forward-looking; help to clarify expectations; define future professional needs; and focus development of curricula, course design, and performance assessment for professional and technical programs.

In 2000 and 2001, representatives from the Rockefeller Foundation, the Pan American Health Organization (PAHO), the U.S. Agency for International Development (USAID), and USAID's CHANGE Project discussed the utility of applying competency models to the field of Communication for Development and Social Change. They envisioned a comprehensive set of competencies that could serve as a resource to design a new, competency-based curricula for students learning to become communicators and training programs for those already working in the field.

These organizations invited leading experts from around the world to a conference in Bellagio, Italy, to identify competencies for Communication for Development and Social Change and begin the process of using competencies in curriculum development and design. The conference, which took place January 28-February 1, 2002, had four objectives. Significant progress was made in meeting each objective:

Objective 1: Define competencies for Communication for Development and Social Change.

Progress: Through a process facilitated by María Irigoin, an expert in the field of competency development, participants worked in small and plenary sessions to articulate the key purpose of Communication for Development and Social Change and the competencies that this key purpose implies. With Ms. Irigoin's assistance, these thoughts were organized into a model used in the competency field that is known as a Functional Map. (The Functional Map developed at the Conference for

the field of Communication for Development and Social Change appears as Part III of this report.)

Objective 2: Define knowledge and performance evidence for each competence.

Progress: After developing the Functional Map, participants began the task of listing the knowledge and performance criteria that would serve as evidence that a given competence has been mastered. These criteria, once refined, can be used to determine what education and training programs should be preparing communicators to do.

Objective 3: Review how a competency-based approach is used in curriculum design and delivery methods.

Progress: Ms. Irigoin's presentation on this subject introduced the participants and sponsors to the steps involved in turning the Functional Map into a competency-based curricula.

Objective 4: Decide on future steps for further consultation and dissemination of competencies and to complete the curriculum design.

Progress: Participants suggested many ways to disseminate their work—and, in particular, the Functional Map on Communication for Development and Social Change—to colleagues, decision makers within institutions and funding agencies, and others. These suggestions included postings on appropriate Web sites, this summary report, and more in-depth treatment through academic journals and presentations. Action steps, such as integrating the competencies into job descriptions, were also proposed. In addition, the sponsoring agencies (USAID, PAHO, and the Rockefeller Foundation) began the development of specific plans based on the output of the conference to further formulate competency-based curricula.

Part I

The Context: Understanding a Competency-Based Approach

Organizations, universities, businesses, professions, and other groups have defined the competencies essential to what they do. For those unfamiliar with the approach and the process that has been developed over the past few decades, the Bellagio Conference began with an overview of what competencies are; how they are identified, standardized, assessed, and certified; and how they relate to education.

The brief explanation presented here is based on the presentation by Conference facilitator María Irigoin. A more complete paper on the topic, including references for further information, appears as Appendix B-1.

What Is Competence?

Competence is about turning knowledge into action. In the 1990s, as the United Nations looked at how it should be organized in the 21st century, competencies played an important role. UN Secretary-General Kofi Annan defines competence as "a combination of skills, attributes, and behaviors that are directly related to successful performance on the job." The United Kingdom's Institute of Health Care Development defines it as "the ability to perform according to job standards, through a wide range of circumstances and to respond to changing demands."

Implicit in both definitions—as well as in others in the literature—is that superior performance in a job is based on applying knowledge, skills, and attitudes in an ever-changing environment.

Countries, organizations, and companies have defined competencies for particular occupations, or abilities that can be applied across occupations. For example, the United Kingdom and Mexico have national systems to define competencies in manufacturing, construction, health and social protection, and

Competencies in Reform of the United Nations System

In the 1990s, as the United Nations looked at how it should be organized in the 21st century, competencies played an important role in the area of human resources development. The UN classifies three categories of competencies for its employees:

Core or generic competencies for all staff (e.g., communication, teamwork)

Managerial competencies (e.g., empowering others, decision-making)

Technical or specific competencies related to specific jobs (e.g., one job entails the competence to "receive, identify, register, and distribute letters, documents and/or other objects.")

other areas. Each system has levels of competence, as well: for example, the United Kingdom differentiates among five levels of competencies that are applicable across occupations. Level 1 refers to competence in mainly routine and predictable activities, while Levels 2–5 deal with progressively higher-order skills culminating in competencies such as management of others, resource allocation, planning, and evaluation.

Processes in a Competency-Based Approach

In the competency approach, competencies are identified, standardized, assessed, and certified. A brief overview of each process is as follows:

- *Identification*: This process establishes or defines the competencies needed to perform a work activity satisfactorily. For example, what are the competencies that a physician needs to do his or her job? What competencies must the employees in a paper manufacturer know and be able to do? Three principal methods have been developed to identify competencies:
  - Occupational Analysis, in which the *task* is the object of analysis. Occupational analysis was developed and is widely used in the United States.
  - Constructivist Analysis, in which *l´emploi-type dans sa dynamique* or *ETED* (translated as "a typical job studied in its dynamic)", is the object of analysis and is a construct built out of consideration of different but related jobs. Constructivist analysis was developed and is used mostly in France.
  - Functional Analysis, in which the *function* (a meaningful set of interrelated tasks that are performed to attain an objective) is the object of analysis. Functional analysis was developed and is used in the United Kingdom, as well as by many European and Latin American countries.

  Functional analysis is the most widely used method to identify competencies mainly because it is more holistic than occupational analysis and less time-consuming to develop than constructivist analysis.

- *Standardization*: The process of generalizing a competence and turning it into a competence standard. A standard is a competence that becomes a valid reference for a given group of workers or organizations.

- *Assessment*: The process of collecting evidence of a worker's performance to judge competence against a standard and to identify performance areas that need to be strengthened, modified, or improved. Strategies and instruments to collect evidence for assessment of competency include oral and written tests, execution tests, observation of performance, simulations, examination of work products, portfolios, and testimonies from third parties.

- *Certification*: The process of formal recognition of competence demonstrating that the worker can perform a standardized labor activity. Experts judge whether mastery was attained in each competence and may grant a certificate or some other credential to those showing that competence has been achieved.

Two other important processes that ensue from the development of competencies are Competence-based Training and Competence-based Human Resources Management, as follows:

- *Competence-based Training*: The process of designing and developing training based on a competency. Competency-based training can fill gaps identified during competency assessments. This process has progressively become an accepted strategy for curriculum development due to its clear link to real work. It is also referred to as *Competence-based Education,* which includes both formal education and training.

- *Competence-based Human Resource Management*: The process of linking competencies to all phases of management of human resources, including selection of employees, work organization and flow, training and development, working conditions, salary and benefits, evaluation, and promotion.

Competencies and Education

As education undergoes profound changes with the introduction of new technology, the expectation of lifelong learning, and other developments, competencies can form part of this new learning environment. They can serve as an input to educational reforms within colleges and universities, as well as in professional and continuing education. Curriculum designers build on generic or core competency requirements (e.g., the ability to work in teams or solve problems), as well as the specific or technical requirements (e.g., the requirements that a communicator in the field of development and social change needs compared with a store clerk or a playwright). Ideally, education and training programs based on competencies that are needed in the "real world" will prepare students who are ready to take on the challenges ahead.

Part II

The Bellagio Conference: Toward the Definition of Competencies for Communication for Development and Social Change

The Rockefeller Foundation, PAHO, and the CHANGE Project organized the Bellagio Conference to begin the process of defining competencies for Communication for Development and Social Change. The accomplishments of this conference are significant, but just a beginning in a multi-step process.

The conference participants focused on Identification of Competencies, the first process in the competency approach described in Part I. They also began to list the knowledge and performance criteria for the competencies they identified: in other words, what a communicator needs to know and be able to do to successfully perform each competency. Over time, as the work begun in Bellagio is disseminated, discussed, and refined, it is hoped that the competencies proposed here can evolve into an accepted standard for Communication for Development and Social Change that can be used in assessment, credentialing, and the other competency-based processes.

Leading Up to the Conference

The recognition of the need to define competencies for Communication for Development and Social Change evolved from a previous conference held at the Bellagio Study and Conference Center in October 2000. That meeting, convened by the Rockefeller Foundation and the CHANGE Project, looked at the broad trends and needs in the field of Development Communication. Training and credentialing of professionals was identified as a priority for future action. Subsequently, PAHO suggested that defining competencies could be a potentially useful input to determine what such training should entail. PAHO put together a proposal for a Conference on Competencies in Communication for Development and Social Change. PAHO, Rockefeller, and USAID (through the CHANGE Project) worked together to cosponsor and organize the conference that took place in early 2002.

The Conference Agenda

Day 1: Arrival, introduction to meeting and participants, general background on competencies

Day 2: Background papers, begin work on functional analysis

Days 3 and 4: Continue work on functional analysis

Day 5: Consider competencies in curriculum design and other next steps.

See Appendix A-1 for the full schedule.

Participants were invited to Bellagio to work toward the goal envisioned by the three cosponsors: to define a comprehensive set of competency requirements for Communication for Development and

Social Change and the knowledge and performance requirements to design a competency-based curriculum. Decisions about inviting only 20 to 25 participants from among the many who would be valuable contributors were based on three criteria: representation from as many regions of the world as possible, minimal participation of the three cosponsors, and a goal of 60% successful practicing communicators and 40% professors of communication. Participants came from Africa, Southeast Asia, Europe, Latin America, the Middle East and the United States, and included communicators who work in universities, government agencies, NGOs, and elsewhere. The list of participants appears as Appendix A-2.

Framing the Issues

To move from the general discussion on competencies to defining them for Communication for Development and Social Change, the Conference organizers asked several participants to prepare background papers to provide input.

Peru and Competencies: A Work in Progress

María Angélica Borneck, of USAID/Peru, and Silvio Waisbord, a Rutgers University consultant to the CHANGE Project (now team leader of CHANGE's capacity building unit), discussed a "work in progress" in Peru. With improved health for Peruvians as one of its strategic objectives, the USAID Mission developed a five-year strategy of investing at the university level to build national educational capacity in clinical skills and in communication for development and social change, with an emphasis in health. At the time of the Bellagio Conference, the Mission had begun three studies to understand—

- existing university courses related to communication and development,
- demand for communication professionals in Peru,
- lessons learned over the past decade in nationally and internationally financed communication programs.

With the findings, USAID will support national and regional universities in Peru to develop curricula. The work developed around competencies, Borneck noted to her colleagues in Bellagio, could feed into this process.

Skills, Knowledge, and Attitudes: Consensus from the Field

Dana Faulkner, of the CHANGE Project, reviewed the results of a Delphi survey conducted by CHANGE and the Communication Initiative (CI) via the CI Web site in 2001. (The presentation, prepared by CHANGE director Susan Zimicki, appears as Appendix C-1).

The survey was not intended to provide concrete quantitative inputs to define competencies. Instead, its purpose was to provide a starting point for the Bellagio discussions by capturing a range of input from practitioners in the field. More than 300

people responded in each round, although they were self-selecting and not a random or scientific sample.

In the first round of the Delphi survey, people identified five skills a competent communicator for development and social change should know how to do, five areas of knowledge she or he should understand, and five attitudes that she or he should hold. In the second round of the survey, respondents ranked the top five from among the responses received.

On a scale of 1 to 10, almost all the skills, knowledge, and attitudes ranked highly, and no one area clearly outscored the others. Nonetheless, an overview of the survey shows—

- Skills that received the highest ratings include the ability to understand the target audience and the context and culture in which people live; the ability to listen and observe; and the ability to communicate clearly and effectively.
- Knowledge that received the highest ratings includes knowledge of local conditions, community issues, and cross-cultural issues.
- Attitudes that received the highest ratings included respect for human and cultural diversity and belief in the importance of participation.

Overall—looking at skills, knowledge, and attitudes—the survey reflects a consensus on the overriding importance of community involvement in communication and change processes.

Communications Curricula: What's Happening Now

Jim Hunt and Alfonso Gumucio Dagron reviewed what they had learned to date about current curricula in Communication for Development and Social Change. Their study, commissioned by The Rockefeller Foundation, is looking at programs worldwide. (See Appendices C-2 and C-3 for their presentations.)

Mr. Hunt reported that few programs exist that are specifically called "communication for development and social change," although the relevant content appears in some training programs and within departments of communications, health, agriculture, and other disciplines.

In Latin America, Mr. Gumucio noted that the "new communicator" tends to be self-taught and learns from experience. Most university communications programs focus on journalism. Nonetheless, he summarized how five universities are incorporating communication for development in their offerings. At the time of the Conference, he had not reviewed programs in Africa and Asia, but that was to be the next stage in his review.

Future Trends

Dana Faulkner presented what she called **"**informed speculation" on future trends that might affect the competencies needed by a communicator for development and social change. These trends covered the areas of technology, funding, philosophy, politics,

culture, and commerce. (Appendix C-4 contains her presentation.) Among her observations:

- Technology is advancing rapidly, but communicators must still consider how to reach the many people who do not have access to the Internet and other new technologies.
- Funding is diversifying but new donors may bring a different mindset and expectations to development and social change.
- Philosophically, the field of Communication for Development and Social Change is often caught between the increased recognition of the importance of participation and other long-term processes and the need for results and accountability in the shorter term.
- In the post-September 11 world, awareness of the need for foreign assistance has increased in many countries, but an anti-terrorism agenda has become a more predominant force. Communicators may need to contend with how to work in this environment.
- While a global culture is emerging, many places are isolated from it. This may imply that communicators must have global savvy but also understand the needs and cultures of those isolated from the mainstream.
- New marketing approaches, greater customer control of delivery channels and other trends are changing how businesses sell products and services and will rapidly influence communication about health and other public interest issues.

Getting Down to Business

The Bellagio participants spent the next three days of the Conference conducting a functional analysis of Communication for Development and Social Change. (As noted in Part I, a functional analysis is the most widely used method to identify competencies.) The product of this method of analysis is a Functional Map that defines the *Key Purpose* of an occupation or field, its *Key Functions*, the *Units of Competence* that are needed to perform the Key Functions, and *Elements of Competence* that make up the Units of Competence and are disaggregated to the point of a task or activity.

