

# **CULTURE, COMMUNICATION AND DEVELOPMENT IN AFRICA**

A Paper Prepared for the African Itinerant College for Culture and Development

African Institute for Economic Development and Planning (IDEP)

October, 2001

BY

Nyasha Madzingira (PhD)<sup>1</sup>

---

<sup>1</sup>Research Fellow

Institute of Development Studies

University of Zimbabwe

P.O. Box MP 167

Mount Pleasant

HARARE

Tel: 263-4-333341/3

Fax: 263-4-333345

Email: [nmadzingira@avu.org](mailto:nmadzingira@avu.org)

## **EXECUTIVE SUMMARY**

This paper focuses on the link between the three concepts of Communication, Culture and Development. The presentation is divided into a number of sections with the aim of bringing out the historical, the current and the future perspectives on the development of communication systems within a given cultural context. The introductory section defines the concept of culture and communication.

The paper then looks at traditional modes of communication. Traditional communities relied mainly on oral, face to face type of communication. Oral traditions used verbal messages that are reported statements from the past beyond the present generation.

The third section of the paper focuses on modern modes of communication, which now make use of writing, print, radio, telephones, telegraph, photography, film, disk, and tape recording, television, radio and computers. The defining feature of these forms of communication is the use of technology to achieve and externalization of meaning in such a way that people can communicate with one another without being in one another's immediate presence. Under this section, the benefits and problems associated with information communications technologies are also discussed.

The implications of these technological improvements on culture and development in Africa are then discussed in the light that Africa is the least developed of all the regions assessed. This section gives a general overview of the situation in Africa in terms of communications technology, the benefits of such technology and the constraints encountered.

The paper then presents proposed indicators for measuring and evaluating the success of utilizing the methodological instruments for incorporating cultural factors in communication and development process. It is the researchers feeling that more work still needs to be done around these measures so as to single out the most robust and reliable indicators.

Lastly a number of suggestions and recommendations are put forward. Some of these recommendations are 'training' oriented, research oriented, while others are more general covering mostly what should be done by governments locally, regionally and internationally for a coordinated approach on the issues of culture, communication and development.

## **ABSTRACT**

This background research paper is a desktop study that basically relied on a review of literature focusing on culture, communication and development in Africa. The review indicates that while the communication systems and cultures of small-scale societies are cultures of face-to-face oral flows of meaning, complex societies on the other hand now make use of writing, print, radio, telephones, telegraph, photography, film, disk, and tape recording, television, radio and computers. Broadcast technology is the dominant medium in Africa. The other conventional information, communications technologies are limited due to illiteracy, irregular or non-existent electricity supplies, high costs, urban oriented communication media alongside rural oriented development programmes among other constraints discussed in the paper. Proposed indicators for measuring and evaluating the success of utilizing the methodological instruments for incorporating cultural factors in communication and development process have been identified as (1) the size of the budget allocated to culture, communication and development issues, and (2) the impact of social networks. It is the researchers feeling that more work still needs to be done around these measures so as to single out the most robust and reliable indicators. The recommendations and suggestions include among others training and research, inter-disciplinary approach to research and evaluation communicated developmental programmes, and the need to integrate traditional with the new tools in a way that meets social, economic and political needs.

## **INTRODUCTION**

The field of Communication, Culture and Development is a vast one, and there are many ways of dealing with it. One could focus on communication, which is in itself provides an enormous amount of material; one could dwell on culture, a concept which has numerous definitions; or one could concentrate on the development aspect. To make the presentation even more complicated and sophisticated, one could try to link the interrelationships between the three concepts.

The aim of this presentation, therefore, is to try and bring out the interrelationship between a peoples culture, their communication system and how these may complement each other in spearheading development. The paper will start by giving definitions of the three main concepts under discussion and then try to bring out their intricate relationship. Lastly, the paper looks at

what can be done using our cultural heritage to achieve maximum communication for developmental purposes.

UNESCO (1994) defines culture as including ‘the whole complex of distinctive, spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs’.

Culture is the totality of human endeavor in a given time and place. People are constructs of their culture. Culture gives people their identity and dignity. It is every day expression and future aspirations. Culture and development are intertwined because culture underpins development and reinforces it. In defining culture Taylor (1874) noted that it ‘..... is a complex thing which includes knowledge, beliefs, art, morality, laws, customs and all the dispositions and habits acquired by man as a member of society’ (cited in UNCTAD/NGLS, 1992: 18). Culture is society’s way of life including its language, religion, organization of family, etc. Culture is best learnt through its language.

Communication is the exchange of information between individuals, friends, families, nations, regions and at the international level. The role of communication in development is to expound major socioeconomic development priorities to increase say agricultural productivity, to promote social welfare, health issues etc. Communication plays a socio-political function. Thus mass communication inculcate into the people, most of which are illiterate, patterns of behavior likely to help them become active protagonists in different processes of social and economic change (Lihamba, 1992).

