Background paper prepared for the

*Education for All Global Monitoring Report 2008*

*Education for All by 2015: will we make it?*

**Review of global-regional media trends and developments since 1990 and how they are affecting “Education for All”**

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The good news:

Global trends in the media and its role in Education for All

Karen MacGregor

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Media in their various forms – television, newspapers, radio and the Internet – play key roles in education in ways ranging from news coverage of education issues, and using media (for instance newspapers and documentaries) as a classroom resource, to media as a ‘vehicle’ for delivering learning materials such as educational supplements, television or radio programmes. Once the preserve of higher education, distance learning via multi-media is now also supporting education at the school level, while a burgeoning mass of educational resources are available to growing numbers of people via the Internet and World Wide Web.

The rapid spread of information and communications technologies (ICTs) is extending the reach of media to all corners of the globe, and along with improving levels of global literacy, is expanding access to educational opportunities for a fast-increasing proportion of the world’s people, including in developing countries. Future advances in cell phone technology and other forms of ICTs are likely to expand the media’s reach even further.

Media companies and associations – often in partnership with governments, business, non-governmental organisations, international organisations or donor agencies – are supporting education in many ways that promote Education For All (EFA), although not always consciously so. The following are a few examples applied to the six (abbreviated) EFA goals:

1. Expanding and improving early childhood care and education: Media articles and programmes have raised public awareness of the value of early learning to the cognitive and physical development of children, and have pressured governments to extend this level of education to the public education sector in some countries.

2. Ensuring universal access to free and compulsory primary education: Television soap operas and reports on out-of-school children, radio stations and newspapers have promoted awareness among people and governments of the importance of enrolling all children in primary education, and building enough schools to take them.

3. Ensuring that youth have access to learning and life skills programmes: Distance learning courses and the Internet are making lifelong learning more accessible and affordable to young people, while community radio stations impart life skills and the news media provides information on careers, job trends, colleges and courses.

4. Achieving a 50 percent improvement in adult literacy and equitable access to adult education: Newspapers are commonly used in literacy programmes, while television is a powerful medium for literacy messages – in the 1970s a Mexican soap opera is said to have grown enrolment in literacy classes by 63 percent, or 800,000 people.

5. Eliminating gender disparities and achieving gender equality in education: The media in many countries has played a powerful role in promoting equal education for girls, and by generating information and educational materials that are accessible to girls, have themselves promoted greater gender equity in education.

6. Improving all aspects of education quality: There are a myriad ways in which media have supported quality improvements in education, ranging from supplements in newspapers and educational television to free education resources on the Internet and the use of newspapers and films to support learning in the classroom.
This background paper to the Education for All Global Monitoring Report 2008 attempts to review some of the roles of the media in development and in education, global and regional media trends and advances in the past decade, and how they are affecting Education for All – particularly in developing regions that face the greatest EFA challenges.

The roles of the media in helping to attain EFA goals, and how media developments are impacting on EFA efforts, have not been explored in previous editions of the Global Monitoring Report. This paper is an early effort to engage with these issues. It is argued that media could be used to greater effect in efforts to improve access to and the quality of education in countries striving to achieve EFA, in various ways including those envisaged in the Dakar Framework for Action (UNESCO 2000), which states that:

“News media should also be engaged to create and strengthen partnerships with education systems, through the promotion of local newspapers, informed coverage of education issues and continuing education programmes via public service broadcasting.”

The paper first looks at roles of media in education. It then describes global media trends and developments in the past decade and how they have impacted – or may in future affect – progression towards EFA goals. It highlights positive examples of the media’s involvement in education, that could be considered for emulation elsewhere, and outlines a number of challenges that could hamper the work of media in education in future. Finally, the paper looks at media and ICT (understood to refer to the convergence of telecommunications and computing technologies) policies as they relate to education and to EFA goals, and at ways of evaluating the impacts of media involvement in education programmes.

The information that the paper contains is based on reading and research, and interviews with some individuals and organisations involved in progressive media activities that relate to EFA goals. Positive examples of how the media – especially in partnership with national governments, international agencies, donors, business and NGOs – can become involved in and assist progress towards EFA, are identified and described in brief case studies. The paper focuses mostly but not exclusively on regions that face the greatest EFA challenges, and . It also strives to cover as many media as possible, including television, print, radio, the Internet and the World Wide Web.

Before looking at various roles of the media in education specifically, it is useful briefly to outline the media’s involvement in development programmes generally. This is so because the media’s involvement in development is frequently educational or at least communicative and informative; because development and education are closely linked – it has frequently been argued that one is not possible without the other; and because media can play a major role in shaping public attitudes and in giving voice to the vulnerable and the disadvantaged, which will be crucial if EFA goals are to be realised in regions that face EFA challenges.

1- Media and development

“Media can help shape an open and more democratic society, and importantly they can also help reach more concrete goals. They can make a difference by: changing stereotyped attitudes about poverty, women, marginalised groups or minorities; expressing the interests or needs of people who normally have no channel for expression; raising issues which otherwise are not in the public domain. Many programmes work with media, not just to improve media coverage but to improve the attention and quality given to development issues by the media.”
So writes Adam Burke in a *Communications and Development* guide compiled for Britain’s Department for International Development in 1999. Burke’s guide links media strategies to development programmes generally, but his arguments are pertinent to education and, given a focus on woman and marginalised groups, perhaps especially to EFA goals. Burke argues that communications and media ‘are central to rights-based approaches to development’.