A few words of explanation are helpful before reviewing the analysis that took place in Bellagio to develop the Functional Map for Communication for Development and Social Change that appears in Part III (and in outline text format as Appendix B-2):

Defining the Terms

In a functional analysis, competencies are defined and organize into a Functional Map. The analysis relies on a standard nomenclature as follows:

Key Purpose: The "raison d'etre" of the organization, the profession, etc. being analyzed.

Key Functions (also called Major Functions): The main things that must be carried out to attain the Key Purpose.

Units of Competence (also called Basic Functions): Groups of productive functions related to a meaningful part of the work process.

Elements of Competence: (also called Subfunctions): The tasks or activities that form part of a Unit of Competence.

- The terms Key Function, Unit of Competence, and Elements of Competence—and more importantly, the level of detail that they reflect—are the standards used in the competencies field. (See box "Defining the Terms.")
- Functional analysis uses a cause-and-effect logic. Analysis consists of breaking down functions from the starting point of a Key Purpose of an endeavor: that is, by first asking "What is the key purpose of ...[in this case, Communication for Development and Social Change]?" The key purpose is, in turn, questioned in the following way: "What must be done in order to ...[be able to attain the key purpose of Communication for Development and Social Change?]" These answers will be the key or major functions that, in turn, must be questioned to get to basic functions (the *units of competence*) and subfunctions (the *elements of competence*). There is no specific number of how many key functions or units or elements of competence should be identified.

- A functional map does not represent what a single individual is expected to know and be able to do, but the field as a whole. In the case of the Functional Map for Communication for Development and Social Change, one person could not possibly know or perform everything it contains. However, ideally an organization has personnel, volunteers, or contractors that collectively can perform all the competencies that the map identifies.

- The process of identifying competencies must be developed with the participation of those who work in the field. An outside facilitator can bring experience with competency development to the table, but not replace the expertise of those involved.

Ms. Irigoin, as the conference facilitator, listened to the discussion and background papers about Communication for Development and Social Change to propose some initial wording for the Key Purpose. The group subsequently refined the Key Purpose to reach consensus. Thus, the answer to the question "What is the key purpose of Communication for Development and Social Change" became: "Use communication to facilitate efforts by people to achieve sustainable improvements in individual and collective well-being."

Four small groups were then organized to develop Key Functions needed to achieve this Key Purpose. The groups worked in break-out sessions and then presented their ideas in a plenary. The next day was spent almost entirely reviewing the Key Functions and coming to consensus on what the Functional Map should depict.

As shown on the Functional Map, two Key Functions were identified to achieve the Key Purpose for Communication for Development and Social Change:

1. Enable/facilitate dialogue with and within communities to support sustainable policy and decision-making processes and set feasible goals that would require the contribution of communication approaches.
2. Use communication strategies, methods and resources to achieve current goals and build capacity to address future development problems and social change issues.

Through a similar process of small and plenary group work, Units of Competency were identified for each Key Function, and Elements of Competency identified from each Unit of Competency. It should be noted that a simple listing of the map wording and structure shortchanges the challenge of the process. Flip chart notes proliferated, discussions continued through breaks and meals, and pieces of the map were written and re-written as participants analyzed their field.

A draft of the Map was completed in Bellagio in February. In April, a sub-group of the whole met at PAHO headquarters in Washington, DC, and prepared a revised draft. This draft was then sent to the Bellagio conference participants for review. The Functional Map presented on the following pages is the result of this final review. A version of the map in text format appears as Appendix B-2.

This Functional Map represents a key first step in the development of an accepted standard of competencies for the field of Communications for Development and Social Change. How participants at Bellagio envisioned using the map follows in Part IV.

Applying the Process

As shown on the Functional Map, the Key Purpose of Communication for Development and Social Change is:

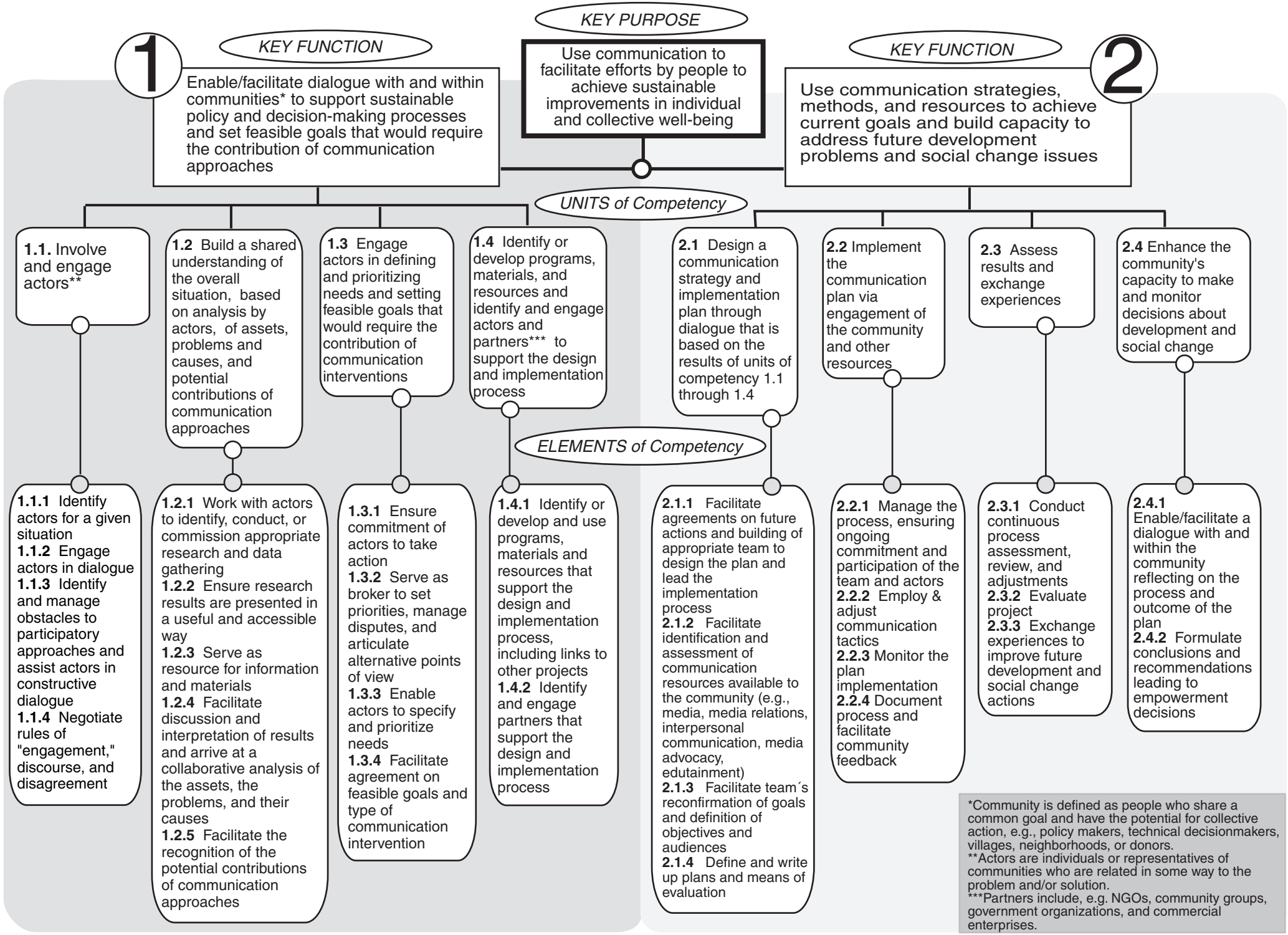
Use communication to facilitate efforts by people to achieve sustainable improvements in individual and collective well-being.

The Key Functions are

1. Enable/facilitate dialogue with and within communities to support sustainable policy and decision-making processes and set feasible goals that would require the contribution of communication approaches.

2. Use communication strategies, methods and resources to achieve current goals and build capacity to address future development problems and social change issues.

Part III: Functional Map for Communication for Development and Social Change



Part IV

What's Next?

The Functional Map of Competencies for the field of Communication for Development and Social Change is intended as a starting point for discussion by communicators and by the range of partners who work with them. The goal of this report and the other efforts to disseminate the work of the Bellagio conference is to submit this map to practitioners and academics in the field for review, discussion, and refinement so that it can serve as a tool for competency-based standards in education, training, and human resources management in the field.

Competencies and Curriculum Design

As Ms. Irigoin told the Bellagio group, definitions of competencies that are accepted as standards in the field become an input to curriculum design. (Background information on competencies in curriculum design and delivery appears in Appendix B-3). In a competency-based approach, she explained, each element of competence is analyzed to determine—

- **Performance criteria**—the result that determines a worker's performance and therefore her or his competence.
- **Performance evidence**—how the worker shows she or he has met the criteria.
- **Range of application**—the different types of circumstances in which the worker demonstrates the competency.
- **Knowledge evidence**—the principles, theories, or methods that the worker needs to know to achieve the action described in the element of competence.
- **Guidelines for assessment**—how others can assess whether and to what degree the element has been achieved.

These pieces were not expected to be accomplished during the week at Bellagio, although the discussion groups began to list performance criteria for some elements of competence of Communication for Development and Social Change. For example, one group identified the performance criteria that a communicator would need to accomplish Element 1.1.2 (Engage actors in dialogue) to include—

- Appropriate channels of communication are utilized.
- All identified actors are involved in horizontal and vertical communication.
- Dialogue between the actors and the broader set of constituencies are created and utilized.

Another group, looking at Element 2.1.2 (Facilitate identification and assessment of communication resources available to the community), suggested that performance criteria should include—

- A comprehensive assessment in relation to program goals is completed.

- The communication infrastructure is described according to quality specifications.
- A weighted analysis of media/communication roles is developed.
- Different communication practices are analyzed and evaluated according to different given situations.
- Communication polices are thoroughly reviewed and guidelines for application are established.
- Content is analyzed according to goals and application needs.

Competencies

A link between work, formal education, and training—
CONOCER, México

These criteria were listed fairly quickly in Bellagio and did not undergo extensive review or analysis. However, they illustrate what the next steps could be in using the competency model to design curriculum for Communication for Development and Social Change. (Appendix B-4 provides a more extended illustration of Performance Criteria, Performance and Knowledge Evidence, and Range of Application as applied to Communication for Development and Social Change.) If these are the criteria that form part of performance, what knowledge, skills, and attitudes does a communicator need to know to be able to carry them out? Then the role of education comes into play—if this is what a communicator needs to know and be able to do, do currently available courses or training programs cover the necessary content? Is the content delivered in such a way that those who need it can have access to it? If not, these are gaps that perhaps need to be filled. As Mexico recognizes in its national framework of competencies, competencies provide a link between work, formal education, and training.

Other Steps

The Bellagio group agreed that, in addition to communication practitioners and scholars, the work on competencies should be shared with funders of development and social change programs that include (or could include) a communication component, as well as with managers and decision makers. Suggestions for how to do this ranged from short explanations for funders and managers, to presentations at meetings that technical decision makers attend, to postings on appropriate Web sites for those who want to carry the discussions further.

Other suggested actions included:

- Discussion within the participants' home institutions about the competencies approach, especially sharing the Functional Map. Also, because the competencies reflect (as they should) what is going on in the field, capturing efforts that fall under the various competencies would illustrate that the map depicts what is happening in many places, and not just an abstract construct.
- Discussion with others who are in the process of developing curricula and training programs in the field. In the brief amount of time devoted to this topic at the conference, participants suggested a few efforts in which they were involved: e.g, a WHO project on health communication, a series of trainings being organized by FemNet in Africa, a UNFPA-assisted effort to put together a postgraduate

program in francophone Africa on communication for population and development, and various programs in Brazil.

- Application of the competencies approach into the workplace. One participant suggested that those on the "demand side" (who seek employees) could write model job descriptions based on competencies that can stimulate and educate; those on the "offer side" (who prepare people for employment) could think about what they could provide to meet the demand.
- Creation of a "community of practice," in which participants provide input, review, and support to each other on issues that arise related to competencies for Communication for Development and Social Change.

This publication and other outputs from the Conference were also intended to provide more background about competencies to those in the field of Communication for Development and Social Change. Thus, the Appendices that follow are organized into three main sections: (A) The Conference agenda and participant list; (B) Background about competencies; and (C) Background papers on topics related to Communication for Development and Social Change that were presented at the conference.