Todaro (1992) noted that development implies the multidimensional process involving changes in structures, attitudes and institutions as well as the acceleration of economic growth, the reduction of inequality and eradication of absolute poverty. Development must encompass more than the material and financial status of people. In addition to improvement in per capita income and living standards, it also involves adequate changes in institutional and social structures, attitudes, norms, customs and beliefs.

## **TRADITIONAL MODES OF COMMUNICATION**

In oral society, the conditions of cultural continuity are very much more limited than today. In a wholly oral culture, meaning in language is highly specific and local. The context of oral culture is the memory, asked to store and keep accessible what is relevant (Inglis, 1990). Oral traditions used verbal messages that are reported statements from the past beyond the present generation. The messages are oral statements spoken, sung or called out on musical instruments (Vansina, 1985).

Among the inter-personal forms of communication through which traditional societies used or rural people still use to receive and give information are the family and neighbourhood, friends and acquaintances, markets and washing areas, and festival gatherings for the village. Institutional networks involve the church or religious networks, the administrative structure, the political party, the school, police and army, and such government service agents as agricultural extension, health, and family planning among others that may operate in the village.

The cultures of small-scale societies are cultures of face-to-face oral flows of meaning. The cultures of complex societies on the other hand now make use of writing, print, radio, telephones, telegraph, photography, film, disk, and tape recording, television, radio and computers.

## **MODERN MODES OF COMMUNICATION**

The main modes of communication in our societies today are electronic and print media. The defining feature of the media is the use of technology to achieve and externalization of meaning in such a way that people can communicate with one another without being in one another's immediate presence (Hannerz, 1992). Media are machineries of meaning.

## **NEWSPAPERS**

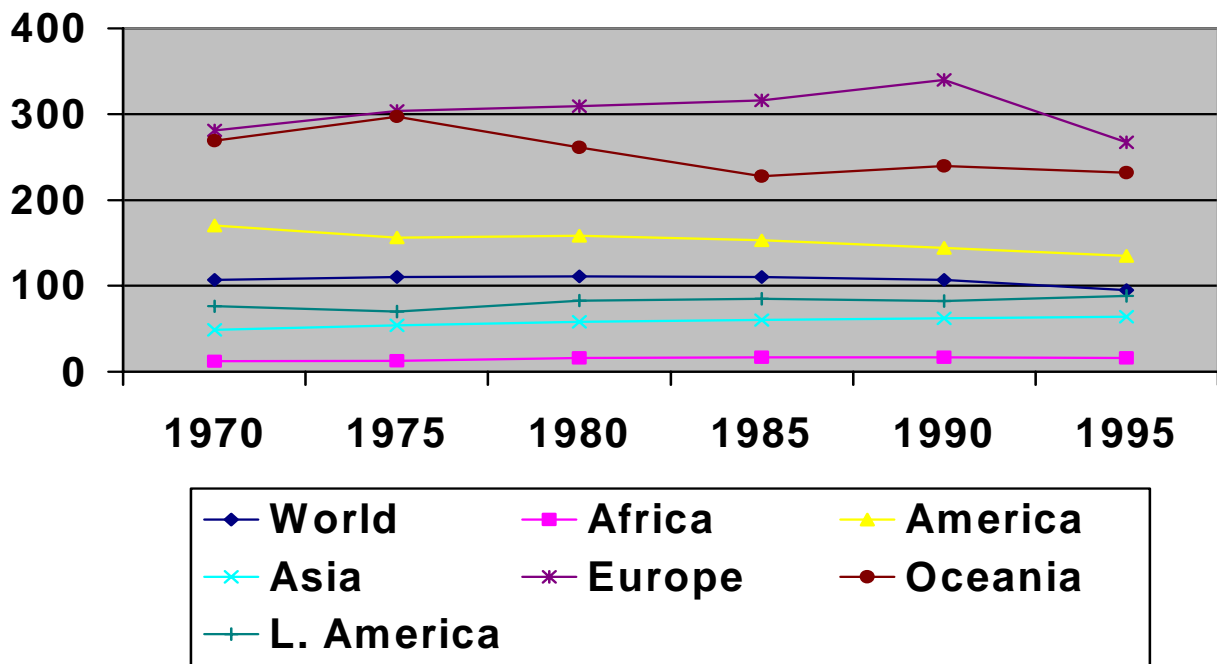
Main goal of press is to deliver information to large groups of people, such as the population of a town or country. Newspapers are sold on a daily, and/or weekly basis with some magazines coming monthly, quarterly etc. It requires a highly qualified staff of journalists and editors,

infrastructure for the quick printing of a huge quantity of material and fast and reliable delivery services.

In most developing countries, circulation of newspapers is mainly urban based, written in a foreign language that most of the people cannot understand. Where such newspapers have been written in the local languages, circulation is again limited to provincial towns and growth points. Another problem is the need for regular purchase of the newspaper, which is a financial sacrifice under harsh economic conditions. An underlying problem is also that most developing societies lack a culture of reading.

However, it is not unusual that one copy of a newspaper may be read by ten or more people. Circulation of daily newspapers in Africa is still very limited compared to developed countries or even other developing nations. This has been at 12 papers per 1000 inhabitants in 1970 and has only increased to 16 in 1995 (UNESCO, 1999a). This is clearly illustrated in Figure 1 below.