“The main point is that high quality and sensitive communications can make a real positive difference to development work across all sectors.”

The media is part of Burke’s broader definition of communication as referring to ‘exchanges of information between all stakeholders, especially those who are poor and excluded’, along with participatory mechanisms, service delivery, advocacy, civil society building, research dissemination and networking initiatives. He writes:

“The inter-relationship between poverty and lack of access to relevant information is often strong; useful information, like useful education, produces short term improvements in people’s lives, and it also builds longer term capacity.

People not only have a right to express their needs and concerns, but doing so improves service provision and can help to create ‘open and responsive government’. Media and communications strategies support the advocacy activities of civil society groups and their efforts to influence policy decisions, and are ‘central to accountable and inclusive societies’. Development programmes with mass media strategies can articulate issues of interest to the poor, as well as provide a ‘platform for the views of poorer people’ and help them to influence decision-makers. ‘Role models, interviews, discussions, and fictional formats all provide ordinary listeners [or readers or viewers] with experiences that they relate to’.

Use of the mass media – television, radio, print and now also the Internet – can ‘fulfill a variety of development aims’, while alternative media (such as community radio) can provide opportunities for people to express themselves and share information. Mass media are able to reach large numbers of people and drama, especially in the form of television or radio soap operas or serials, can be very effective in building an audience, sustaining interest and imparting important (educational) messages to the public.

“Although in many ways the ultimate top-down formats, television and radio can be made more involved through tried and tested methods including community radio stations, open interviews, and audience competitions. Media can be successfully combined with more conventional techniques, and can be especially effective when on-the-ground activity is coupled with mass media intervention.”

Information and communication activities are often ‘bolted on’ to programmes or are isolated initiatives, Burke argues, but ‘thinking of access to information as a right held by the poor’ helps to integrate communications initiatives into projects and improve their success. To use media and communications effectively, it is necessary to define a project’s audience precisely, find out what sources of information they normally use in their daily lives, and take the needs of all stakeholders into account as different sets of people might need specific media initiatives. Using more than one communication channel is often effective, and care should be taken to use appropriate media and equipment. The success of initiatives often depends on the extent to which people feel involved in them:

“The distance between people and communications can be reduced, by using media that allow for participation, by choosing indigenous media which people associate with, or by involving people in the creation of the media.”

Media and communications strategies, especially when they involve poor people, can kick
up challenges such as language barriers, lack of literacy, remoteness and the unavailability of mass media. The optimal use of mass media, Burke points out, ‘demands careful thought and the conditions under which it is applies vary greatly between different countries’. It is often advisable to use consultants or NGOs with media experience. Communication strategies must be appropriate to the context and should ensure that ‘even straightforward messages are carefully formulated’. Lack of information and lack of power go hand in hand. At the local level, information can be used as a tool of domination by people who retain a monopoly over it. At the national level, as Burke argues, governments often try to control media in order to control information:

“The contested nature of media and the information they convey should not be ignored in development programmes. By increasing the number of people who can access media, both to express views and to obtain information, power relations are effectively challenged. Giving this access to poorer or marginalised groups can greatly increase their capacity to escape from poverty.”

2- Roles for the media

The roles of media in education are important now and could become more so in the future. However, some media trends might undermine the public interest and social responsibility imperatives of the Fourth Estate – such as growing competition from privately owned media to public broadcasters that are decreasingly state-subsidised, and the concentration of mass media ownership in the hands of a small number of global conglomerates.

For the purposes of investigating the media in education, it is useful to make distinctions between the different ways in which media are already involved. The following are three distinct, though often overlapping, roles that media currently perform in education:

- **Tools of learning**: The use of media products themselves for teaching and learning. For instance, the screening in classrooms of documentaries to support learning about history or nature, or the use of newspapers as an information and activities resource, to encourage independent and critical thinking, or to improve literacy.
- **Delivering education**: The use of media as a delivery vehicle for learning resources. For example, newspaper supplements with curriculum-related learning materials; educational television; and educational programmes broadcast by community radio. The rapid spread of ICTs offers major opportunities to broaden access to quality education at low cost in developing countries through distance education.
- **Covering education**: The traditional role of the media in: informing the public about education news and issues; holding governments accountable for improving education and meeting their own and international (including EFA) commitments; and raising public awareness and understanding of education (and EFA) issues.

The media is used in all these ways, and probably others, in education – including to encourage progress towards EFA goals.

### 2.1: Tools of learning

Media, including newspapers and radio and film, have been used as educational tools in classrooms around the world for decades. In addition, ‘media education’ is a study field of growing importance, teaching about the media itself as well imparting communication and media skills. Canadian teacher, author and media literacy expert, Barry Duncan (2007), points out that media are used for various purposes and contexts in the classroom:
“It is important to distinguish between ‘teaching about’ and ‘teaching through’ the media. Many teachers use media as audio-visual aids to support subject content-teaching, while teaching about media presupposes a critical approach, where media texts themselves are explored in terms of their form, strategies, organisation, referents, points of view and so on. However, there is no reason why both approaches can't co-exist to generate a thoughtful, culturally relevant curriculum.”

The use of media in classrooms has implications for EFA, especially its goal of improving quality, as media – perhaps especially newspapers, which can be sent to schools as an affordable education resource – can provide learning ‘texts’ in places where more formal resources, such as books and activities materials, are scarce.