APPENDICES

Mapping Competencies for Communication for Development and Social Change:

Turning Knowledge, Skills, and Attitudes Into Action

List of Appendices

A: Conference Agenda and Participant List

Appendix A-1: Agenda A-3

Appendix A-2: List of Participants A-4

B: Reference Material about Competencies

Appendix B-1: Developing and Applying a Competency-Based Approach A-6

Appendix B-2: Functional Map for Communication for Development and Social Change (in Outline Text Format)..... A-12

Appendix B-3: Competencies in Curriculum Design and Delivery A-14

Appendix B-4: Performance Criteria, Performance and Knowledge Evidence, and Range of Application as Applied to Communication for Development and Social Change A-19

C: Background Papers on Communication for Development and Social Change Presented at the Conference

Appendix C-1: Preliminary Results of the CHANGE/Communication Initiative Delphi Study of Competencies A-23

Appendix C-2: Training and Education Curricula and Programs in Communication for Development and Social Change: An Overview..... A-41

Appendix C-3: Training Opportunities in Communication for Development & Social Change: Overview of the Situation in Latin America A-44

Appendix C-4: Future Trends in Communication for Development and Social Change: Factors Affecting Needed Competencies and Practices..... A-55

Appendix A-1: Agenda

	Monday 28 January	**Tuesday 29 January**	**Wednesday 30 January**	**Thursday 31 January**	**Friday 1 February**
8:30	Arrival	Panel *Peru *Consensus Survey * Curricula Review * Future Scenarios and New Trends	Working Groups: Functional analysis, identify units of competence	Plenary: Progress Review	Plenary: Progress Review
10:30					
11:00	Arrival	Functional analysis: Identify key purpose and major functions	Continue	Competencies Assessment Evidences	Overview of Curriculum Design and Delivery Methods
12:30					
2:00	Welcome, purpose of meeting	Continue	Plenary: Progress Review	Working Groups: Identify Assessment Evidence	Future Activities: Next Steps
2:30					
4:00 – 6:00	Developing Competencies Discussion	Plenary: Progress Review	Working Groups: Functional Analysis, Identify Elements of Competence	Continue	Continue and Close

Appendix A-2: List of Participants

Ms. Rina Alcalay
Associate Professor, Communication
University of California Davis
College of Letters and Science
Davis, CA 95616, USA
realcalay@ucdavis.edu

Ms. Rosa Maria Alfaro
A.C. S. Calandria
Cahuide 752
Lima 11, Peru
ralfaro@terra.com.pe

Ms. Maria Angelica Borneck
Activity Manager
Office of Health (SO3), USAID Peru
Av. Arequipa 351
Lima 1, Peru
mborneck@usaid.gov

Ms. Gloria Coe
Pan American Health Organization
525 23rd Street NW
Washington, DC 20037-2895 USA
coeglori@paho.org

Mr. Alfonso Gumacio Dagron
5º Avenida N 19-06, Zona 14
Guatemala City, Guatemala
gumucio@bigfoot.com

Mr. Nabil Dajani
Department of Social and Behavioral Sciences
American University of Beirut
Beirut, Lebanon
dananin@aub.edu.lb

Mr. Yaya Drabo
Regional IEC Advisor
WARO
Dakar, Senegal
ydrabo@basics.sn

Ms. Dana Faulkner
The CHANGE Project
63A Signal Hill Rd.
Madison, CT 06443 USA
dfaulkne@aed.org

Ms. Vicki Freimuth
Director, Office of Communication
Centers for Disease Control and Prevention
1600 Clifton Rd., NW, MS D25
Atlanta, GA 30333 USA
vfreimuth@cdc.gov

Ms. Elizabeth Fox
Senior Technical Advisor
USAID
1300 Pennsylvania Avenue
Washington, DC 20523 USA
efox@usaid.gov

Ms. Denise Gray-Felder
The Rockefeller Foundation
420 Fifth Avenue
New York, NY 10018 USA
dgray-felder@rockfound.org

Mr. James Hunt
31 Lake Valley Rd.
Morristown, NJ 07960 USA
huntmedia@att.net

Ms. Maria Irigoin
Hernando de Aguirre 751
Depto 403
Santiago, Chile
mirigoin@ctcreuna.cl

Mr. Hugues Kone
Director
UNFPA Regional Training Program in
Communication/Advocacy for Africa
17 BP 1266
Abidjan 17, Cote d'Ivoire

Ms. Alice Munyua
Communications Officer
African Women's Development and
Communication Network (FEMNET)
PO Box 54562
Nairobi, Kenya
femnet@africaonline.co.ke

Mr. Le Nhan Phuong
Technical Advisor
Hanoi School of Public Health
Truong Dai Hoc Y Te Cong Cong
138 Giang Vo, Ba Dinh District
Hanoi, Vietnam
lenhanphuong@hotmail.com

Ms. Maria Ligia Rangel Santos
Istituto de Saude Coltiva/UFBA
Ambulatorio
Magalhaes Neto – 4º andar
Canela, Brazil
lirangel@ufba.br

Mr. Jan Servaes
Chair, Department of Communication
Catholic University of Brussels
Vrijheidslaan 17
Brussels, B-1081, Belgium

Mr. Thomas Tufte
Associate Professor
Department of Film and Media Studies
University of Copenhagen
Njalsgade 80
DK-2300 Copenhagen, Denmark
tufte@hum.ku.dk

Ms. Caby Versoza
Senior Development Communication
and
Capacity Building Officer
External Affairs
The World Bank
1818 H Street NW
Washington, DC 20433, USA
cverzosa@worldbank.org

Mr. Silvio Waisbord
Associate Professor
Department of Journalism and Mass
Media
Rutgers University
4 Huntington Street
New Brunswick, NJ 08901, USA
waibord@scils.rutgers.edu

Ms. Paula Tarnapol Whitacre
600 Fort Williams Parkway
Alexandria, VA 22304, USA
ptw@fullcircle.org

Appendix B-1: Developing and Applying a Competency-Based Approach

A Background Paper prepared for the Conference by María Etiennette Irigoin
Office of the Vice Rector of Academic Affairs, University of Chile

Competence is about turning knowledge into action. Different definitions present the following common concepts:

- Competence is not only knowledge, but also skills and attitudes needed to produce a performance;
- Competence has to do with the capacity to face new contexts and respond to new challenges;
- Competence is *doing* and *acting* so that a competent person not only knows something, but also knows how to do something with what they know.

In the words of the French author Guy Le Boterf, competence is "a construction based upon personal resources (knowledge, know-how, qualities, or aptitudes) and environmental resources (relationships, documents, information) that are mobilized to attain a performance."[1] The United Kingdom's Institute of Health Care Development defines competence as "the ability to perform according to required job standards throughout a wide range of circumstances, and to respond to changing demands."[2]

Here are some examples taken from different sectors of the UK competencies system:

- Design learning programs to meet the requirements of learners (Education)
- Establish, sustain and disengage from relationships with clients (Marketing)
- Care for a baby during the first 10 days of life when the mother is unable to do so (Health)
- Operate the process of preparation of pastes for paper production (Industry).

Competencies in a Global Context

Competencies have been used in education and labor since the 1970s. In the 1980s, the approach became more holistic in many countries of the Organisation for Economic Co-operation and Development (including the United Kingdom[3], United States of America[4], Australia, Canada, France, Germany, New Zealand, and Spain) and in Latin America (Mexico, Argentine, Bolivia, Brazil, Chile, Colombia, and Costa Rica).

Countries are establishing competence frameworks consisting of—

- Occupational Areas, a set of occupations that share similar characteristics,

[1] Guy Le Boterf, "L´Ingénierie des compétences", Paris, Les Éditions d´Organisation, 1998
[2] IHCD, UK, 1998
[3] www.qca.org.uk/framework
[4] www.nssb.org (National Skills Standards Board)

- Competence Levels, which reflect the complexity, autonomy, and responsibility associated with an Occupational Area.

The Occupational Areas established in Mexico, for example, include: Manufacturing, Social Communication, Health and Social Protection, and Construction, among others. Competence Levels in the United Kingdom are differentiated in five levels of competence. Level 1 refers to competence in mainly routine and predictable activities while Level 5 deals with accountability, autonomy, management of others, resource allocation, planning and evaluation.

Competencies in the Reform of the United Nations System

Competencies played an important role in the reform of the UN system that was undertaken in the 1990s. UN Secretary General Kofi Annan defined competency as "a combination of skills, attributes and behaviours that are directly related to successful performance on the job," adding: "It is my hope that competencies will provide us with shared language for talking, in concrete terms, about high performance and managerial excellence. I believe that a shared view of the standards we are striving to achieve will assist us in our continuing efforts to prepare the Organization to meet the challenges of the 21st century."[5]

The UN classifies competencies in three categories:
1. Core or generic competencies for all staff (e.g., communication, teamwork)
2. Managerial competencies (e.g., empowering others, decision-making)
3. Technical or specific competencies (e.g., receive, identify, register and distribute letters, documents and/or other objects).

The concept of *Decent Work* that the International Labour Organization (ILO) is trying to develop is a useful framework for the application of competencies. For the ILO, *Decent Work* means:
- Respect of labor principles and rights
- More employment and better income opportunities
- Social protection and human security
- Social dialogue between governmental and nongovernmental actors, employers and workers, and national and international communities.

These elements of *Decent Work* are a framework for minimal employment across all work environments and can serve as the basis for thinking about competencies.

Organizational and Corporate Competencies

Many organizations are identifying a set of corporate or organizational competencies that are common to all staff and which give, in a certain sense, the corporate *seal*. For

[5] UN General Secretariat, "United Nations Competencies for the Future," Booklet code 99-93325-November-18M, Specialist Services Division, OHRM.

instance, UN Competencies for the Future note "experience in other organizations has shown that when seeking to create a new culture and build human resources capacity for the future, it is important to define organizational competencies—the combination of skills, attributes and behaviours which are essential for all staff . . ." New competencies are not created in each case. Instead, what is new is how each organization chooses to prioritize certain competencies according to its mission. The choice of competencies marks the corporate environment and organizational behavior: An organization with the primary corporate competencies of *Communication, Team Work,* and *Problem-solving* will have a very different corporate environment and organizational behavior than one with competencies of *Planning and Organizing, Client Orientation,* and *Quality Orientation*.

Competencies and Educational Renewal

Education is undergoing profound changes incorporating new strategies of critical importance to successful employment in the 21st century. Among these are:

- lifelong learning
- use of new communication technologies
- virtual learning environments
- diversified post secondary education
- other nonconventional educational strategies.

Competencies form part of this larger learning environment and are becoming an increasingly important reference for educational reforms as well as for updating professional or continuing education programs. For instance, educational reforms in countries of the OECD and in Latin America are designed using competency profiles based on scientific and technological knowledge, the humanities, and personal and social development.

In postsecondary education, competencies are introduced in the curriculum design of professional specialties as generic or core competencies and as technical or specific competencies. Dr. Ulrich Teichler, from UNESCO, confirms their use at this level: "Competencies can be very helpful in Higher Education, especially core competencies and professional or technical competencies."[6]

Competency-based curricula are increasingly used in curriculum design in medicine, engineering, and other professions, such as in the overhaul of the medical school curriculum at Brown University in Providence, Rhode Island.[7] Alverno College (Wisconsin, USA) is an interesting example of how core competencies can be used across careers.[8] The college based its undergraduate curriculum on seven core competencies:

---

[6] Teichler, Ulrich, "Employments and work of graduates: What does it mean for the University?", International Seminar on "Calidad e Innovación en el Sistema Universitario", Universidad de Concepción, Chile, 10-12 January, 2001.
[7] Stephen R. Smith, MD, Associate Dean for Medical Education and Professor of Family Medicine, and Richard S. Dollase, MD, Director, Office of Curriculum Affairs, Brown University School of Medicine, Providence, Rhode Island, USA.
[8] www.alverno college.edu

Communication, Analysis (Critical Thinking), Valuing in Decision-Making, Problem Solving, Social Interaction, Global Perspective, and Active Citizenship.

Competencies and Associated Processes

Competencies need to be identified, standardized, assessed, and certified. Following is a brief overview of each process:

- *Identification*: This process establishes or defines the competencies needed to perform a work activity satisfactorily. Three principal methods are used to identify competencies:
    - Occupational Analysis, in which the *task* is the object of analysis. Occupational analysis was developed and is widely used in the United States;
    - Constructivist Analysis, in which *l'emploi-type dans sa dynamique* or *ETED* (translated as "a typical job studied in its dynamic"), is the object of analysis and is a construct built out of different related jobs. Constructivist analysis was developed and is used mostly in France.
    - Functional Analysis, in which the *function* (defined as a meaningful set of tasks interrelated to attain an objective) is the object of analysis. Functional analysis was developed and is used in the United Kingdom, as well as by many other European and Latin American countries.

Functional analysis is the most widely used mainly because it is a more holistic approach than occupational analysis and is less time-consuming to develop than constructivist analysis.

- *Standardization*: The process of generalizing a competence and turning it into a competence standard. A standard is a competence that is a valid reference for a given group of workers and organizations.

- *Assessment*: The process of collecting evidence of employee performance to judge competence against a standard and to identify performance areas that need to be strengthened, modified, or improved. Strategies and instruments to collect evidence include oral and written tests, execution tests, observation of performance, simulations, examination of work products, portfolios, and testimonies from third parties.

- *Certification*: The process of formal recognition of competence demonstrating the worker can perform a standardized labor activity. Experts in competency judge whether mastery was attained.

Two other important processes are Competence-based Training and Competence-based Human Resources Management, as follows:

- *Competence-based Training*: The process of designing and developing training based on a competency. Competency-based training was developed to fill gaps identified during competency assessments. This process has progressively become an accepted strategy for curriculum development due to its clear link to real work. It is also possible to speak of *Competence-based Education,* which includes formal education and training.

- *Competence-based Human Resource Management*: This process uses competence in all processes linked to personnel management, such as selection, work organization and flows, training and development, working conditions, establishing salaries, evaluation, and promotions. Competence-based selection, for example, focuses on a job candidate's adaptability and his or her capacity for continuous learning. But a competence-based selection is only the starting point for competent performance. In order to perform, a person must know how (competence-based education and training), and must also want (motivation) and have the necessary external conditions to perform well. In other words, when a person does not perform up to the standard, three questions may be pertinent: Does he or she *know*? Does he or she *want*? Can he or she *do*? In this respect, competence-based human resources management encompasses all these aspects of performance.

NOTE: The Bellagio Conference deliberations described in this report were structured to address the first step of the above-described processes—Identification of Competencies—for the field of Communication for Development and Social Change.

Competencies and Curriculum Design

Competencies are one answer to increasing challenges and demands of modern work and to the loss of credibility of certificates and diplomas. Real-world work performance does not always correspond to the academic and training certificates a person has obtained. In contrast, a certificate of competence means a person has demonstrated—through an assessment process—that he or she is able to perform a specified competence. As stated by the Mexican Council of Competencies, competencies are becoming "a link between work, formal education and training" (CONOCER, Mexico, 1996).

Curriculum design is generally based on sociocultural and occupational references or inputs. Occupational references might include competencies, a Master Performer's work description (what does a person who performs this job well do, as well as why and how), Job Descriptions, Classification of Occupations, and definitions from the *Dictionary of Occupational Titles of USA*. Competencies have become most valued as an occupational input in curriculum design because, among other reasons, of their technical soundness, their direct link with work, and the possibilities they offer to design assessment and learning strategies.

A competence standard includes performance criteria and performance and knowledge evidence that can guide curriculum design and work performance. What should those who want to use competencies in curriculum design and for other purposes do if the

competence is not yet a standard? Generally, the occupational reference is the competence standard, but when it does not exist, people from education must "climb the hill" in the sense of leading a process to identify a transitory or provisional standard that in some institutions may be known as an *educational institution competence standard*.