**Figure 1: Daily Newspapers - Circulation per 1000 Inhabitants 1970 to 1995**



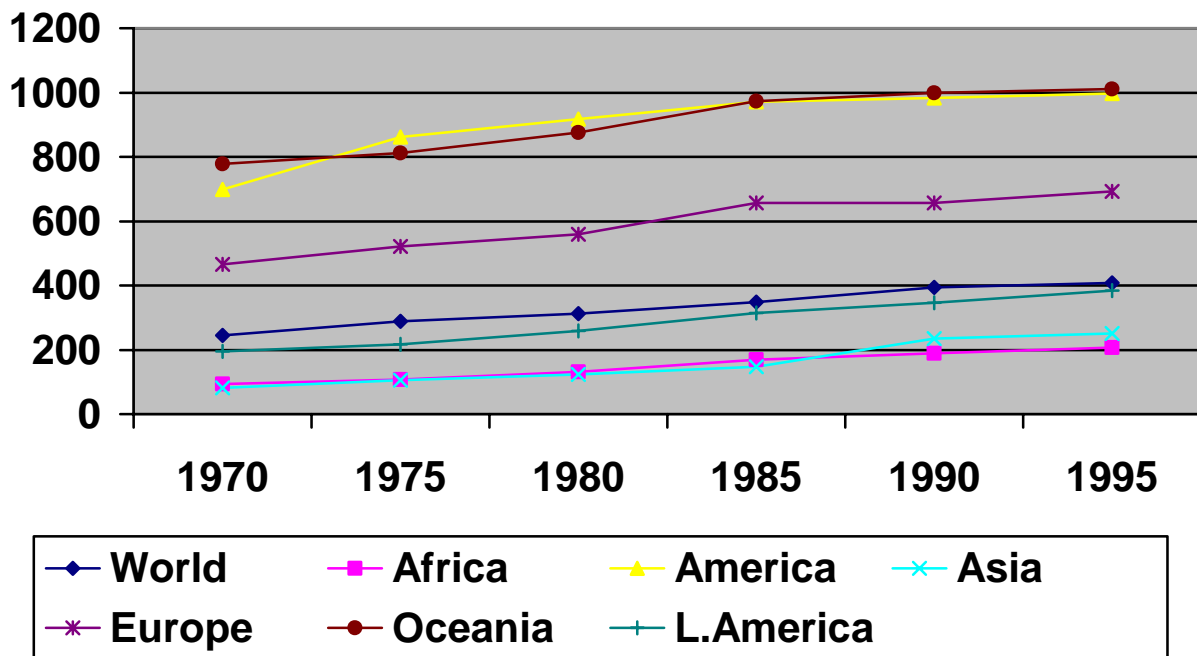
Source: UNESCO Statistical Yearbook 1999a.

## RADIO AND TELEVISION

Broadcast technology, mainly is the dominant medium in Africa. The use of radio in communication is very important. It is a gadget that reflects a certain social standing, as such people aim to acquire it. Payment is not on a daily or weekly basis. It is easier to listen to, compared to reading. This may be an advantageous tool for communication which is more in line with the traditional gatherings where the elders informed and educated the younger generations on tradition, folklore etc.

Radio is still by far the most dominant mass medium in Africa. Many listen to the same radio or watch television at the same time. The number of radio broadcasting receivers per 1000 inhabitants is still very low for Africa. These have increased from 93 in 1970 to 207 per 1000 inhabitants in 1995 (UNESCO, 1999a). Oceania and America have already reached the level of one receiver per person by 1995 as indicated in Figure 2.