Media education as a subject itself emerged during the 1960s. According to Barry Duncan, among other reasons this was in response to alarm at the amount of time children devoted to television – before the Internet, in some countries teenagers spent more time watching television than in the classroom. In 1986 Canada’s Ontario province became the first in North America to make media literacy ‘a mandatory part of the curriculum’ throughout schooling, and by the late 1990s ‘media literacy was embedded in provincial policy guidelines’ for all English or language arts programmes (Duncan 2007). The Ontario Association for Media Literacy (1989) defined media literacy thus:

"Media literacy is concerned with developing an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. It is education that aims to increase students' understanding and enjoyment of how the media work, how they produce meaning, how they are organised, and how they construct reality. Media literacy also aims to provide students with the ability to create media products."

Media products such as newspapers, documentaries and movies are commonly employed by teachers in many countries as aids to enrich their teaching across a range of subjects, to reward pupils, or to encourage independent and critical thinking. This section focuses on the American experience, gleaned from research among secondary schools teachers by Dr Renee Hobbs, a communications professor at Babson College in Wellesley, Massachusetts.

In 1996 Hobbs oversaw a telephone survey of 130 teachers, with demographics typifying the US's 1.3 million secondary school teacher population, to determine their uses of mass media materials in the classroom, the purposes to which media were put, and understanding of the term 'media literacy' among related things. Additional interviews identified the perspectives of teachers and media services professionals. While many teachers use media in the classroom, Hobbs reports, 'many more do not'.

The survey found television, video and films to be more widely used as teaching tools than any other media resources, including newspapers, magazines or computers. More than 40 percent of teachers described using media for ‘content delivery approaches’, with many referring to ‘specific media “texts” as a strategy for conveying subject matter, information, illustration or ideas’ (Hobbs 1996).

Nearly 12 percent of teachers reported employing media for current events learning, using newspapers and news magazines, setting quizzes, or requiring pupils to read something from a newspaper and summarise. Hobbs reports that “read the book, watch the movie” approaches represented about 10 percent of example responses, with teachers using a film or video of a work of literature after pupils read the original work – some focusing on literary adaptation techniques, others striving to assist weaker students, and others describing it as a ‘treat or reward after the "heavy" work of reading literature’.
Nearly 16 percent of the examples provided by teachers involved using ICT tools to create or analyse information. Some described pupils using computers or other technology to create media messages; others the ‘use of graphing calculators, spreadsheets and the internet’; and others involved students in creating messages using video. Six percent said they had used video to document pupil performance, such as debates, experiments or plays, and six percent noted the value of video or print to start a discussion or stimulate pupil writing. Only four percent described using videos to help teach foreign language skills. Hobbs writes:

“These examples suggest that teachers do make effective educational use of media as vehicles for delivering information content to students. While a number of teachers encourage students to use media and technology tools for communication, research, self-expression and problem-solving, these types of uses are far less ubiquitous.”

However, simply using media to convey curriculum content does not in itself develop ‘critical analysis, reasoning or communication skills’, unless explicitly designed to do so. Also, there appeared to be misuse of media in American schools, with 85 percent of teachers in the Hobbs survey reporting having observed teachers commonly using media for non-educational purposes. Media service professionals identified ‘inappropriate use of video’ as the most important problem that they routinely deal with. Hobbs lists common ‘misuses’, including that: pupils view videos with no chance to discuss, ask questions, pause or review material; the teacher disengages while a film is on so as to do ‘real work’; the teacher uses media viewing to reward the class; the teacher over-uses media to get pupils to pay attention to the subject matter; or the teacher uses video to keep kids quiet and under control.

Still, Hobbs concludes that when television, video and other media are used ‘with dynamic and vigorous interaction and engagement between students and teacher, significant learning experiences can result’ and, research has shown, student performance can be enhanced:

“Children grow up in a culture where most of their information and entertainment comes through the mass media. Teachers can promote intellectual growth and critical thinking by using television and video materials wisely, and teachers can help students to gain media literacy skills by asking critical questions about media messages, comparing newspapers to TV news, analysing documentaries in geography or science class, or studying television and film adaptations in literature class.”

Hobbs recommends more teacher development ‘to deter the non-educational use of video’ as well as to teach a range of instructional strategies for use of media in the classroom in ways that ‘promote students’ ability to critically analyse the form and content of a media message’ and to create their own messages using information age tools.

Newspapers in Education

The practice of using adult newspapers as a teaching aid in the classroom dates back three centuries and ‘continues to grow today in both geographical reach and variety of approach’, according to the Paris-based World Association of Newspapers (WAN), which represents 18,000 newspapers in more than 100 countries.

In the United States the active promotion of what has become known as Newspapers in Education (NIE) is thought to have begun during the 1930s, when The New York Times and the Milwaukee Journal, launched projects offering newspapers to schools as ‘living textbooks’. European countries started NIE projects from the 1960s onwards.
In 1991 WAN set up a permanent Committee ‘to help meet a growing need for a global exchange of information and views on questions concerning the use of newspapers in education, and the general effort to encourage young people to become lifelong readers,’ according to Dr Aralynn Abare McMane, WAN’s Director of Young Readership Development.

That year WAN counted 27 NIE programmes worldwide – ‘mostly in Europe, where projects were reported in 10 countries’. WAN then set about helping to launch new NIE programmes in several countries, especially in Africa. There has since been an explosion in NIE, with more than 700 programmes in countries around the world.

The new millennium ushered in emphasis on new technologies, with NIE programmes ‘teaching the young to understand, master and create news via mobile telephone, computers and other delivery platforms’. Also, reports Dr McMane, new research:

“…shows that NIE programmes positively influence student motivation, attitudes, academic skills and classroom communications. The newspaper is current and relevant. It keeps students informed and helps to mould them into responsible and socially aware citizens.”