The American College Testing (ACT), for instance, "developed a methodology of occupational analysis in 1993 to identify the common competencies and skills of all occupations within a work setting."[9] The same source indicates the use of occupational analysis as the "systematic and analytic gathering of information about the actions that employees carry out in the performance of tasks related with their employment." Once actions or behaviors are identified, groups of workers are asked to classify them according to their importance and frequency, two variables normally used for curriculum design[10].

Nevertheless, it is important to remember that the above-mentioned strategies are used when agreed-upon standards do not exist. Ideally, competencies are identified and standardized through participatory processes with actors from the workplace (employers and employees), government, education, and representatives from other sectors of civil society.

[9] ACT, Basic reasons for the development of labour competencies, Iowa City, 1998.
[10] **www.cinterfor.org.uy** – "The 40 most frequently asked questions about competence".

Appendix B-2: Functional Map for Communication for Development and Social Change: Outline Text Format

A graphic depiction of the Functional Map for Communication for Development and Social Change appears in the main body of this report. An outline version of the same content appears below.

Key purpose: Use communication to facilitate efforts by people to achieve sustainable improvements in individual and collective well-being.

1. **Enable/facilitate dialogue with and within communities[*] to support sustainable policy and decision-making processes and set feasible goals that would require the contribution of communication approaches.**
   - 1.1. Involve and engage actors.[**]
     - 1.1.1. Identify actors for a given situation.
     - 1.1.2. Engage actors in dialogue.
     - 1.1.3. Identify and manage obstacles to participatory approaches and assist actors in constructive dialogue.
     - 1.1.4. Negotiate rules of "engagement," discourse, and disagreement.
   - 1.2. Build a shared understanding of the overall situation, based on analysis by actors, of assets, problems and causes, and potential contribution of communication approaches.
     - 1.2.1. Work with actors to identify, conduct, or commission appropriate research and data gathering.
     - 1.2.2. Ensure research results are presented in a useful and accessible way.
     - 1.2.3. Serve as resource for information and materials.
     - 1.2.4. Facilitate discussion and interpretation of results and arrive at a collaborative analysis of the assets, the problems, and their causes.
     - 1.2.5. Facilitate the recognition of the potential contribution of communication approaches.
   - 1.3. Engage actors in defining and prioritizing needs and setting feasible goals that would require the contribution of communication interventions.
     - 1.3.1. Ensure commitment of actors to take action.
     - 1.3.2. Serve as broker to set priorities, manage disputes, and articulate alternative points of view.
     - 1.3.3. Enable actors to specify and prioritize needs.
     - 1.3.4. Facilitate agreement on feasible goals and type of communication intervention.

[*] Community is defined as people who share a common goal and have the potential for collective action, e.g., policy makers, technical decision makers, villages, neighborhoods, or donors.
[**] Actors are individuals or representatives of communities who are related in some way to the problem and/or solution.

1.4. Identify or develop programs, materials, and resources and identify and engage actors and partners[***] to support the design and implementation process.
   1.4.1. Identify or develop and use programs, materials, and resources that support the design and implementation process, including links to other projects.
   1.4.2. Identify and engage partners that support the design and implementation process.

2. Use communication strategies, methods, and resources to achieve current goals and build capacity to address future development problems and social change issues.

2.1. Design a communication strategy that implementation plan through dialogue that is based on the results of units of competency 1.1 through 1.4.
   2.1.1. Facilitate agreements on future actions and building of appropriate teams to design the plan and lead the implementation process.
   2.1.2. Facilitate identification and assessment of communication resources available to the community (e.g., media, media relations, interpersonal communication, media advocacy, edutainment).
   2.1.3. Facilitate team's reconfirmation of goals and definition of objectives and audiences.
   2.1.4. Define and write up plans and means of evaluation.

2.2. Implement the communication plan via engagement of the community and other resources.
   2.2.1. Manage the process, ensuring ongoing commitment of the team and actors.
   2.2.2. Employ and adjust communication tactics.
   2.2.3. Monitor the plan implementation.
   2.2.4. Document process and facilitate community feedback.

2.3. Assess results and exchange experiences.
   2.3.1. Conduct continuous process assessment, review, and adjustments.
   2.3.2. Evaluate project
   2.3.3. Exchange experiences to improve future development and social change actions.

2.4. Enhance the community's capacity to make and monitor decisions about development and social change.
   2.4.1. Enable/facilitate a dialogue with and within the community reflecting on the process and outcome of the plan.
   2.4.2. Formulate conclusions and recommendations leading to empowerment decisions.

[***] Partners include, e.g., NGOs, community groups, government organizations, and commercial enterprises.

Appendix B-3: Competencies in Curriculum Design and Delivery

A Background Paper prepared for the Conference by María Etiennette Irigoin
Office of the Vice Rector of Academic Affairs, University of Chile

Once competencies are identified, they can be used as one input for the design of competency-based education and training. Thus, the competencies developed for Communication for Development and Social Change at the Bellagio Conference can form the starting point for the development of competency-based curricula for the field. This appendix presents an overview of the curriculum development process. Appendix B-4 describes the initial work on inputs for curriculum development that took place in Bellagio.

The Curriculum Design Process

Curriculum design is a complex process that needs both sociocultural and occupational inputs. A typical flow for the curriculum design process is the following:

- Analysis of the context (sociocultural and occupational)
- Identify the mission and educational project of the institution/s for which the curriculum is to be developed
- Analysis of intended population
- Definition of methodological issues
- Design of a study plan or training program
- Design of a syllabus of study.

In contrast, the sequence of activities to design a competencies-based curriculum would be as follows:

1. Analysis of competence standard and eventual adoption
2. Identification of needs of the intended population
3. Definition of pedagogical objectives and assessment criteria
4. Selection of teaching strategy
5. Selection and organization of course content
6. Design of learning experiences (including selection of media, materials, and other resources)
7. Design of assessment criteria and instruments
8. Validation of learning

The following sections provide a brief description of each of these eight design phases for a competency-based curriculum.

1. Competence Standard Analysis

After the development of a map of competencies such as the Functional Map developed at Bellagio for the field of Communication for Development and Social Change, what is the next step in designing a curriculum? Complementary definitions can be added to the elements of competence to have a standard against which curriculum design is developed. These complementary definitions usually consist of *performance criteria*, *performance evidence*, *knowledge evidence*, and the *range or field of application*. They must be established for each Element of Competence and not for the broader Unit of Competence as a whole.

- **Performance criteria** refer to the quality of the expected result. They describe the quality requirements of the result.
- **Performance Evidence**: Conditions that demonstrate, in a direct or indirect fashion, that the performance has been achieved.
- **Knowledge evidence:** The list of "content" or knowledge the student or worker must have acquired in order to perform. The knowledge evidence is developed by preparing a list of necessary skills and attitudes required to perform the element of competence.
- **Range of application***:* A description of the circumstances, environment, materials, machinery and instruments in relation to which the performance described in the element of competence is demonstrated.

These complementary definitions provide a necessary input for curriculum design, since they provide the information needed to establish course objectives, assess students, and determine the best pedagogical strategies to achieve course objectives. The preliminary work done at Bellagio to define performance criteria, performance evidence, and knowledge evidence in support of competencies for the field of Communication for Development and Social Change is described in Appendix B-4.

2. Identification of Population Needs

Towards the end of the 1960s, authors such as Robert Mager suggested that one of the tragedies in education is that a small group of people thinks they know what the majority needs. And, unfortunately, this is often still true.

A careful and participative assessment of student population needs is always necessary when initiating curriculum design. This assessment usually takes into account two large sets of factors:

- The characteristics of the student population in terms of demographic variables (sex, age, socioeconomic group, ethnic group, cultural background and so on), and
- The schooling, academic background, and prerequisites they have.

3. Pedagogical Objectives and Assessment Criteria

The first experiences of using competence-based curriculum to establish learning objectives and structure educational modules had an almost automatic correspondence

with the units and elements of competence: each general objective corresponded to a unit of competence, and each specific objective corresponded to an element of competence.

In modular terms, each module corresponded to a unit of competence and each modular unit corresponded to an element. Subsequently, more work with competency-based curricula, led to the recognition that the role of education is to facilitate the development of the capacity to do something. In other words, through education people will acquire the knowledge, skills and attitudes needed to demonstrate a competent performance.

At Spain's Instituto Nacional del Empleo (INEM), a professional module is defined as a specified content of professional knowledge that is pedagogically structured and corresponds to a meaningful stage of work. It represents a meaningful phase of the learning process and constitutes the basic unit of assessment.

Modular structuring permits learner flexibility and a much appreciated self-management of learning, in the sense that the learner can clearly identify his or her progress, fill in the learning gaps, and decide on future steps.

There are two methods to establish objectives and structure educational modules using competence as a reference:

1. Develop educational programs based on the competence structure so that a unit of competence becomes a module and each element of competence becomes a modular unit. This is not, however, an automatic process. It is a reasoned process of developing the curriculum from an educational perspective.

2. Analyze units or elements of competence, identifying what is common to two or more units or elements and establishing the corresponding learning objectives. It is a practical exercise. For instance, skills and attitudes that may be common for more than one unit or element of competence are identified, and modules or modular units covering all of them are structured. If *problem solving* and *taking initiative* are present in more than one unit of competence, a corresponding learning objective is established and an educational module is structured.

A note of caution concerning the sometimes exaggerated importance attributed to learning objectives. Although they are important in terms of expected output of the learning processes, it is important to recognize that learning processes themselves are neither innocent nor trivial. One point is *what* to get out of education (the objectives) and another point is *how* people get it (the process). In curriculum design, the process is incorporated in the design of learning experiences and assessment.

Regarding assessment, no objective should be established without establishing, at the same time, assessment criteria. How will the learner demonstrate that the objective was attained? There is an important consistency requirement to respect, because the assessment must reflect the learning objective. A classic example is if an objective states the learners will swim, the final demonstration should be a practical one and not, for

instance, a written test. This is clear enough, but when getting away from simple examples, assessment of objectives becomes more complex. For example, in terms of Communication for Development and Social Change, how should we assess the capacity of a learner (communicator) to facilitate the involvement of community actors in dialogue? Perhaps some kind of "involvement" with community actors will be necessary in order to observe the learner in the field, to ask for testimonies, and so on.

4. Teaching Strategy

Courses are taught in traditional face-to-face classes as well as through distance education and by other means. Resistance to nonconventional strategies is breaking down and many educators value different approaches to accomplish learning objectives. Lectures and classroom dynamics are among many available strategies, and frequently do not represent the best option.

The concept of a *learning environment* is moving forward, in the sense that both a classroom and a virtual space may be environments for learning. According to Wilson, a *learning environment* is "a place where learners may work together and support each other as they use a variety of tools and information resources in their guided pursuit of learning goals and problem-solving activities."[1]

Teaching strategies may be classified as direct or face-to-face, distance, and combined strategies. The use of combined strategies is on the increase taking advantage of the richness and singularity of face-to-face encounters and the strengths of information technology and other media.

5. Course Content and Organization

The so-called academic approach is the most popular curriculum approach in education, especially in higher education. It is focused upon the discipline and its contents. When dealing with competencies, however, content occupies a subordinate place, in the sense that content is selected based on its relevance to attaining a learning objective. On the other hand, a good curriculum design always tries to avoid "war economics" concerning content selection and should leave space for enrichment. What is really important is not to cheat oneself, as a designer, and to clearly distinguish between what is needed and what should be considered for other purposes.

The guide to content selection should be the performance criteria and the performance and knowledge evidence established for each element of competence. The list of knowledge, skills and attitudes are a powerful orientation for focus and organization of the content.

[1]Wilson, B.G., "What is a constructivist Learning Environment?" In *Constructivist Learning Environments: Case Studies in Instructional Design*, Englewood Cliffs, NJ, Educational Technology Publications, 1996.

6. Learning Experience Design (including Media, Materials and Other Resources)
Practical questions of importance when designing learning experiences are:

- What competencies should students (or workers) develop?
- How will they demonstrate them?
- How will they learn and practice them?
- How will we help them to do so?

When teaching competencies, repetition and rote memorization do not contribute to an understanding of challenging, complex situations. Significant dynamic and hands-on learning is very much in line with what is needed to prepare a person for competent performance.

Learning experiences should be oriented towards performance and not to the learning of content. In this sense, useful experiences, such as role playing, simulation, or real-work exercises, will facilitate initiative, creativity, and autonomy. Additionally, learning experiences should be integrated with other experiences and learning processes transferred to other situations.

7. Assessment Criteria and Instruments
Once content is selected and organized and learning experiences are designed, it is possible and necessary to prepare an assessment plan establishing the proceedings (tests, observation**,** surveys) and instruments to be used. The instruments might be different types of tests (oral and written, with open or closed questions; practical tests, etc.), observation instruments such as checklists or other types of observation guides, or questionnaires.

8. Validation
The assessment design needs to be validated before implementation. The most popular strategies for validation are experts' judgment and validation with one or more samples from the intended learning population.

Appendix B-4: Performance Criteria, Performance and Knowledge Evidence, and Range of Application as Applied to Communication for Development and Social Change

A Summary of the Conference Discussion prepared by María Etiennette Irigoin
Office of the Vice Rector of Academic Affairs, University of Chile

As described in Appendix B-3, an essential step in the process of designing a competency-based curriculum is the analysis of the competence standard, including the definition of its *performance criteria*, *performance evidence*, *knowledge evidence*, and the *range or field of application*. These *complementary definitions* are established for each Element of Competence, not for the broader Unit of Competence as a whole.

During the Bellagio Conference, initial work was begun to identify complementary definitions for the competencies defined in the Functional Map for Communication for Development and Social Change. While not complete, the results of this work are presented here to provide a starting point for further work to refine the competencies developed at the Bellagio Conference and develop competency-based curricula for the field.

In the Bellagio Functional Map, *Unit of Competence 1.1* leads to *Element 1.1.1 "Identify actors for a given situation".* As noted in Appendix B-2, performance criteria refer to the quality of the expected result. Thus, for *Element of Competence 1.1.1*, the following performance criteria were identified:

- A range of informants, community surveys and available information are properly used to generate constituencies and necessary actors according to the situation
- A list of actors is inclusive of all involved/ affected by the issue.

Similarly, the performance criteria identified for *Element 1.1.2 "Engage actors in dialogue*" are:

- Appropriate channels of communication are utilized
- All identified actors are involved in horizontal and vertical communication
- Creative forms of dialogue by the actors with the broader set of constituencies are utilized.