**Figure 2: Number of Radio Broadcasting Receivers per 1000 Inhabitants 1970 to 1995**



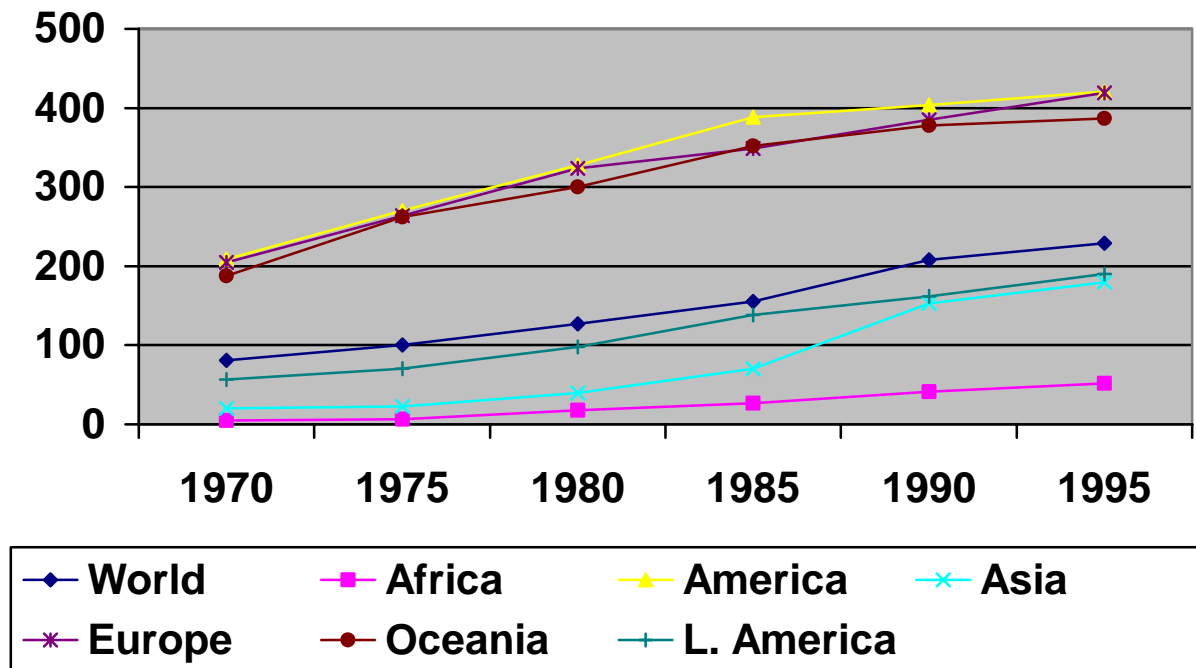
Source: UNESCO Statistical Yearbook 1999a.



The television is also a very strong medium of communication. However, it is more of an elitist medium, difficult to decode and very expensive to acquire. Its main disadvantage is that you need to be seated down to watch in order to make the full fascination of pictures and sound to accelerate a process of basic education especially for the young and illiterate people. This medium is limited in coverage to the majority of people. Depending on countries, programmes are mainly foreign, and are flighted unadapted to local situations and way of life.

In 1970, the number of television receivers was 4.6 per 1000 inhabitants for Africa. These have gradually increased over the years to 52 per 1000 persons by 1995 (UNESCO, 1999a). As indicated in the chart below, Africa is still at the bottom in terms of television use in communication compared to either developed or other developing countries. However, it is not uncommon to find most of a small village crowded around the only television, which is often powered by a car battery or small generator.

**Figure 3: Number of TV Receivers per 1000 Inhabitants 1970 to 1995**



Source: UNESCO Statistical Yearbook 1999a.

Wessberg (1999) noted that radio and television rely mainly on time honoured forms of expression: music, acting, live expression, story telling and debate. They reflect the continuation of old-age cultural traditions. They combine technology based change with a long history of cultural tradition and it is precisely this encounter between the very newest and the very oldest that makes the audio-visual mass media a unique meeting point in the emerging information society.

Radio and television broadcasting reach people who could not even read a newspaper but whose minds are alert and sensitive to culture in all its forms. In European societies, the basic services of radio and television are available to everyone, and in practice, all members of society fall within the sphere of influence of these media.

Radio and television channels broadcast programmes with elements of familiarity, belonging and continuity. They provide their audiences with identifiable points to which they can relate personal memories, common experiences of delight and pleasure or of anguish and sorrow (Wessberg, 1999). Viewing television and listening to the radio, people manifest their solidarity and feel that they belong to a group.

Educational levels of radio and television audiences are lower in comparison with those of newspaper readers and internet users. A subscriber to a newspaper cannot be illiterate, in contrast to a radio listener or television viewer. It is also true that listening to the radio or watching television is less costly than subscribing to a newspaper or using the Internet. The audience for satellite broadcasts are confined to the elite (Multi Choice's DSTV) who can afford the equipment and subscription fees.

Radio and television are still the most available information communications technology (ICTs) in the world, and their development still has good prospects in both developed and developing countries.

## **INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)**

Under the concept of globalization, there have been rapid developments in information technology over the last few years. The introduction of the Internet, the email, fax, independent video productions, electronic games, cellphone and an increased use of the fixed telephone have raised a number of questions on the impact of such advances on African countries in terms of culture and the development process as a whole.

### **The Internet**

Internet users are predominantly urban and located in certain regions. They are mostly young, better educated and wealthier. The majority of them are male. Men make up 86% of users in Ethiopia, 83% in Senegal, 70% in China, 67% in France and 62% in Latin America (UNDP, 2001).

The Internet has a big role to play because it escapes the technical and legal barriers set up by governments. It is a medium with its own audience, and a source of information for the other media. It facilitates genuine debate among people united by a common topic or interest. More than 75% of Internet users live in high income OECD countries which contain 14% of the world's population.

### **Internet Users as a Percentage of Population**

	<b>1998</b>	<b>2000</b>
United States of America	26.3	54.3
High Income OECD (exc. USA)	6.9	28.2
Latin America & Caribbean	0.8	3.2
East Asia and the Pacific	0.5	2.3
Eastern Europe and CIS	0.8	3.9
Arab States	0.2	0.6
Sub-Saharan Africa	0.1	0.4
South Asia	0.04	0.4
World	2.4	6.7

---

Source: UNDP Human Development Report 2001

Main problems associated with the Internet are to do with piracy of intellectual property; gambling; invasion of privacy (unsolicited electronic communications); misuse of personal information in database; commercial crime; harmful communications; hacking or cracking (illegal entry into private and government computers) etc.