The Association’s NIE Development Project, supported by the Norske Skog paper company of Norway, has also started new programmes in South America, Africa, the Middle East, Europe and Asia, ‘bringing the worldwide total to more than 60 programmes by 2005’.

2.2: Delivering education

The media can and does play a significant role in delivering educational resources by, for example, publishing education supplements in newspapers that carry curriculum related classroom materials, screening educational programmes on radio and television, and placing teacher development and curricula resources on the Web.

In this ‘distance education’ way, as a delivery vehicle for education, media can assist in advancing EFA goals by, among other things, improving access to educational materials for learners at all levels – especially those in disadvantaged settings – and helping to raise educational quality by providing well conceived and designed learning resources.

John Daniel, former Assistant Director-General for Education at UNESCO and an expert in distance education, has long argued for greater use of media, ICTs and distance education to help achieve EFA targets in developing countries. At a Ministerial Review Meeting in Beijing in 2001, he argued:

“Now that the credibility of distance education has been established beyond doubt the time is ripe to apply it to the challenges of Education for All.”

Daniel (2002) argues that there are three main concerns about education today – access, quality and cost. Traditional methods of education cannot resolve all three of problems, which lie at the heart of EFA goals. For instance, developing countries can squeeze more children into classrooms: this will improve access to primary education and reduce costs, but it will also lower quality as the teacher struggles to cope with large classes. He contends that the appropriate use of media and new technologies can help overcome these challenges.

Daniel listed six propositions:

Proposition 1: That distance education ‘makes it possible to have wider access, higher quality and lower costs all at the same time’, by achieving economies of scale in major parts
of the educational process which in turn can produce ‘quality of scale’. With their large populations, developing countries are well placed to benefit from distance education:

“When you are operating at scale you can afford to make a large investment in key parts of the system, such as the learning materials or the supporting technical infrastructure. This allows you to create high quality. Finally you can lower the cost of the whole educational process if the economies of scale that you achieve are larger than the additional investment you make in quality.”

Daniel argues that two factors are helpful to achieving large scale, high quality and low cost distance education provision: strong political support, which all of the world’s big successful distance education projects (such as India’s Indira Gandhi National Open University) had from the start; and ‘intelligent partnerships with organisations outside education that can help deliver the technology required’, such as the UK Open University’s partnership with the BBC.

Proposition 2: Having established its credibility and success primarily at the university level, distance education can be extended to other levels and areas of education and training. In comparisons between good distance education and conventional education, tertiary quality assurance agencies have in recent years showed findings ‘almost universally favourable to distance education…That distance education began at the university level does not mean it can only be successful in higher education’ (Daniel 2001a).

Proposition 3: New ICTs are ‘an evolution and not a revolution from former distance education media’, have enormous potential to deploy distance education, and must be used to advance the EFA agenda. It is important, though, to ‘be hard-nosed about choosing media and methods that are appropriate to the particular challenge we are trying to meet. The technology must also be available within the country and have proved effective elsewhere’.

Proposition 4: Distance education allows ‘division of labour’ in the educational enterprise, and efforts then need to be directed towards ‘making each part as effective and scaleable as possible’. As Daniel (2001a) describes it, the division of labour is into a course team that brings ‘major intellectual and pedagogical power to bear on preparing learning materials’, and networks of teachers-tutors who assist large numbers of learners to use them, enabling the deployment of quality materials at scale.

Proposition 5: Distance education has great potential to help achieve EFA, and this has already been demonstrated in diverse ways in developing countries. Daniel (2001a) highlights the examples of Mexico and Brazil’s use of television for secondary education, and the use of distance education to train teachers in China, Nigeria, Bangladesh and Pakistan. ‘China, India, Indonesia, Pakistan and Bangladesh have open universities. India and Bangladesh also have open schools’. With developing countries needing to train millions of new teachers, distance education can help with both initial and in-service teacher training:

“...There is also a tremendous opportunity to use distance education for adult basic education, an area where division of labour and specialisation can be particularly effective in scaling up provision to address the needs of the world's 800 million adult illiterates.”

Proposition 6: Political commitment is crucial to the success of distance education using new technologies. Daniel (2001a) notes that such commitment is made easier today by the fact that ICTs are ‘very fashionable’ with all branches of government and with the public.

The use of media and ICTs as a delivery vehicle for education is, essentially, always a form of distance education, and there are many strong examples that will be elaborated on later. The challenge for EFA will be to extend the successes of distance education from higher
education into the classroom, especially in developing nations, many of which have the large populations that will enable them to capitalise on the economies of scale and quality gains that many open universities have already achieved. As Daniel (2002) notes:

“The story of the world’s open universities is the greatest educational success story of our generation...Internationally the 12 largest open universities enrol over three million students, a massive increase in access.”

India – A distance education revolution

In September 2004 India launched the world's first dedicated educational satellite, devoted exclusively to beaming distance learning to every corner of a country where one in three of over a billion people are illiterate. The $20 million EDUSAT was the world's first dedicated educational satellite, according to the Indian Space Research Organisation (ISRO).

India’s efforts to meet demands for greater access to education require 10,000 new schools a year. Meeting teaching needs on such a scale using conventional methods ‘will be impossible’, according to ISRO chair Madhavan Nair (Tata 2004).