For *Unit of Competence 2.1*, performance criteria were identified for *Element 2.1.2 "Facilitate identification and assessment of communication resources available to the community."* The performance criteria identified for *Element 2.1.2* are:

- A comprehensive assessment of communication resources in relation to program goals is completed
- The communication infrastructure is described
- A weighted analysis of media/communication roles is developed

- Different communication practices are analyzed and evaluated according to different given situations
- Communication policies are thoroughly reviewed and guidelines for application are established
- Content is analyzed according to the goals and application needs.

It should be noted that the group charged with identifying performance criteria for *Element 2.1.2* found it helpful to define the criteria relative to the following components: infrastructure (communication, formal and informal channels); practices (communication audit, use of media); policy (regulation, laws, financing, control, ownership); and content (credible sources, what's been said about issue and communication practice, past experience with communication, public thought/opinion.)

A further effort was made to develop the complete range of complementary definitions for one Element of Competence. Although an incomplete attempt, this work is illustrated below in the classical model of a competence standard for *Element 1.1.2* in *Unit of Competence 1.2.*

TITLE OF THE UNIT *(This is the productive function defined in the functional map, it is a general description of the set of elements):* Engage and involve actors	
TITLE OF THE ELEMENT (*What a worker is able to achieve*) Engage actors in dialogue	
PERFORMANCE CRITERIA *(A result that demonstrates worker's performance and therefore his or her competence)* • **Appropriate channels of communication are utilized** • **All identified actors are involved in good quality horizontal and vertical communication** • **Creative ways of dialogue of the actors with broader set of constituencies are utilized**	**PERFORMANCE EVIDENCE** *(The conditions that demonstrate, in a direct or indirect fashion, that the performance has been achieved)* • **Follows specifications to successfully facilitate the use of appropriate channels of communication** • **Vertical as well as horizontal communication has been facilitated, following pre-established quality criteria** • **Non-routine and creative ways of dialogue were facilitated by the communicator and utilized by different actors**
RANGE OF APPLICATION *(The different circumstances, in the work place, materials and organizational environment within which the competency is demonstrated)* • **Different kinds of actors** • **Different kinds of communities in diverse settings** • **…**	**KNOWLEDGE EVIDENCE** *(The knowledge that allows the worker to achieve a competent performance. It includes knowledge about principles, methods or theories applied to achieve the action described in the element)* • **Communication theories** • **Communication techniques** • **Social groups and actors** • **…**

GUIDELINES FOR ASSESSMENT *(Establish the methods of assessment and the use of evidence for the assessment of competence)*

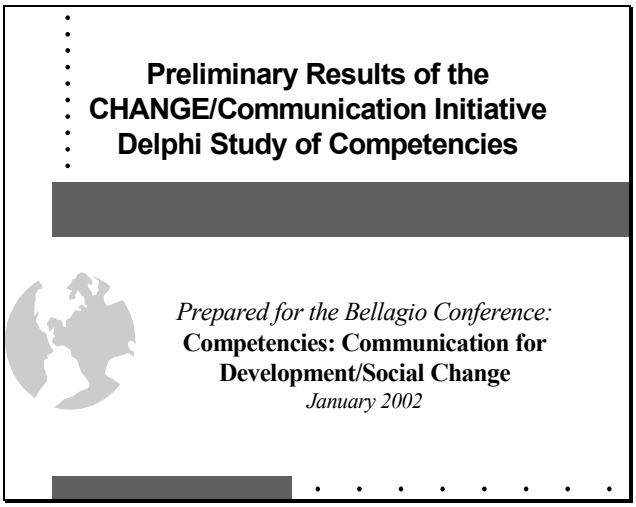
- **Observation and registry of the communication dynamics facilitated by the communicator**
- **Combined written and oral test containing questions about the processes involved in the element of competence**
- **Testimonies from selected actors**
- **…**

Although the above table is an incomplete illustration of the principles involved, it is included here to demonstrate the utility of this kind of instrument as an occupational input for curriculum design. The establishment of complementary definitions for a competence standard provides the information needed to establish course objectives, to assess students, and to determine the best pedagogical strategies to achieve course objectives.

Appendix C-1: Preliminary Results of the CHANGE/Communication Initiative Delphi Study of Competencies

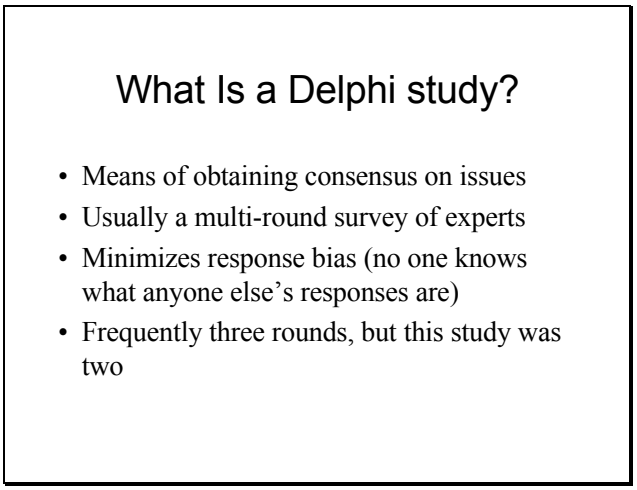
A Presentation to the Conference by Dana M. Faulkner, the CHANGE Project; Prepared by Susan Zimicki, Director, the CHANGE Project

Slide 1



This study would not have been possible without the extraordinary support provided by the Communication Initiative.

Slide 2



A Delphi is a very specific kind of study. It doesn't aim to get a sample of representative opinion, but to build an unbiased consensus based on expert opinion. The way that bias is avoided is by asking opinions in a way that maintains privacy: no one giving an opinion knows what any one else's opinion is. Classically, Delphi studies have been carried out by mail, but people are now using the Internet.

Because it involves narrowing down choices, a Delphi study usually involves several rounds of getting and refining opinions.

The first round of this study was used to generate a list of categories; in the second round, people were asked to rate the importance of each of the categories. We didn't have time for more than two rounds, but in fact the results show such a high consensus that there is no need for a third round.

Slide 3

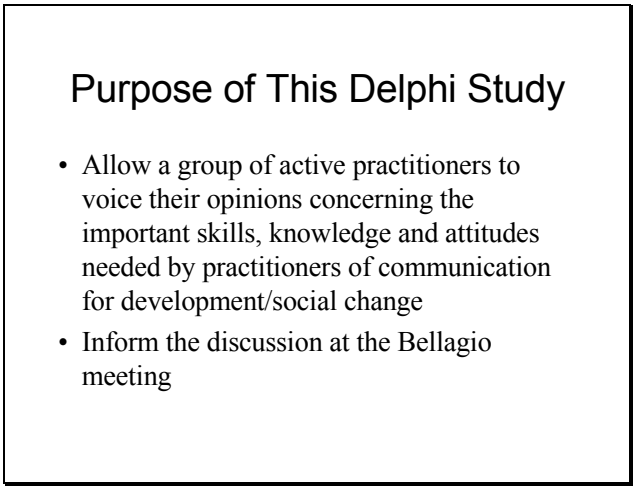
Classically, Delphi studies involve up to 30 respondents, who are selected because those running the study consider them to be experts in the field. This study was different: we wanted to hear from practitioners. We posted the questionnaires on the Communications Initiative Web site. All DrumBeat subscribers were invited to respond. Thus respondents were self-selected.

In the case of the first round, it is possible that some people who wanted to respond but had bad computer connections might have given up because of a bug in the questionnaire program - if they hit "enter" after typing in something, the program terminated the questionnaire, and to get the rest of their responses recorded they would have to start all over again.

There didn't seem to be any way to get rid of the bug, so we posted a notice on the questionnaire.

However, we are aware that some potential respondents may have gotten discouraged.

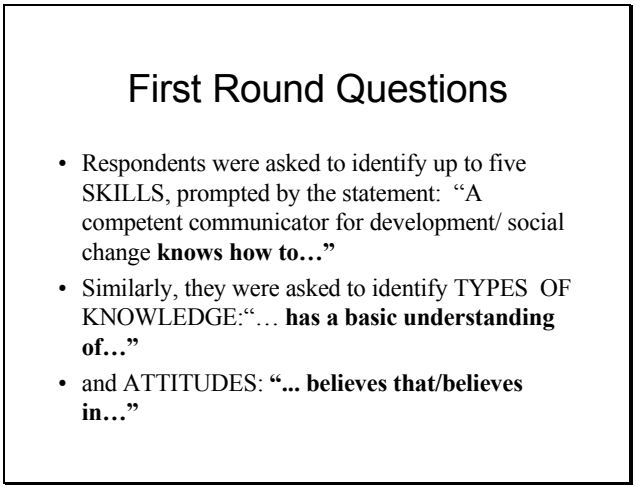
Slide 4



It is important to note that the results of this study cannot be considered representative of the opinions of all practitioners. We don't have any idea about the proportion of all practitioners who get DrumBeat or visit the Communications Initiative Web site.

However, the results reflect the opinions of more than 300 people, and we think will usefully inform the Bellagio discussion about competencies.

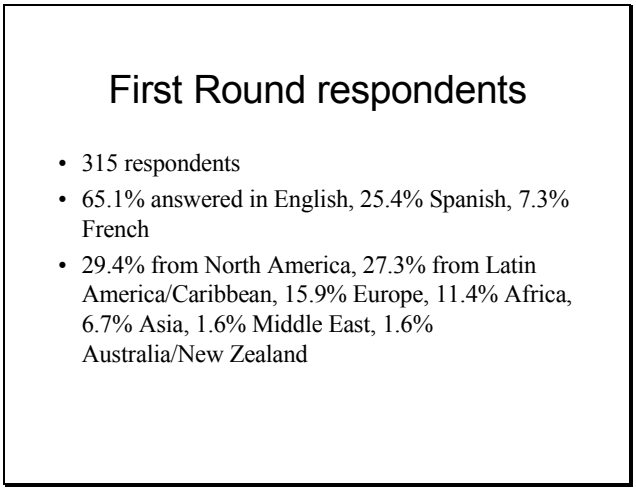
Slide 5



This slide shows the core set of questions that were asked about the skills, areas of knowledge, and attitudes that characterize a competent practitioner of communication for social change/development.

We asked a second set of questions, trying to focus people's responses on people who work in development but whose main focus is not communication. It was clear from people's responses that the distinction between this group of people and "competent communicators for development/social change" was not always clear. Thus this presentation discusses only the results we obtained concerning practitioners whose main focus is communication for development/social change.

Slide 6

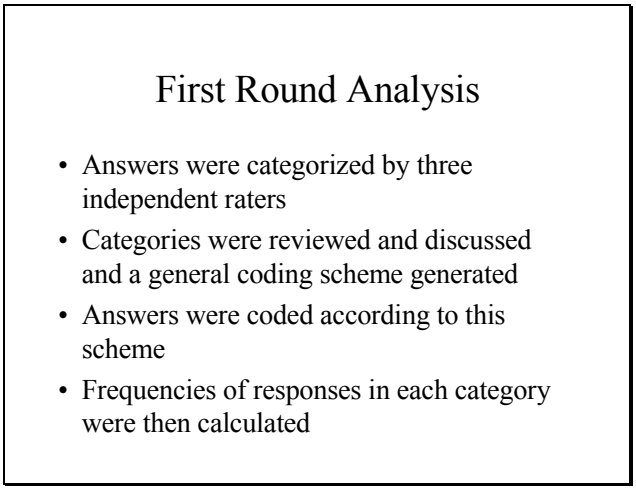


Just over 300 people responded to the first survey. This was a lot more than we anticipated, and made the task of analysis much harder.

As expected, most of the responses were entered in the English version of the questionnaire. However, because of the posting on the Latin American CI Web site, fully one- quarter of the responses were entered in the Spanish version. Only 7% of respondents completed the French version.

Almost equal proportions of respondents came from (were born in) North America and Latin America; 16% were born in Europe, 11% in Africa and about 7% in Asia.

Slide 7



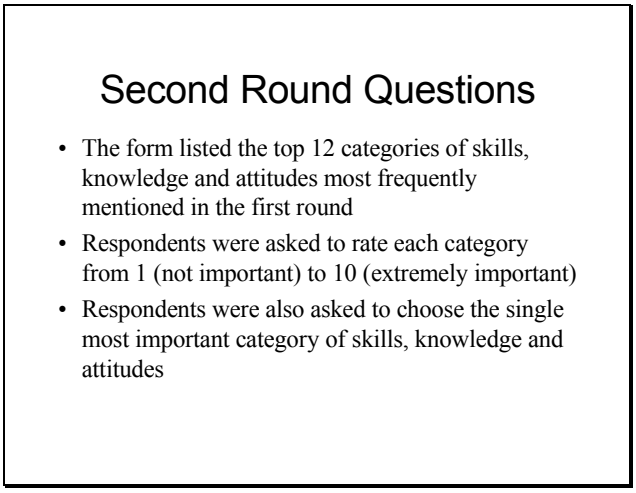
People were allowed to write in responses that were up to 60 characters long. The coding proved to be very difficult because there was such a great variety of responses and because people expressed themselves very differently. In addition, in some cases, people included two responses in the same statement.

The three independent coders each sorted the first response to each question into as many categories as they thought necessary. Cindy Rider, a Program Associate with the CHANGE project, produced a concordance between the three sets of categories, which was used as the basis of discussions about the choice of final code categories.

Once the coding scheme was finalized, she and others used it to code all the responses. This was a huge task - with 5 responses to each category and 315 respondents, they coded nearly 5000 items.

We recommend that in the future, the category-generation phase of a Delphi should be limited to a core group of people.