Internet needs the strongest protection from governmental institutions. While Africa and other developing regions now enjoy access to worldwide information, they have opened themselves to the danger of the destruction of their own culture, traditional norms, values, and lifestyles due to the imbalance that exists in the flow of information, ideas and images from developed countries. Because developing countries lack the resources to compete, they may also be left open to greater exploitation of cultural assets, including traditional art forms and folklore, which are still not protected by existing copyright laws (UNESCO, 1998). The greatest challenge for Africa's Internet connectivity is not access, but content because there is a dearth of information for Africa from Africa.

However, inventive use of the Internet can increase incomes in developing countries. Where problems of the community are rooted in lack of information, new solutions are emerging. In Ginnack, a remote island on the Gambia River, nurses use a digital camera to record patients' symptoms. The pictures are sent to a nearby town for diagnosis.

The successful development of the Internet in a given region still depends on the adequate development of telecommunications infrastructures and sufficient per capita income.

### **Telecommunications**

Telecommunications include wired and wireless telephony: different mobile services, cellular telephones and paging; voice and data transmission, integrated services Digital Networks (ISDN). Existing telephone networks are also used as a complement to computer networks, including the Internet and other wide area networks (WANs).

These facilities are concentrated mainly in urban areas. Sub-Saharan Africa is the least developed in terms of infrastructure. High levels of variability also exist among countries. For

example, Botswana and Rwanda have made telecommunications a priority (Jensen, 1999). Countries of the Sahel and Central Africa, such as Mali, the Niger, and the Democratic Republic of Congo have less than 2 telephone lines for every 1000 people. North Africa and South Africa have a teledensity of around 35 per 1000 persons. West and East African coastal countries have densities of between 2.5 and 10 per 1000 people.

#### **Telephone Lines per 1000 Inhabitants**

	<b>1990</b>	<b>1999</b>
South Asia	8	32
Arab States	16	68
East Asia and the Pacific	38	88
Latin America and the Caribbean	60	140
High OECD Countries	462	580

---

Source: UNDP Human Development Report, 2001.

#### **Telephone Mainlines, Cellular Subscribers and Internet Hosts per 1000 Inhabitants**

<b>Hosts</b>	<b>T/phone Mainlines</b>		<b>Cellular Subscribers</b>		<b>Internet</b>	
	<b>1990</b>	<b>1999</b>	<b>1990</b>	<b>1999</b>	<b>1995</b>	<b>2000</b>
Developing Countries	22	69	-	34	0.1	1.0
Least Developed Countries	3	5	0	1	-	-
Sub-Saharan Africa	-	-	-	-	0.1	0.6
Eastern Europe and the CIS	125	205	-	35	0.3	4.7
OECD Countries	392	509	10	322	8.4	75.0
Arab States	34	69	-	17	-	0.4
East Asia and the Pacific	17	85	-	45	0.1	0.6
L. America and the Caribbean	63	131	-	82	0.2	5.6
South Asia	7	29	-	2	-	0.1

---

Source: UNDP Human Development Report, 2001.

Africa has only 2% of the worlds' telephones translating to fewer than two telephones per 100 inhabitants. On average there is one telephone line for every 200 people. In Mali, Niger and Zaire there is one line for every 1000 people (World bank, 2000).

While there is one main line connection for every two people in OECD countries, there is just one for every 15 in developing countries, and one in every 200 in the least developed countries. Such disparities hinder Internet connections. Between 1990 and 1999, mainline density increased from 22 to 69 per 1000 people in developing countries, (UNDP, 2001).

### **Some problems Associated with ICTs**

Information technology has potential benefits in terms of business promotion, improving health and human development, educational development, etc. But there are also some elements of information related to culture of some countries that might offend either the religious or political agenda of some governments as people adopt other people's culture, world views and identities. In Zimbabwe concern has been expressed on flow of undesirable information such as pornography and violence that may contaminate the values, ethics and morals of a society particularly the youth. This high technology is mainly urban based, and this may further alienate rural areas, unless community based information centres in established in such areas.

Because of the nature of the media sphere today, many people remain voiceless and unheard. Control of the most powerful media tools is still concentrated in the hands of a few, whether nationally or internationally, in private or public ownership. Such dominance raises the critical issue of cultural dominance. It is not surprising that the most affluent societies have managed to export not only the technology, but also their culture, which might not be in tandem with the receiving nations.