So one of the world’s emerging economic giants turned to large-scale distance education. EDUSAT is a collaborative project of ISRO, the ministry of human resource development, state departments of education and the Indira Gandhi National Open University, whose vice-chancellor, HP Dixit, said:

“It will revolutionise education in our country.”

India had for years used two multi-purpose INSAT satellites to provide distance education. EDUSAT’s dedicated function is expected to significantly improve and expand the service to offer quality virtual learning across the country – including remote areas – to children and tertiary students, as well as adult literacy and teacher training.

EDUSAT carries six KU-band transponders and six extended C-band transponders, enabling it to broadcast to specific regions and to provide blanket coverage of the country. It can broadcast in local languages, with educational programmes screened on television sets installed in homes, schools and community halls via a simple low-cost receiver.

According to New Scientist (Tata 2004), EDUSAT initially provided one satellite link per beam, with each link catering for up to 200 classrooms. ‘When fully operational, 25 to 30 satellite links will broadcast to about 5,000 remote terminals’.

A year after its launch, virtual classrooms had become a reality, with the connection of more than a dozen teacher training centres and 50 government schools in Kerala state – one of 17 states to have requested EDUSAT elementary education networks (Iype 2005). Within the next few years India’s distance education is expected to cover 10,000 schools.

3.3: Covering education

The editorial function of the media is to produce and disseminate news, information and analysis on important public interest topics, such as education. In this ‘traditional’ capacity the media has a critical role to play in education – in informing the public about education news and issues, in raising public awareness and understanding of the importance of education (and EFA), and in holding governments accountable for improving education and meeting their own and international (including EFA) commitments.
There are many examples of how articles and programmes can promote progress towards EFA goals. For instance, reporting on the plights of out-of-school children and marginalised communities can shame governments into making efforts to extend access to education. Using statistics from reputable sources to draw international comparisons between the educational achievements of a home country and others at a similar stage of development, can prompt nations to question how their educational performance might be improved.

Importantly, the media is able influence the perceptions of the public in ways that encourage progress towards EFA goals, such as by illustrating the needs for gender equity and for all children to enrol in school. The media is in a position to raise issues and problems that can spur individuals, civil society, the private sector and governments into action to resolve them.

Adam Burke (1999) stresses that a rights-based approach to development sees the roles of media and communications as being not just about reaching the poor, the marginalised and the vulnerable (whose rights are often under threat or de facto non-existent) but also about ‘influencing a wide set of stakeholders, in order to improve the lives of the poorest’. For people or groups otherwise without access to the corridors of power, the mass media can be a highly effective channel through which to influence the decisions and policies of people high in government, the private sector and civil society. He writes:

“Media work can communicate to key stakeholders the importance of a particular issue, such as the rights of younger people or the rights that people have to demand good services from the government.”

The media’s public awareness and public interest roles in education, as in other fields, can be pursued in both ‘active’ and ‘passive’ ways.

The newsrooms of newspapers, radio, television and the Internet make their own choices regarding what is newsworthy and what is in the public interest – as organisations with an editorial policy, as businesses with commercial considerations in mind (such as what types of stories sell newspapers to a target audience), or as individual journalists influenced by their ‘news nose’ and their own backgrounds, beliefs or perceptions.

In order to be optimally effective, journalists need to be well trained and newsrooms well resourced, with tools of the profession (such as cells phones, computers and Internet connectivity) as well as with access to news and information. Editorial leaders and journalists need a rich understanding of what is going on in and behind the news, and ‘beat’ journalists – such as those covering education – need deep understanding of their fields and the skills to report on them accurately and insightfully.

There have been many efforts worldwide to improve the quality of education reporting, which could help to advance EFA goals. These include journalism training (at tertiary level and in-service training), mentoring, helping to equip newsrooms in developing countries, and the practices of awarding prizes for excellence in journalism, such as the Africa Education Journalism Awards of the Association for the Development of Education in Africa, and the Asia-Pacific MDGs Media Awards of the Asia-Pacific Institute for Broadcasting Development.

But newsrooms are also the ‘passive’ recipients of a huge and continuous barrage of news and information from a range of sources – among others, news agencies responding to events as they unfold, and the public relations departments of governments, businesses and civil society groups. As much as media set their own editorial agendas and help to shape the agendas of others, they are themselves also influenced on many levels. Therein lie many opportunities for people and organisations, such as those striving to advance EFA goals, to help set the editorial agendas of mass media in ways that promote their efforts. As Burke (1999) puts it:
“Many projects and sector programmes would benefit from a greater level of public awareness of their activities. Advertising is only one way to attempt this. It is often more suitable, effective (and cheaper) to attempt to place stories in the media, or to reach key stakeholders through organising a variety of events.”

It is important when dealing with the media, Burke stresses, to have a strategy, and a clear idea about what it is hoped will be achieved and who the target audiences are. That is why many private and public organisations employ public relations specialists. ‘Unfocused media interventions can be counterproductive, and the precise aim of the intervention will affect the design of the actual messages to be used’. Aims could include encouraging positive change in national policy ‘often based on specific rights’ by influencing policymakers or encouraging civil society engagement, improving public relations and increasing awareness of (EFA) efforts, or simply garnering support for a project (Burke 1999). Appropriate strategies and activities to pursue vary with circumstances and contexts.

**Reporting on EFA – Education Makes News!**

An innovative workshop-ready media training and resource kit, aimed at improving EFA awareness and understanding among journalists, providing them with information and honing their reporting skills, was published by UNESCO’s Education for All in 2004. It has since been rolled out through training workshops that have reached hundreds of journalists in developing countries, including in Africa and Asia.