Slide 8



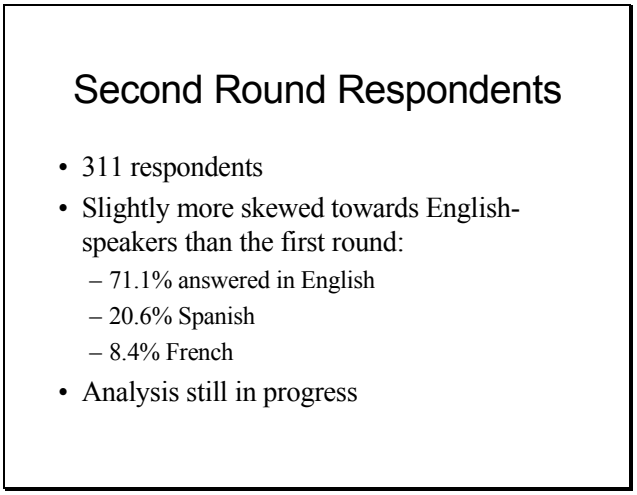
The second round of the Delphi was much easier to answer than the first round, because people could simply record their ratings as numbers.

Although we were still plagued by the same "enter" bug as we had in the first questionnaire, fewer people seemed to have problems with it, perhaps because the responses were so much shorter that they didn't forget and hit "enter."

We did, however, have a new bug: the default response to the "most important" question was set to "a", the first response in each category. Thus if a person skipped the "indicate the single most important skill" question, "a" would be recorded.

We corrected for this by excluding the people who had "a" as the chosen category for skills, knowledge and attitudes.

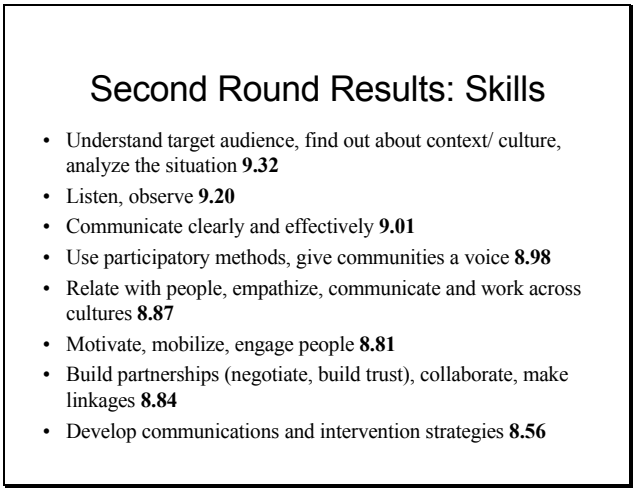
Slide 9



Interestingly, about the same number of people responded to the second questionnaire as to the first. These were not all the same people: 178 of the 311 had answered the first questionnaire, but the rest answered only the second.

We asked some information about each respondent's experience. However, because coding the first set of responses took so long, analysis of respondents' profession and training has not yet been completed.

Slide 10



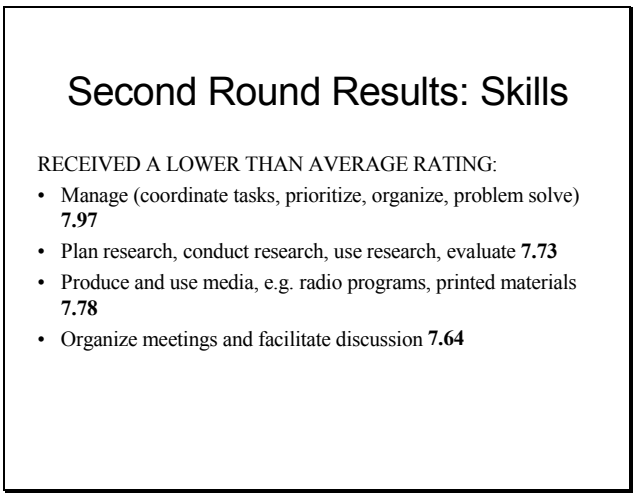
Now let's look at what we've found. Here are the results for skills.
It is important to note that most people gave items high ratings. The average rating for all the skill items was about 8.5.

This slide lists the skills that received above-average ratings. They are listed in the order of their average standardized rating (that is, correcting for the tendency of people to rate things high or low). The number in bold is the simple average of all the ratings that skill received. Thus, on average, respondents gave understanding the target audience a score of 9.32 out of 10.

Respondents also scored listening and observing very high.

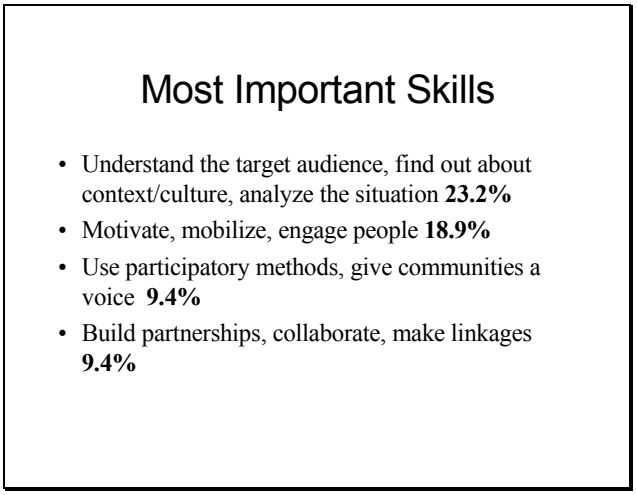
What is most impressive though is the strong emphasis that respondents put on participating, engaging, and negotiating. The only "desk work" skill that received more than an average rating is developing strategies.

Slide 11



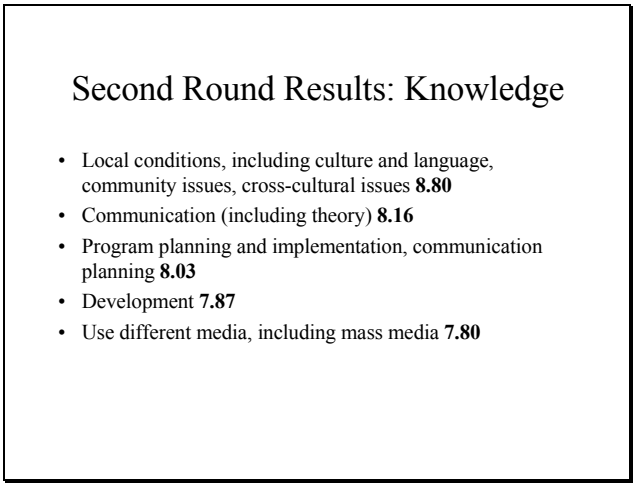
This slide lists the skills that received ratings below the average for the skills category. It's interesting that managing, organizing meetings, planning research and producing media are all skills that imply some distance between the communicator and people.

Slide 12



Finally, remember that we asked respondents to indicate the most important single skill. Here are the skills that were mentioned the most - by about 10% or more of the respondents. All of them reflect a central concern with the community.

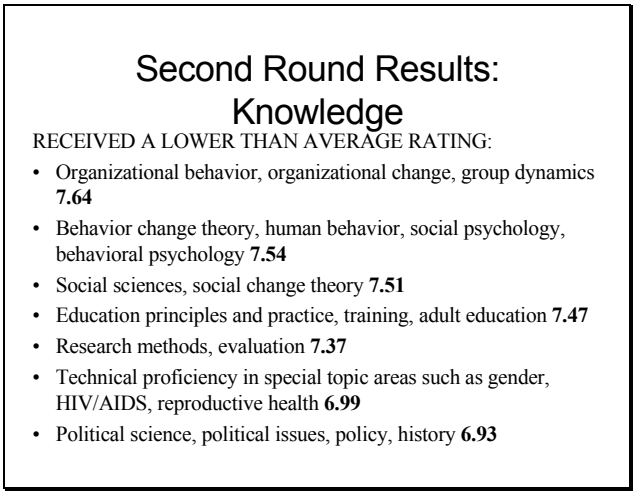
Slide 13



The average rating for areas of knowledge was 7.70.

This slide shows the areas of knowledge that received higher than average ratings.

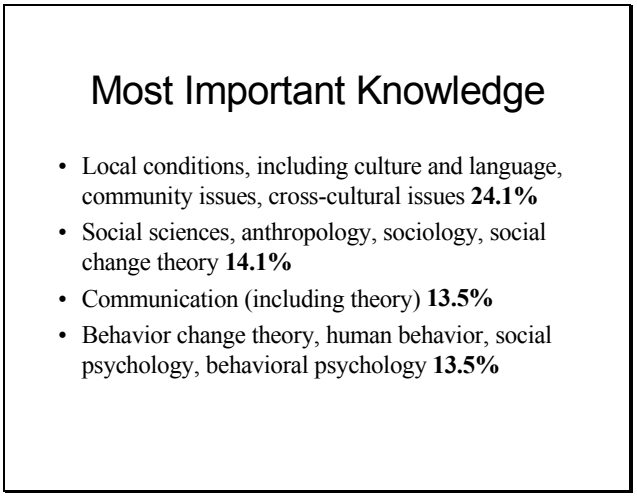
Slide 14



And here are the areas of knowledge that received ratings that were below the average for the category. Note, however, that the lowest rating is close to 7 - still extremely high!

What characterizes these categories of knowledge is that they mainly concern areas that deepen understanding of social change and development processes; they are less central than the areas of knowledge rated most highly.

Slide 15



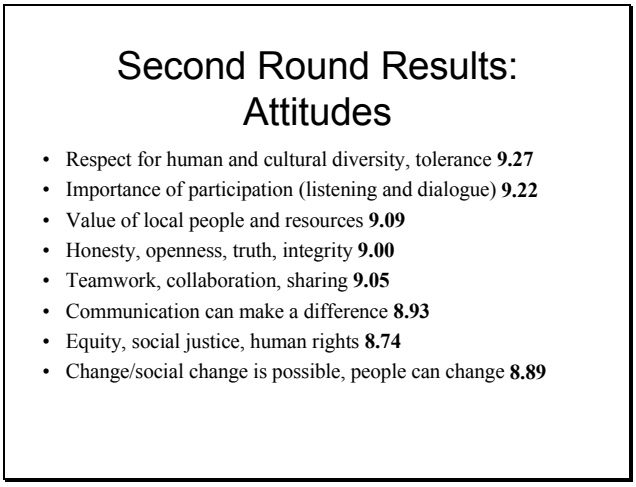
These are the four categories that were considered the single most important ones by at least 10% of respondents.

The importance giving to knowing local conditions complements the importance given to the skills of understanding the audience. The importance given to knowing about communication is self-evident.

What's interesting is that the other two categories - social sciences and behavior change theory - had overall ratings lower than 7.7, the average across all knowledge categories. Social sciences may have benefited from being category "a" - that is, because of a program bug it would get the respondent's vote even if s/he opted not to indicate a most important category. However, even when we excluded people who arguable did skip the questions about which categories they considered important, social science got more than 10% of the vote.

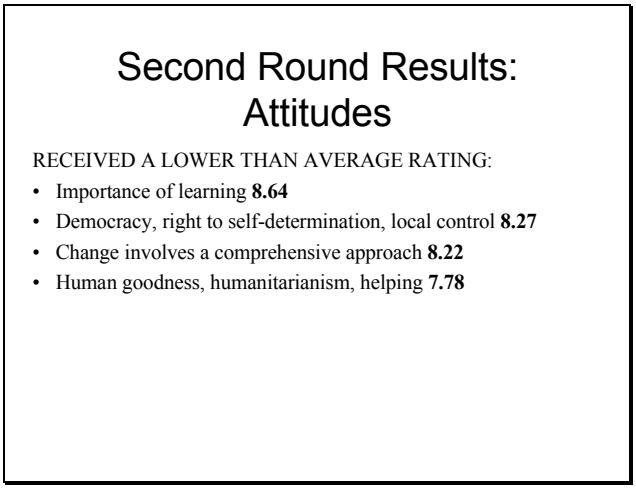
It appears that respondents thought that understanding the basis of social and individual change is important.

Slide 16



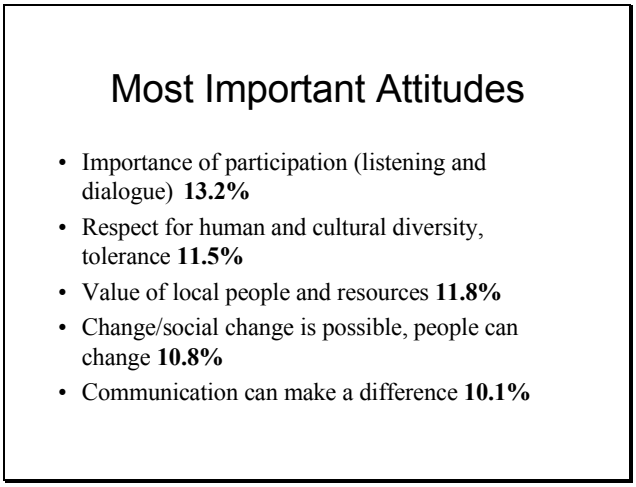
Finally, all the attitude categories were also rated high: the average across all attitude categories was about 8.70. The emphasis on tolerance, valuing local people, participation and collaboration echoes the highest skill and knowledge categories.

Slide 17



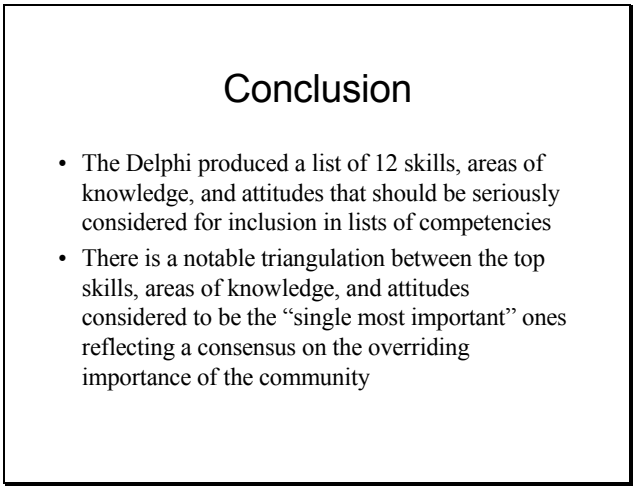
Here are the categories that received below-average ratings.

Slide 18



The most important attitudes emphasize participation and appreciation of the value of local people and resources as well as the importance of belief in the communication for social change approach.

Slide 19



Compilation of responses about the skills, knowledge, and attitudes needed, according to respondents of the Delphi survey. NOTE: The double lines in each table indicate the average rating across all categories.