Just like other industrial sectors, ICTs are affected by a great deal of merger activity. The largest transactions in 1998 include the SBC Communications Merger with Ameritech, AT and T with Telecommunications, Worldcom with MCI Comm, Nothern Telecom with Bay Networks and Alcatel with Digital Service Corporation. There is a high degree of concentration in this industry. In the telecommunications equipment market for example 50% of all sales are controlled by only five companies. In the market of public telephone switching equipment, five

firms (Alcatel, Siemens, Lucent, Ericson and Nortel) control 76% of all activity. The major companies that carry the bulk of international telephone traffic have also formed global alliance (Concert Communications Company – British Telecom and WorldCom-MCI; Global One-Deutsche Telekom, France Telecom, and Sprint USA; Unisource-Telia of Sweden, Royal KPN, the Swiss PTT and Telefonica; Cable and Wireless-a UK based company with interests in over 25 public telephone operators throughout the world). These four alliances are responsible for some 30% of worldwide telecommunication services revenues. Another example of concentration is provided by Internet traffic (Internet Service Provider (ISP), Netscape etc (UNESCO, 1999).

The economic benefits that may accrue from the development and deployment of ICTs are unequally distributed throughout the world. The ICT gap between developed and developing countries is widening and will be a major obstacle to the integration of all countries into the so-called Global Information Society. The density of telephone lines per 100 inhabitants is also very unequally distributed. Where as the world average is 12.88 lines per 100 inhabitants, Europe provides 34.6, the USA 63.9, Japan 48.9 and Africa 1.85. Another indicator of this gap is the revenue from telecommunication services, which reached a world total of 620 000 million in 1996. Europe the united States and Japan benefited 77% of these revenues while Africa received 1.5%. This is the same with investments in this sector where 67% of investments went these countries while Africa was responsible for 1.7% (UNESCO, 1999).

A particularly skewed distribution of ICT resources and use concerns women and other vulnerable groups such as older persons and the disabled. The problem is the fact that ICT skills are linked almost completely to literacy. This situation affects women particularly, since illiteracy rates around the world indicate that women are worse off compared to men. The needs of illiterates in the developing world are still completely ignored. Women are disadvantaged also because their numbers in enrolment for science and technology education lag far behind the figures for male enrolment. In most developing countries vulnerable groups (women, older persons and the disabled) are disadvantaged in terms of scientific and technological literacy, in terms of opportunities for education and training for the acquisition of technical skills, and in terms of real access to information and knowledge.

Whatever the economic benefits of ICT deployment may be, at the present time the worldwide distribution of ICT resources is enormously unequal in terms of availability, accessibility and affordability of equipment and services as well as the mastery of technical and managerial skills. These disparities are not only between affluent and developing countries, but are also among different social groups within all countries. These disparities are growing throughout the world rather than diminishing.

### **Benefits of ICT**

Although the debate about the contribution of ICT-related industries and the deployment of ICTs in market related sectors to overall economic growth continues, there is a good deal of evidence that ICTs play an important role in national and international economies. Across all industries, there has been a strong growth of investments in ICT applications. Spending on ICT equipment as part of overall spending on business equipment has grown dramatically in most industrial countries.

UNESCO (1999) has noted the effectiveness of ICTs in education. ICT mediated instruction delivered through a technological channel such as television and radio, or a computer network is as effective as traditional face-to-face instruction. ICT is changing the role of the teacher from a disseminator of information to a learning facilitator, enabling students to learn by doing. Students and teachers can easily access remote resources electronically accessible on the Internet. It also increases educational collaboration between individuals and groups of people. Educational programmes can be delivered anywhere in the world and can help individuals learn through their life. For example, advice and reading materials from the University of South Africa to students in other African countries; and the African Virtual University now brings top quality scientific training and online reference materials to 13 countries in Africa. However, assessing cost effectiveness of ICTs in education is difficult for at least four reasons; (1) lack of meaningful data (2) variability in the use of ICTs (3) difficulty of generalizing from specific programmes (4) difficulty of assessing the value of qualitative educational differences.



ICTs bring about greater transparency in planning and transactions in making markets and institutions work better. In Morocco, the Ministries of finance and Planning have used information and communications technology to make the budget process more efficient, creating a common platform to share data on tax revenue, auditing and spending management. The time required to prepare a budget has been halved, and budgets better reflect actual revenue and spending.

The Internet, the wireless telephone and other information and communications technology enable people to communicate and obtain information in ways never before possible. It increases participation in decisions that affect their lives. ICTs provide powerful new ways for citizens to demand accountability from their Governments and in the use of public resources.

ICTs could also improve health care. Could provide health workers with rapid information exchange, conferencing and distance learning, as well as immediate access to advice and diagnostic assistance. In Mozambique, the Faculty of Medicine in Maputo is developing a local teleconsultation service that transfers images to doctors in other hospitals (World bank, 2000).

## **POSTAL SERVICES**

Postal services are the most traditional communication technology (Anashin, 1999). However, it is steadily declining due to new/contemporary technology which is faster, more reliable and cheaper solutions. This service will continue to play an important role at least in the near future as it is the only communications technology which can ensure the delivery of original documents. Even though digitally signed messages can be send by email, this is not yet legally recognized by many countries.

It remains a means to distribute newspapers and other printed material. Even the most developed Internet users read through the 'original' newspaper at the breakfast table rather than looking at a computer monitor for a news item.