A group of media and education experts were drawn from developing countries around the world to prepare *Education Makes News*, which was originally produced in collaboration with the Asia-Pacific Institute for Broadcasting and the Commonwealth of Learning. An improved and updated edition of the kit was launched in 2006 and is available free of charge as an interactive CD-Rom with printed handbook, and on the World Wide Web (UNESCO 2006). It features user-friendly computer based training technology.

*Education Makes News* has two primary objectives. The first is to encourage the media to highlight EFA goals locally, regionally and globally; and the second is to help improve reporting on education in developing regions where EFA faces major challenges.

It also aims to: develop the interest, knowledge and skills of media professionals in reporting on and investigating EFA news and issues; help journalists to create reports on EFA; share data and statistical resources; and reach decision makers, opinion shapers, education professionals, civil society groups and others with information about EFA initiatives.

Aside from media practitioners, other potential users of *Education Makes News* are EFA trainers and researchers, journalism lecturers and teachers, parliamentarians and education officials, community leaders seeking solutions to local education problems, and educationalists needing to stay abreast of global EFA developments.

**4- Global media trends and development**

The world’s media industry has undergone profound changes in the past decade, driven largely by technological advances, rising consumer demand, the growth of new markets (especially in China and India) and in recent years, strengthening of the global economy. People’s access to media is growing by the day – according to the UN’s International Telecommunications Union (ITU) ‘around 95 percent of the world’s population is covered by
terrestrial radio broadcast signals, 89 percent are covered by television service and 81 percent of the world’s population have access to either a mobile cellular signal, a telephone in their home or live within walking distance of telephone service’ (ITU 2003).

The media and entertainment sector in its various forms – including print, television, radio, film, music and new media – is huge and pervasive. According to ReportSure’s Global Media and Entertainment survey (2005), globally it was worth $1.2 trillion in 2003 and had grown by 4.2 percent over the previous year as a result of increased advertising and consumer spending, placing the industry back on a growth trajectory that had stalled in 2001.

The global media industry is dominated by the United States, which accounted for 42 percent of the market in 2003, according to ReportSure. Europe, the Middle East and Africa generated 34 percent of global media revenue, while Asia Pacific accounted for 19 percent, Latin America for three percent and Canada for two percent. Television is the biggest single business segment, followed by the print media (divided into newspaper and magazine segments), films and music (Table 1).

Table 1: Revenue generated by major business segments (US$ bn): 2003

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<th>Business segments</th>
<th>Revenue (US$ billions)</th>
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</thead>
<tbody>
<tr>
<td>Television</td>
<td>260.49</td>
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<tr>
<td>Newspaper publishing</td>
<td>189.00</td>
</tr>
<tr>
<td>Magazine publishing</td>
<td>80.70</td>
</tr>
<tr>
<td>Filmed entertainment</td>
<td>75.30</td>
</tr>
<tr>
<td>Recorded music</td>
<td>30.52</td>
</tr>
</tbody>
</table>

Source: ReportSure Global Media and Entertainment 2005

Today media and entertainment is one of the world’s leading industries, and technological and market forces are fuelling rapid growth and change, according to ReportSure (2005):

“New technologies, heightened levels of competition, shifts in consumer demand and online services – it is all happening in the media industry and happening now. However different these changes may seem, they are all working to reconfigure the media and entertainment industry.”

Trends and developments in media impact on its (current and potential) role in education generally, and in helping to achieve EFA goals, in a variety of ways. The following are some examples:

- The expanding reach of radio and television in developing countries is growing their role as accessible educational resources in regions where EFA faces its biggest challenges.
- Deregulation of the media in many countries has prompted an explosion of small radio stations that are providing locally-responsive communication channels with educational potential, especially community radio stations.
- The extension and lowering cost of satellite bandwidth is increasing programme choice and facilitating a growing volume of educational television.
- The print media sector, already widely used as an educational tool, is expanding in developing regions, thanks to the growth of their markets and improving literacy.
- Information and communications technologies are facilitating the provision of distance education to all levels of education systems, promising to assist three EFA challenges – to make lower cost, higher quality education more accessible.
- The rapid expansion of the Internet is enabling the easy delivery of news, information and educational resources to marginalised communities everywhere – often through schools or community media centres.
The growing portability of video and audio content is making the Web increasingly multi-media, enabling (educational) radio and film to be delivered and viewed online. Advances in ICTs are likely to enable educational material to be delivered to learners (children, youth and adults) in new ways in future through, for instance, cell phones. Less positively, mass media ownership is increasingly concentrated in the hands of a few global conglomerates, threatening to dampen diversity and squeeze profits at the expensive of socially responsive media. At the same time, public broadcasters – which have explicit educational roles – are under pressure from lowering (or no) subsidies and competition from private media.

The most dramatic media development of the past decade, the birth and expansion of the Internet and World Wide Web, has created a massive, user-friendly global vehicle for news, information and learning that a rapidly expanding number of people are accessing – over one billion now – as well as a means of delivering other forms of media such as film and music. The Internet is also forging a new relationship between the media and its audiences. No longer are people only passive receivers of information: through interactive websites and web-blogs, for instance, they are contributing to the creation of content.