SKILLS "*A competent communicator for development/social change knows how to…"*	Average rating	% saying this skill most important
Understand the target audience, find out about context/culture, analyze the situation	9.32	23.2
Listen, observe	9.20	6.1
Communicate clearly and effectively (written and spoken)	9.01	7.7
Use participatory methods, give communities a voice	8.98	9.4
Relate with people, empathize, communicate and work across cultures	8.87	8.8
Motivate, mobilize, engage people	8.81	18.9
Build partnerships (negotiate, build trust), collaborate, make linkages	8.84	9.4
Develop communications and intervention strategies	8.56	7.1
Manage (coordinate tasks, prioritize, organize, problem solve)	7.97	3.0
Plan research, conduct research, use research, evaluate	7.73	5.1
Produce and use media, e.g. radio programs, printed materials	7.78	1.3
Organize meetings and facilitate discussion	7.64	0

KNOWLEDGE "*A competent communicator for development/social change has a basic understanding of....*"	Average rating	% saying this skill most important
Local conditions, including culture and language, community issues, cross-cultural issues	8.80	24.1
Communication (including theory)	8.16	13.5
Program planning and implementation, communication planning	8.03	7.4
Development	7.87	5.5
Using different media, including mass media, publishing	7.80	7.4
Organizational behavior, organizational change, group dynamics	7.64	4.8
Behavior change theory, human behavior, social psychology, behavioral psychology	7.54	13.5
Social sciences, anthropology, sociology, social change theory	7.51	14.1
Education principles and practice, training, adult education	7.47	3.5
Research methods, evaluation, quantitative/qualitative research	7.37	1.6
Technical proficiency in specific topic areas (gender, HIV/AIDS, reproductive health)	6.99	2.9
Political science, political issues, policy, history	6.93	1.6

ATTITUDES "*A competent communicator for development/social change believes that/believes in…"*	Average rating	% saying this attitude is the most important
Respect for human and cultural diversity, tolerance	9.27	11.5
Importance of participation (listening and dialogue	9.22	13.2
Value of local people and resources	9.09	11.8
Honesty, openness, truth, integrity	9.00	9.0
Teamwork, collaboration, sharing	9.05	6.6
Communication can make a difference	8.93	10.1
Equity, social justice, human rights	8.74	8.0
Change/social change is possible, people can change	8.89	10.8
Importance of learning	8.64	3.1
Democracy, right to self-determination, local control	8.27	5.9
Change involves a comprehensive approach	8.22	8.0
Human goodness, humanitarianism, helping	7.78	2.1

Appendix C-2: Training and Education Curricula and Programs in Communication for Development and Social Change: An Overview

A Presentation to the Conference by Jim Hunt, Consultant to the Rockefeller Foundation

Alfonso Gumucio Dagron, Rockefeller Foundation Consultant, and I have been asked this morning to talk about our research into what is being taught about communication for development and social change and where it is being taught.

This is a work in progress and we welcome your suggestions. We learned a lot yesterday and will throughout the conference. The questions we have are simple: Where is the good work going on, what approach to curriculum is being used and who is doing it?

I'll give you an overview of what we're doing, then talk briefly about my focus areas – primarily the US and Europe. Alfonso will speak about Latin America, Asia and Africa.

First, the overview:

1. We are visiting and talking with educators and students in selected academic and non-academic centers involved with communication for development and social change around the world.
2. We are gathering information about the centers from phone calls and research.
3. We are listening carefully to decisions made in meetings like these about the competencies needed by communicators.
4. We will be helping to develop materials for use in training.
5. We will work with selected centers to develop courses, workshops, certificate programs and degree programs.

As we learned yesterday, people receive training and education at many levels in many ways. Academic institutions worldwide do this work, often in schools of health, agriculture, education, the environment or some other focused discipline as Dana Faulkner, The CHANGE Project, noted. Other programs are housed in departments of journalism, mass communication, telecommunications and other derivatives. A few openly declare themselves departments, even colleges, of communication for development and social change. Jan Servaes, Catholic University of Brussels, for example, heads one of the most well-known academic centers and calls it "Communication for Social Change." Nabil Dijani, American University of Beirut spoke about the cross-disciplinary approach used at the American University. Silvio Waisbord, Rutgers University, is leading his institution towards greater involvement in development communication efforts. A great deal of training, of course, is done by the UN, NGO's, some community-based organizations, and a small group of international consultants.

Caby Versoza, The World Bank, for example, briefly mentioned the World Bank's distance learning initiative which works on both the "supply" and "demand" side to shift the focus towards capacity building. Thomas Tufte, University of Copenhagen talked about his Swedish-based distance learning program in development communication that is ready to expand. Hugues Kone, UNFPA Training Center, Cote D'Ivoire, talked about the short-term courses in population and communication issues and his efforts to upgrade and standardize training in Africa.

Community-based organizations also provide a blend of grass-roots practitioner and audience training which is intriguing, often based on community radio like those detailed in *Making Waves* or entertainment education like the work of Soul City in South Africa. The examples mentioned here yesterday, and others in which you all are involved, illustrate the diversity of options available at each stage of career development. As Rina Alcalay of the University of California at Davis noted, "there is something new everywhere."

The Communication Initiative, for example, lists over 100 academic programs, agencies and consultants involved in training. The site links more than 50 networks and organizations in development communication, from the African Council for Communication to World Neighbors. That list will become longer, and perhaps more evaluative, as the result of an on-line survey that Warren Feek and his staff will conduct this spring. Many scholars belong to the International Communication Association and a look at even their committee structure illustrates the wide array of "communication" opportunities. An Internet search turns up almost 12,000 hits on development communication and about 800 for communication for social change. The newest edition of the Handbook of International and Intercultural Communication divides the field into four disciplines: Cross-cultural communication; intercultural communication, international communication; and development communication. Everett Rogers reports that in Latin America, for example, academic institutions enroll more communication students than the 2,000 US universities with departments of communication.

Amidst this diversity, Alfonso and I are finding there are centers around the world towards what we would consider education in communication for development and social change. Asia, especially the Philippines, is strong. Institutions like the Catholic University in Europe, for example, and Ohio University in the US, can contribute a great deal. In addition, programs which train community organizers or focus on communication effectiveness or start with a focus – say health communication—are doing good work.

We also are finding that the discussion that has surfaced here and will continue tends to define the way in which these efforts are evaluated. Rosa Maria Alfaro, of ACS Calandria, Peru, talked late yesterday about the "models" issue she has identified in the struggle she faces between academics and action. Around the world the discussion sets diffusionists and social marketers in one camp against participation advocates in the other. We are finding that the battle of paradigms that started 30 years ago with a critique of the development-as-modernization approach continues today.

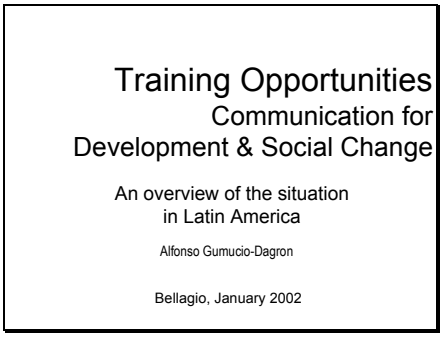
Alfonso will talk about his visits and his view of this debate, but I have been finding that, in practice, students are offered the choice of paradigms – heavily influenced by their home country and institution. At some level, however, public and private dialogue, participation and a focus on the community have become important parts of the curriculum in a growing number of universities in the US and Europe. Students, like the ones I spoke with at Ohio University last week, say they and their cultures value and demand it. That dialogue, as we know, is at the heart of Communication for Social Change. But many of the students also want to do good, no matter what country they come from. They want to help solve problems. And they illustrate another of the strains we face: how to blend individual and collective levels of change.

Our task is not simple. But our research so far shows it is needed. Perhaps we are working on a new "capability" paradigm that—as Denise Gray-Felder, VP, Rockefeller Foundation, noted yesterday—can help people in communities across the globe make the changes they want and help experts work their way out of a job.

Appendix C-3: Training Opportunities in Communication for Development & Social Change: Overview of the Situation in Latin America

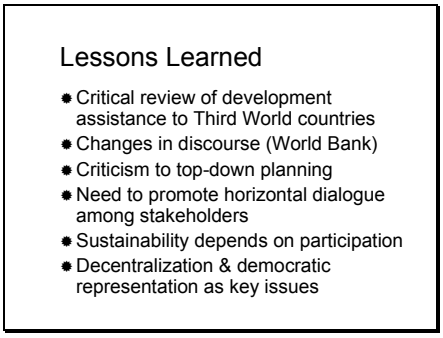
A Presentation to the Conference by Alfonso Gumucio Dagron, Consultant to the Rockefeller Foundation

Slide 1



Slide 2

Slide 3



Slide 4

Slide 5

Slide 6

Human Resources Gap

- Aid & development organizations lack of staff to deal with new paradigms
- No specialized professionals for Communication for Social Change (CFSC)
- Development organizations perceive communication as merely information or even propaganda
- Much improvised staff, thus failures
- No specific training for CFSC

Slide 7

Budget Gaps

- Contradiction between discourse and funds allocated to participation
- Small percentage of budget to address communication for development
- Few professional posts in development programs for CFSC specialists
- Vertical use of resources for DevCom: advertising, image, PR

Slide 8

New Communicator

- Currently, the most qualified are “self-made” through field experience
- Complex profile, defined by the participatory process
- Combination: a) direct experience in the development process, b) cultural sensitivity towards communities, & c) knowledge of communication tools, d) creativity
- Conceptual & practical strengths
- Process more important than products

Slide 9

Offer & Demand

- Two poles –offer & demand, don't meet
- Lack of communicators in development programs: aid agencies hire journalists
- No established offer from universities: lack of employment opportunities
- Only short courses where main axe is not communication, but narrow sectoral issues
- Self-made communicators for development are few and dispersed

Slide 10

Profile of Current Studies

- Most are studies on journalism
- "Social communication", just a name for old faculties of journalism
- Contents: mass media, advertising, public relations
- Addressed to feed private sector
- Expansion of private media in the 1980s
- Short courses in US & Europe

Slide 11

Latin American Overview

- More than 500 "Social Communication" Faculties – journalism (FELAFACS)
- Standard curricula, mass media focus
- Only 5 or 6 have incorporated Communication for Development studies
- The contents of curricula varies
- Difficulties to get experienced professors

Slide 12

Opportunities in L. America

Main universities with Com&Dev studies:

- Pontificia Universidad de Lima, Perú
- Universidad de Tucumán, Argentina
- Universidad Andina S. Bolívar, Bolivia
- Universidad Diego Portales, Chile
- Universidad Rafael Landívar, Guatemala
- Brasil – "self contained"

Slide 13

Pontificia Universidad Católica del Perú

- Perú, 2nd largest private university
- Faculties: Administration, Anthropology, Political Science, Archeology, Law, Education, Economy, Philosophy, Sciences & Arts of Communication, Science & Engineering, Social Sciences

Slide 14

Pontificia Universidad Católica del Perú

Description of Studies

- Specialty on Communication for Development within the Faculty of Science and Art of Communication
- Five years (Bachelor degree plus specialization in Comm&Dev)
- Professors, some of the best Peruvian communication specialists
- http://www.pucp.edu.pe/

Slide 15

Pontificia Universidad Católica del Perú

Content of Studies

- Theories & policies for development
- Citizenry and human rights
- Institutional development
- Environment
- Gender issues
- New communication technologies and networks
- Strategic planning of communication
- The new media
- Research in the communication society

Slide 16

Universidad Andina Simón Bolívar

- Created in 1985 under regional "Cartagena Agreement"
- Operates in four countries: Venezuela, Bolivia, Ecuador & Colombia
- Only post-graduate degrees: Business Administration; Law & Social Sciences; Integration & International Trade, Health, Education, Environment, etc.

Slide 17

Universidad Andina Simón Bolívar

Description of Studies

- Master degree in Communication & Development
- Specialization in Communication Projects
- Third period in 2002
- Duration: 15 months
- Bolivian and guest professors: Rosa María Alfaro, Luis Ramiro Beltrán, W. Uranga, etc.
- www.uasb.edu.bo

Slide 18

Universidad Andina Simón Bolívar

Content of Studies

- Social theories; communication theories; communication and democracy
- Development theories; development communication; communication policies
- Social research; cultural management; design of communication strategies; public policies
- Strategic communication; cultural studies on communication
- Intercultural communication; design, monitoring & evaluation of communication projects; development and ICTs

Slide 19

Universidad Nacional de Tucumán

- Argentina, state public university in Tucumán (northern rural area)
- Degrees: Agronomy, Arts, Architecture, Pharmacy and Chemistry, Technology, Law and Social Sciences, Philosophy and Literature, Medicine, Psychology, etc.