## **IMPLICATIONS FOR DEVELOPMENT IN AFRICA**

Most of the communication media within Africa are urban oriented whereas the development programmes of most African countries are rural oriented. The majority of the population has not even made a telephone call in their lives. Only 2.5% of the world's televisions are on the sub-continent and, excluding South Africa, one person in 9000 has access to the Internet, (Jensen, 1999). In 1996, Africa had more than 104 million radios or 19.8 per 100 people compared to 3.6 televisions sets and 0.3 personal computers per 100 persons (World Bank, 2000). Irregular or non-existent electricity supplies further compound these problems. Electricity has not reached some 2 billion people, a third of the world's population. In 1998 average electricity consumption in South Asia and sub-Saharan Africa was less than one tenth that in OECD countries (UNDP, 2001). Another main problem is that most tax regimes still treat ICTs as luxury items

Telecommunications and Internet costs are particularly high in developing countries. Monthly internet access charges amount to 1.2% of average monthly income for a typical US user compared with 614% in Madagascar, 278% in Nepal, 191% in Bangladesh and 60% in Sri Lanka (UNDP, 2001). With such high costs, community learning centers make telephones, computers, and the Internet more accessible and more affordable for more people. A big part of the reason for the high costs is that most countries have had state monopolies for telecommunications services. Without competition their prices remain high.

If society has no culture of reading then using newspapers as the main vehicle of communication for developmental programmes may not be the best. The radio resembles more the traditional folklore telling gatherings and may be the best medium to manipulate.

The use of local means of communication such as popular theatre, stories, songs, dances, drama, and the word of mouth through traditional leadership and party structures need to be strengthened. Importance here could be given to indigenous languages through literary, cinematography, musical productions, in the press, on the radio, and in education. When a choice exists, local programmes tend to be rated highly compared to imports.

Above all, a multi media approach is the best to be adopted. This will entail the use of the best medium of communication for a specific target audience. There is need for originality in all forms of programming, writing, film production, theatrical productions etc, with an objective to reflect our rich cultural heritage, with our own voices and our own images.

The report of the World Commission on Culture and Development proposed that public resources be used to promote a publicly defined global media system that would allow many voices to be heard and many different points of view to be expressed. The airwaves should be seen as a collective asset, a 'global commons'.

On recognizing that the most cultural policies remain focused on the arts and heritage, the Commission suggested a broader and more interactive framework for arts and heritage policies. These include the economics of culture, policy challenges in urban settings, the need for more pluralistic fostering of individual and group creativity, and the urgency of forging new alliances to fund cultural activities in response to an ever-growing level of social demand. This support in itself is an investment in human development.

As we discuss globalization and developments in information technology, we talk of the domination of indigenous cultures by the media, there is need therefore to find out how we can make our own culture pro-active and counter the negative impacts from imported cultures. There is a critical need, therefore, to take into cognisance the current debate on viewing cultural rights as human rights.

Cocca (1968) noted that the rapid development in education requires cultural exchanges. The use of music on radio and television creates a language so singular in character that any man, even least educated, can feel it with all its force and sweetness. The dance also is an art complete in itself and deserves a leading place in regional and international television programmes. It is one of the most expressive arts used traditionally that can be strengthened today via the new communication networks. These cultural programmes need to reach each individual's home. The benefits of such programmes are to develop human contacts, advancement of science and international and regional understanding.

Constraints on the information/communication approach include political and technical constraints (McAnany (1980). There are very high costs involved to reach the hard to reach mass of rural people. It is difficult to know how much difference information can make on the structural constraints of rural areas. The rural people may doubt the credibility of the source of information.

All over the world and in Africa in particular, people have high hopes that these new technologies will lead to healthier lives, greater social freedoms, increased knowledge and more productive livelihoods.

## **INDICATORS**

An important reason for the difficulty in measuring productivity is that information, and communication technology are used to produce an intermediate good or product, which is information. The value of information in use varies dramatically depending upon the context. A further complication for a full global assessment is that most of the developing countries still have to begin the process of harnessing ICTs to their development goals. Another problem is that ICT deployment and economic growth have a dialectical relationship so that there are no unilateral causal links. Economic growth may be partly as a result of the growth in the use of ICTs, but then the proliferation of ICTs is itself dependent upon the availability of economic resources. If the definition of development is extended beyond mere economic growth, the assessment is complicated even further. However, two measures may be used as indicators measuring and evaluating the success of utilizing the methodological instruments for incorporating cultural factors in communication and development process. These are:

1. The size of the budget allocated to the effort by government.
2. On the interpersonal level, the communication of a variety of information can be traced through social networks. These are a part of a traditional structure of rural communications that still function as they always have. They serve as communication networks for the kinds of content that usually flow in a neighbourhood. Although such networks, as well as folk

media, could be used to transmit other kinds of development information, no successful formula has yet been devised to tap into this potentially rich resource on a large scale.