Another significant trend has been a burgeoning of community radio, including in many countries that face EFA challenges, providing a new and appropriately local vehicle for educational delivery on a range of issues, from health and agriculture to school programmes. In many developing countries the growth and transformation of radio has rivalled the Internet as the most exciting media development since television, largely because it reaches nearly all adults. In sub-Saharan Africa, for instance, the number of community radio stations (non-profit radio with a social mandate) has grown from very few to some 750 in the past decade. South Africa, which used to have a handful of public and private stations, now has some 100 community stations, over a dozen commercial and 20 public radio stations reaching 92 percent of people over 16 years old. Community radio reaches more than 3.2 million of South Africa's 45 million people and more than 12 percent of the total radio audience.

However, as Adam Burke (1999) points out, while deregulation of media in many developing countries has allowed radio and television licenses to be issued to private companies and community groups to establish stations, bringing these electronic media closer to the people, this has also led – especially in the case of new private radio stations – to more media being more driven by commercial considerations.

Meanwhile, governments are increasingly asking their own public broadcasters 'to make a profit or at a minimum to break even', and in some countries state owned broadcasters have been sold to the private sector. These developments 'have contributed to the growing fragmentation of people's media access patterns', writes Burke (1999). People have more media choices, there has been increased 'penetration of external media' including cable television, satellite broadcasters and global newspapers, and the advent of ubiquitous new kinds of advertising and communications channels, such as billboards.

"The commercial imperatives mean that the free air time for development-based media that has been available in the past will be extremely difficult, if not impossible, to negotiate. Programmes will not have automatic national coverage, and will reach a lower proportion of the public unless shown simultaneously on all channels. A communication strategy based on fully funding and producing mass communication products will be decreasingly cost effective. Measures to improve this situation must aim to increase the developmental content of broadcasting in innovative ways. It will no longer be sufficient simply to produce material and expect the monopoly broadcaster to show it."
The following sections look at trends in different media sectors, their implications for education and potential roles in helping countries to meet EFA goals.

4.1: Television

Television is a powerful medium with key roles to play in education – in providing news and information, including about education issues, policies and developments; in the form of dramas, soap operas and other programmes with educational messages; and in the delivery of educational support programmes to the public and to schools.

Television has the greatest impact of all media: it is viewed by people for long periods, commonly between 14 and 28 hours a week; it is visual and entertaining; it can convey quite complex and educational ideas in understandable ways; and because of its impact it is influential among decision makers and governments.

The public broadcasters of many countries routinely provide locally-relevant and explicitly educational television, often to support subjects such as mathematics or science in schools or the distance education courses of open universities and teacher training centres. Films and documentaries produced for television are highly popular as teaching aids in the classroom, and television news and issues programmes are themselves educational.

A different but equally powerful role for television (and radio) in EFA are the ‘entertainment-education’ programmes that have reached tens of millions of people around the world since the 1970s, writes Deborah Smith in the *Monitor on Psychology* (2002). Stanford University psychologist Dr Albert Bandura’s social cognitive theory – that ‘people learn from role models whose behaviour they wish to emulate’ – launched a genre of television and radio dramas that aim to tackle a wide range of social issues and problems. These dramas:

“...feature characters who model ways to improve their lives. They also connect viewers with real-life services in their communities, all with the ultimate goal of fostering viewers' self-efficacy to, for example, promote the value of girls in China or encourage environmental responsibility in the Caribbean. Moreover, entertainment-education programs are often more popular than regular dramas.”

Adam Burke (1999) points out that television programmes are expensive to produce and do not always reach the poorest and most marginalised communities in developing countries – those who might need to receive EFA messages. Still, governments, international agencies such as UNESCO and broadcasters could usefully consider using ‘entertainment-education’ as a way to promote EFA goals such as early childhood care and education, skills and literacy improvements for youth and adults, and universal access to primary education.

**Mexico – Soap operas for EFA**

A legendary example of an ‘entertainment-education’ drama that dramatically increased public interest in adult literacy in Mexico during the 1970s, was *Ven Conmigo* (Come with me), a popular soap opera created by television executive Miguel Sabido.

The plot of the series of 30-minute soapies, screened five-days-a-week on Mexico’s largest commercial network Televisa, centred around the lives of adults attending a literacy class. The series was a huge success, and is reported to have grown enrolment in literacy classes by 63 percent, to over 800,000 students. Deborah Smith writes in *Monitor on Psychology* (2002):
“Not only did the show draw large audiences, but new enrolments in adult literacy programmes were nine times greater the year Ven Conmigo aired than the previous year. After one episode mentioned the national distribution centre that provided free literacy booklets, 25,000 people showed up the next day to get their copies.”

Sabido went on to refine his entertainment-education model, producing several more dramas that tackled pressing social problems in Mexico before distributing his model worldwide in collaboration with the non-profit group Populations Communications International (Smith 2002). Today hundreds of entertainment-education dramas have been produced in countries around the world, including on television and radio, in theatre and comic books.

Good television dramas can be expensive to produce, but highly effective in getting social messages – such as EFA goals – across to the public and in influencing public behaviour.

Television broadcast, cable and distribution is the media and entertainment industry’s single biggest sector. According to ReportSure, the sector grew by around US$60 billion in the five years to 2003 to generate revenues of US$260.49 billion worldwide. Like other media, television has been developing and changing rapidly (Reportsure 2005):

“The customisation of content to suit local tastes and preferences is one of the major reasons behind this growth The number of channels increased due to digital cable and digital satellite systems.”

These developments have implications for television’s role in education. For instance, the customisation of content for local consumption and a growing number of channels should facilitate the screening of locally appropriate educational television (where television networks are committed to educational content).