Slide 20

Universidad Nacional de Tucumán

Description of Studies

- Specialization in Communication for Development – post graduate studies
- Under Faculty of Philosophy & Literature
- One year duration
- Emphasis in field practice – video as tool
- Started two years ago, initial support from FAO
- Team of professors lead by Manuel Calvelo and Fernando Korstanje
- www.geocities.com/ferkor

Slide 21

Universidad Nacional de Tucumán

Content of Studies

- Communication, education and development
- Production of multimedia pedagogic packages
- Teaching & learning models
- Introduction to cultural codes
- Typology of messages
- The new ICTs and development
- Linguistics: communication & society
- Strategies for training adults
- Subjects of development: anthropological views
- Analysis of mass media

Slide 22

Universidad Diego Portales

- Chile, 2nd largest private university
- Faculties: Ciencias de la Comunicación, Ciencias Administrativas, Ciencias Sociales y Educación, Arquitectura y Bellas Artes, Ciencias Juridicas, Ingenieria, Salud
- Ciencias de la comunicación offers: journalism, advertising and multimedia

Slide 23

Universidad Diego Portales

Description of Studies

- Under Ciencias de la Comunicación: a "Magíster in communication" – (master)
- Two years
- Started five years ago
- Guest international professors: Daniel Prieto, Manuel Castells, James Lull, John Downing
- www.udp.cl

Slide 24

Universidad Diego Portales

Content of Studies

Not specifically in Dev.Com. but offers an optional "shopping list":

- Theories of communication
- Keys about globalization
- Intercultural communication
- Communication and conflict resolution
- Communication, development & culture
- Strategic planning & evaluation of projects
- Communication and education
- Pro-social communication

Slide 25

Universidad Rafael Landívar

- Guatemala, largest private university
- Managed by Jesuits
- Degrees: Psychology, Intercultural Bilingual Education, Philosophy & Literature, Agronomy, Environmental Engineering, Law & Social Sciences, Political Sciences, Architecture, Industrial Design, Engineering, Business Administration, Communication Sciences

Slide 26

Universidad Rafael Landivar

Description of Studies

- About to start in 2002
- Bachelor degree – four years – with emphasis on Development Communication (among other three)
- Received assistance from the program at University of Tucumán
- Professors: no information

Slide 27

Universidad Rafael Landívar

Content of Studies

- Design & Management of Projects
- Communication and Education
- Communication for Health
- Social Marketing & Persuasion Theories
- Alternative radio & television
- New Technologies & development
- Design & Evaluation of Campaigns
- Design & Evaluation of Educational materials

Slide 28

Other Training Opportunities

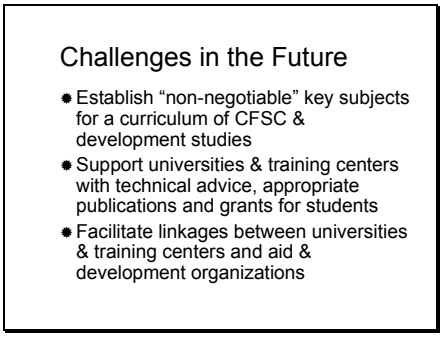
- NGOs have their own training programs
- CIMCA 50 workshops a year
- Short courses in universities
- Community radio – on the job
- The role of catholic media organizations: OCIC, UNDA
- European foundations and NGOs: Friedrich Ebert, CEBEMO, HIVOS

Slide 29

General Remarks

- Two at Bachelor Degree (Perú & Guatemala)
- Most are post-graduate studies
- No standard curricula, diversity of conceptual frameworks and understanding of Communication for Development
- Some share the same professors
- No standard literature, readings
- Few grants or aid for students
- Only one has direct links with development programs (Tucumán)

Slide 30



Slide 31

Appendix C-4: Future Trends in Communication for Development and Social Change: Factors Affecting Needed Competencies and Practices

A Discussion Paper prepared for the Conference by Dana M. Faulkner, the CHANGE Project

Introduction

The purpose of this paper is to explore likely future trends in the field of development communications and to consider the implications of these trends for the training of practitioners in the field. It has been prepared to provide a springboard for discussion at "Competencies: Communication for Development and Social Change", a conference co-sponsored by the U.S. Agency for International Development, the CHANGE Project, the Rockefeller Foundation, and the Pan American Health Organization.

It is important to note at the outset that this paper is not intended to be a formal review of the academic literature on future trends in the field of communications, for two reasons. First, the author is not an academic and is congenitally unsuited to the preparation of academic papers. Second, and more importantly, the conference organizers requested a pragmatic approach to the topic, one grounded in the experience of practitioners and in the implications of actual practice, rather than one grounded in theory or abstract speculation. Accordingly, then, this paper is based on the ideas and questions that arise in the mind of one practitioner when prompted to raise her head from the email screen and contemplate future trends for the profession. The intent, as noted above, is not to put forward an integrated set of future scenarios but to serve as a springboard for discussion and to stimulate the assembled conferees to consider, debate, and explore among themselves the future dimensions of their conference task: that of formulating the competencies needed for the training of practitioners in communication for development and social change.

Development communication is, by its very nature, a fragmented field and thus there is no integrated starting point for the consideration of its future. Rather, I would like to start with six areas that have been the source of much recent change and some discomfit in my own practice, and to speculate upon their broader relevance and future impact:

1. The rapid advancements in communication technologies and information access that have occurred in the last decade, coupled with the increasingly stunning gap between individuals (and countries) with easy digital access and those without.

2. The emergence of major donors with new perspectives and the rising involvement of the private sector in foreign assistance initiatives.

3. The increasing debate around the merits of "purposive" (or top-down) communication programs as compared with more participatory (and less results-oriented) approaches.

4. The escalating geopolitical tensions of the last six months and the resulting increased attention to, and heightened expectations for, international development programs.

5. The growing uniformity of global culture and media ownership, co-existing with increasingly marginalized minority cultures and individuals disenfranchised from global trends.

6. The changing nature of commercial marketing and corporate communications, and the increasing dearth of cross-fertilization between corporate practice and development communications practitioners.

Discussion

Considering each of these areas in turn, it is clear that some significant implications for needed competencies can be identified. In some cases, these implications are consistent with the existing "culture" of the field of development communications; in other cases, the new needs may be discordant and require rather noticeable shifts in the nature or perspectives of training programs.

1. Rapid changes in information and communication technologies. Recent efforts have demonstrated that any search for articles on communication trends will be overwhelmed by technology-based citations. Indeed, it sometimes seems that the only trends the communications industry is aware of or concerned about are related to technology – new technologies coming on line; the entrancing possibilities of faster, better, or wider access to information; the implications ever more media proliferation and convergence. And yet, the expansion of new technologies is recognized as something other than a universal good: to wit, the new technologies have not even been very good at commercial selling, as the decline of dot-com business models has made clear.

In the developing world, the promised benefits of new technologies have been even harder to realize, and the oft-threatened "digital divide" has become an established gulf between countries and individuals with access to leading edge technologies and those without. It is becoming continually more disheartening to travel and work in a developing country and realize how stark the difference now is between working in the wired world and a pre-digital environment. The one, where e-mail access is the coin of the realm, where information and networks are accessed at the push of a button, where speed and ease of communication are assured and decisions are taken equally quickly – and the other, where one or two servers can be the only outward node for an entire country, where phone line access or tariff structures can prohibit unlimited access to the internet, where IT help to keep systems and software running can be non-existent, where

professional offices, much less government offices or non-profits can have only a single phone line and one can struggle all day to get one email out or to download one document. It makes the pace of working and exchanging information prohibitively slow in glaring contrast to a world where things are happening prohibitively fast. The proliferation of information available on the internet -- and the presumed easy access for all – has become in fact a burden for developing country professionals, as the chore of finding and downloading information is now borne by the beleaguered developing country information-seeker rather than by the disseminating agency. I have one colleague who describes the CD-ROMs much in fashion at multinational agencies as "diabolically designed to transfer the time and resource costs of printing, paper, and dissemination from well-funded first world agencies to the cash-strapped institutions of the developing world." It means that communications professionals in the field of international development and social change have to become almost schizophrenic: capable of operating in the speed- of-light world of the technologically advantaged, but equally able to shift gears and function (and keep things running) in technologically much more limited environments. The implications for training programs and competencies, it seems to me, are vast: How do we equip communications professionals to make that shift smoothly, particularly young people who increasingly grow up highly conversant with (and dependent upon) leading-edge technologies? How do we ensure that communications professionals based in developing countries are not disadvantaged by lack of access to networks and access points that are readily available to colleagues? Do we need explicit training in the mechanics of the technologies so that communications professionals working in low-access areas can also function as trouble-shooters when the technologies they are dependent upon cease to work? And, perhaps most importantly, how do we preserve a "pre-technology" mindset, so that communications programs designed for low-access areas do not presume a degree of digital literacy and access that are irrelevant for a given area or given population?

2. Emergence of new donor perspectives and a greater role for the private sector. For many years, most international development activities have been supported by well-established organizations building on a significant institutional history of investment and programming in the field of development communications. Multilateral agencies like UNICEF, FAO, and WHO; bi-lateral agencies like USAID, DIFID, and CIDA; and private foundations like Rockefeller and Ford all have long experience with development communication programs, the design of which are the result of articulated communications strategies built on (sometimes strenuous) internal and external debate and testing of methods, philosophy, purpose and practice. More recently, the emergence of new donors (such as the Soros Foundation in eastern Europe, and the Gates Foundation globally) has interjected a new set of priorities and some often-unprecedented approaches to development communications. A further departure has been the involvement of for-profit corporations as equal partners with traditional donors in such major new initiatives as Global Fund to Fight AIDS, Tuberculosis and Malaria (GFATM) and the Global Alliance for Vaccines and Immunization (GAVI.) These additional perspectives are often more results-oriented, and geared to a more compressed timeframe, than existing communications programming, and can create significant pressure on development communications professionals to create highly directive "one-way" communications interventions implemented over relatively short periods. How can

development communications professionals best be prepared to respond to and work within these new perspectives? What new skills and competencies are needed for effective liaison with corporate partners? How can communications practitioners be prepared to bring the realities of the developing country context to a donor perspective forged by ROI concerns and quarterly financial reporting?

3. Increasing debate and dialog around participatory approaches vs. targeted communications programs. Even within donors with well-established models of "purposive" communications programs, pressure is growing for recognition of the merits of more participatory approaches. On the one hand, targeted communications programs are accepted as effective in achieving specific behavioral results in support of particular development goals. On the other hand, participatory approaches focusing on community development, community empowerment and self-determination may offer more long-term sustainability and greater consistency with the underlying principles of development. In fact, in most field environments, development communication professionals utilize a range of approaches and techniques to fashion programs that best suit the resources available and the unique needs of the situation without recourse to abstract theories or philosophical debates. At the same time, new analytical techniques, based in behavioral science and network theory, are demonstrating utility as adjuncts to more traditional communications approaches. The debate and dialectic between and among these different approaches requires communication professionals to become both much more conversant with quantitative methods such as network analysis and behavioral observation, and flexible enough to appreciate and practice participatory methods where appropriate. How can communications professionals be helped to develop competencies across a broad range of methods without exacerbating the perceived philosophical differences between and among the various approaches? How can training programs be designed to accommodate the practical need for a flexible range of methods rather than advocacy for or against a given approach? To what extent can greater competency be developed in quantitative methods without inhibiting the acknowledged role of art and creativity in designing communications programs?

4. Heightened geopolitical tensions and increased interest in international development programs as tools of national security. The terrorist attacks in the United States on September 11and the subsequent bombing attacks on Afghanistan have focused unprecedented attention within the United States on foreign assistance programs and their role in ensuring greater security in societies marginalized by global economic growth or disrupted by war and civil unrest. Outside the US, questions are being raised regarding both the potential for US interests to dominate the foreign assistance agenda for countries like Pakistan and Afghanistan, and the ramifications of security concerns taking a central role in the rationale for increased foreign assistance funding. As foreign assistance programs come under increased scrutiny, and become the target of increased expectations to support crucial national political interests, the relatively protected humanitarian environment that has surrounded many development communication programs is likely to change. Already, high-level officials in the U.S. State Department are launching propaganda-like communications programs designed to generate greater support for American culture and political beliefs. Indeed, food aid packages being distributed in

Afghanistan are reported to contain pamphlets and educational brochures extolling the benefits of American intervention in the region. It seems likely that this increasing politicization of American foreign assistance programs will trigger at least questions regarding the true aims of other foreign assistance programs, and increasing skepticism about and resistance to communications programs funded or mounted by outside sponsors. What new skills and attitudes will communications practitioners need to function effectively in a more politicized foreign assistance environment? Should development professionals be trained to detect and resist the subversion of powerful communication techniques to the support of national political goals? How can communication professionals make the sponsorship and source of funding for all development communications programs more transparent?

5. Growing uniformity of global culture and media ownership, contrasted with increasing marginalization and disenfranchisement of sub-cultures. To travel in the developing world is to increasingly suffer from a pronounced cognitive dissonance regarding the proliferation of the global monoculture. In some cases, the global culture seems all-pervasive, with travelers encountering the same media outlets, fashions, pop stars and brand names in country after country. At the same time, significant groups within developing countries seem increasingly isolated within their own cultures, prevented, by economic or political disenfranchisement, from participating in the global culture. Yet because of the dominance and visibility of the global culture, it has become increasingly tempting to design communications programs that presume a common level of media literacy, exposure, and access. And, with the continuing concentration of media ownership, the very existence of media outlets that reach isolated cultures is threatened. How then can communications professionals develop skills and competencies that are sophisticated enough to take advantage of the global media culture but not lose sight of the idiosyncratic needs for both content and dissemination in disenfranchised and isolated cultures? Would it be useful to segregate professional training tracks to allow for the full exploration of communication methods and techniques that are *not* based on modern communications methods?

6. Changing nature of commercial marketing and corporate communications. In the corporate world, the leading edge of commercial marketing has changed radically in a few short years, as the "push" model of advertising has fallen victim to proliferating media choices and greater customer control of delivery channels. Few consumers with a choice of one hundred cable television channels will sit still and listen to intrusive advertising jingles. Fewer young people, in a world dominated by networked, peer-to-peer contact, give any credence to the authority of traditional information sources. In an environment where access to information is almost unlimited, commercial marketers have been forced to come up with creative ways to overcome information overload and media saturation. Viral marketing, tipping points, change agents, and other new techniques have begun to characterize leading edge marketing strategies as corporate marketers move far a field from the traditional "3 P's" (product, place, and promotion) that defined the original point of collaboration between corporate and social marketing. Yet even as corporate marketing has been pursuing these potentially powerful new

developments, the degree of cross-fertilization between commercial marketers and development professionals seems to be declining. As social marketing has evolved into more sophisticated and participatory approaches, the number of been commercial marketers involved in development communications has declined, leaving few opportunities for the adaptation of leading edge marketing techniques to the needs of development programs. Are there useful aspects of contemporary commercial marketing that deserve to be incorporated into the practice of development communications? What competencies, if any, does commercial marketing require that go beyond other areas of development communications? How can training programs be structured to allow cross-fertilization with commercial marketing thinking without the contamination of development communications practices and ethics?

Summary

In summary, there are a variety of social, political, economic, and technological trends that pose interesting implications for the competencies needed by professionals in the area of communications for development and social change. Undoubtedly, conference attendees will be able to expand this list and pose yet more questions for the future training of such professionals. The next step is to examine the potential future impact of such trends, to develop a consensus on which developments are most likely to occur or to have the highest impact on professional practice, and to determine the resulting shifts needed in skills, attitudes and knowledge for the preparation of future professionals.