## **RECOMMENDATIONS AND SUGGESTIONS**

### **TRAINING**

1. Training and research in the media of film, radio and television broadcasting, printing and all the other new techniques for cultural communication.
2. Establish centers that train policymakers and government and private users, and provide opportunities for advanced training at existing regional centers of excellence.
3. Offer training that uses distance learning technology to introduce users and policy makers to the creative use of existing infrastructure.

### **GENERAL**

1. There is also need for an inter-disciplinary approach to research and evaluation of communicated developmental programmes so as to assess their impact on society. This brings out the critical role of Research Institutions.
2. ICTs could develop devices based on sound, touch, images or symbols, which do not require literacy. This is an attempt to use traditional media and networks to introduce new information and behavioural change.
3. Setting up of rural information centers for local communication and Internet access using solar and electricity power, and wired and wireless communications.
4. Promote cultural and linguistic diversity in and for information society. The importance of language, cultural meaning, and cultural identity as universal heritage. The disappearance of any language means an impoverishment of a shared reservoir of knowledge and tools for communication. Hence mother-tongue education is indispensable, and should be followed up by multi-lingualism in education for all, (UNESCO, 1998).

5. Governments need to establish a broad ICT strategy in partnership with all key stakeholders, identifying areas where coordination will make a difference.
6. African countries must integrate traditional broadcast technology with new Internet tools in a way that meets social, economic and political needs. Africa requires both high-tech solutions such as satellites and low-tech solutions such as wind-up radios, and low cost community telecentres where poor people can make telephone calls and receive faxes and emails.
7. Developing the knowledge to apply the technology to local settings, improving relevant infrastructure, promoting equitable access, creating enabling environments for the development and flow of the necessary content and knowledge.
8. African governments must promote competitive telecommunications industry and educate their people in information and communications technology.
9. Improve infrastructure to accommodate the growth in demand for multitude of services now available.

## **CONCLUSION**

This discussion brings out the fears that the technologies might actually widen the already savage inequalities between North and South, rich and poor. Without innovative public policy, these technologies could become a source of exclusion, not a toll of progress. The needs of the poor could remain neglected, new global risks left unmanaged. But managed well, the rewards could be greater than the risks.

The policy challenge posed by ICTs in Africa is to create mass awareness of how it works and what it can do, to foster indigenous capacity and research, and to identify ways to achieve universal access to service. Meeting this challenge requires education. In primary and secondary schools, this can be done through school networking programmes. In universities, capacity must be enhanced in applying new technology for research, teaching and learning. Lifelong learning

must be offered through community centers and school and university networks that promote equal access to all (World Bank, 2000).

Effective participation in the information society and the mastery by everyone of information and communications technology constitute a significant dimension of any cultural policy. The key for achieving the economies of scale needed to lower costs and attract sufficient private investment is regional and international collaboration.

### **BIBLIOGRAPHY**

- Cocca, A. A. 1968. *Benefits of World Exchanges in UNESCO Communication in The Space: The Use of Satellites by the Mass Media.* UNESCO. Amsterdam.
- Inglis, F. 1990. *Media Theory: An Introduction.* Blackwell Publishers, Oxford.
- Furusa, M. 1999. *Cultural Dimensions of Globalisation. A working paper for The Zimbabwe Human Development Report - 1999.*
- Hannerz, U. 1992. *Cultural Complexities: Studies in Social Organisation of Meaning.* Columbia University Press, New York.

- Knuth Ruth. 1996. *Culture and Communication*. Paper presented at a UNESCO workshop on Culture and Information, Harare, August 14 – 16.
- McAnany, E.G. 1980. *The Role of Information in Communicating with the Rural Poor: Some Reflections* in McAnany (ed) Communications in the Rural Third World: The Role of Information in Development. Praeger Publications, New York
- Todaro, M.P. 1992. Economics for a Developing Country World: An Introduction to Principles, Problems and Policies for Development. Longman, London.
- UNCTAD/NGLS. 1992. Voices from Africa. United Nations Non-Governmental Liaison Service, Issue Number 4. Geneva.
- UNDP. 2001. Human Development Report 2001. Oxford University Press, Oxford.
- UNESCO. 1994. World Decade for Cultural Development 1988- 1997. World Decade Secretariat. CLT.DEC/PRO-94/01.
- UNESCO. 1998. Intergovernmental Conference on Cultural Policies for Development. UNESCO, CLT- 98/Conf.210/5. Stockholm, Sweden, 30 March - 2 April, 1998.



- UNESCO. 1999. World Communication and Information Report 1999 to 2000. UNESCO PUBLISHING, France.
- UNESCO. 1999a. UNESCO Statistical Yearbook. UNESCO Publishing, France.
- Vansina, J. 1985. Oral Tradition as History. James Currey, London.
- World Bank. 2000. Can Africa Claim the 21<sup>st</sup> Century. World Bank, Washington, DC.
- World Commission on Culture and Development  
1995. Our Creative Diversity. Summarised Fact Sheet, UNESCO, Paris.
- Zwizwai, B. M. 1999. *Science and Technology in the era of Globalisation: Implications for Human Development in Zimbabwe*. A working paper for the Zimbabwe Human Development Report - 1999.