Also, the move to satellite systems is expanding the reach of television, including in developing countries where satellite offers quick (though not free) expansion of coverage. Satellite bandwidth is already being widely used in developing regions to broadcast a burgeoning range of television programming, including – and especially pertinent to EFA goals of increased access, quality and literacy – educational television.

4.2: The print media

The educational role of the print media has long been significant, as a purveyor of education news and information, and as a vehicle for the distribution of classroom support materials – especially before the advent of television, video, and the Internet. According to WAN’s Dr Aralynn Abare McMane, studies around the world indicate that effective use of newspapers in the classroom ‘will improve student performance, encourage better citizenship and nurture adult readers of newspapers’ (WAN 2007a).

Globally the newspaper industry is subject to opposing trends. The market is growing overall, particularly in developing regions, which face EFA challenges. At the same time, in the industrialised world (particularly North America), the take-up of new technologies, especially the Internet, is eroding the centuries-old newspaper industry, which many believe has been slow in adjusting to the ‘information age’ and migrating to digital media.

In 2005 the number of Americans who read news on the Internet daily topped 50 million – a surge ‘fuelled by the rise in home broadband connections’, according to the Washington DC-based Pew Research Center (Pew 2006). In a December 2005 survey Pew’s Internet and American Life Project found the Internet to be the primary news source of a major segment of people, ‘surpassing even television and newspapers as their source of choice’, especially
among American adults under the age of 36 with a high-speed Internet connection at home (implying that the Internet will dominate even more in future).

Competition from new media – as well as alternative sources and platforms such as blogs, gossip sites and consultants – has cut audiences, advertising income and jobs: Challenger, Gray and Christmas, a New York agency that tracks job cuts, reports that the number of planned job cuts in the US media soared 88 percent last year up to 17,809 planned layoffs (Sikiti Da Silva 2007). Still, ‘old media’ is shifting from print to electronic, and with much Web news content derived from print newsrooms, the influence of print is likely to remain strong.

Worldwide, though, the print media is still expanding, driven largely by growth in developing country economies and literacy but also by newspapers becoming ‘niched’, serving smaller and more targeted audiences. According to an SFN report for WAN (SFN 2006), between 2001 and 2005 the number of paid-for newspapers worldwide grew by 13 percent (or 1,179 titles), to top 10,000 for the first time. The number of free dailies grew by 109 titles, and their circulation experienced major growth, more than doubling worldwide between 2001 to 2005, from 12 million copies to 28 million (SFN 2006). According to WAN, the report shows that:

“…there has been a quiet revolution in the number of daily launches. This burgeoning growth of daily titles worldwide has largely gone unnoticed by market makers and media pundits obsessed with the digital media revolution. Meanwhile the real-world growth of newspaper titles and circulations continue inexorably.”

Newspapers (and magazines) are used to support education in developed and developing countries around the world – as a source of information, to encourage critical thinking, to teach young people about the media, as fonts of classroom activities, and as vehicles for educational support materials in the form of supplements. In these ways newspapers can and do support the EFA goals of improving education quality and raising levels of literacy.

Trends in the newspaper industry have significant implications for EFA. First, continued growth of newspapers in developing countries suggest that print media will continue to be available for use in the classroom and as a delivery ‘vehicle’ for education support materials and literacy training. However, with newspapers increasingly ‘niched’, circulating to smaller and more ‘categorised’ audiences, there could be a gradual decrease in the kinds of large circulation metropolitan or national papers that have traditionally been used to carry educational supplements and to distribute to schools.

There are numerous projects around the world delivering newspapers to schools, for use in the classroom. WAN hosts global annual awards that aim to encourage the innovative use of print media in education, and in that way to ‘develop young readership’ (WAN 2007). In 2007 the Times of India won two awards, including the World Young Reader Newspaper of the Year, for the re-launch of its student edition, which reaches more than 2,000 schools and has soared in circulation. There are also a myriad examples of newspapers publishing educational materials such as curriculum-related exercises and information.

**South Africa – ReadRight**

In South Africa the supplement ReadRight, winner of the World Association of Newspapers World Young Readers Award in 1999 and 2002, is a fine example of how newspapers can support efforts to improve educational quality in countries with limited resources.

Launched in 1999 in response to a lack of learning materials in classrooms, especially in disadvantaged and remote rural communities, ReadRight is a weekly 16-page pull-out
supplement distributed through the Sunday Times, a major weekly newspaper with a 3.2 million readership.

The sponsored weekly insert, aimed at nine to 14-year-olds, provides high quality life skills and educational reading and learning materials through a mix of popular culture, lifestyle trends, issues, competitions, stories, crafts and news. Aside from its publication in the newspaper, more than 72,000 copies are distributed to some 3,000 ‘disadvantaged’ schools and teacher centres across South Africa.

Publishing educational materials in newspapers is of little value, however, if they do not reach classrooms where they are most needed, and if teachers are not interested in or able to use them. Research has indicated that distribution to and within schools is key to ensuring that newspapers reach their target classrooms, and that teachers often need to be trained to use newspapers optimally in the classroom. For instance, evaluations in South Africa of work by the Media in Education Trust (MIET) found that only half of educational materials sent to schools got to the principal – and only 40 percent of those reached teachers (Botha 2007). According to MIET’s Wilma Botha:

“It is one thing to say that you can use media in the classroom, but in the end the big challenge is, first, to make sure teachers receive them and, second, make sure that teachers can use them. This was our biggest learning curve. It turned out to be naïve to think that producing nice supplements and programmes would make a difference in the classroom, unless they got to rural areas, where they are most needed, and to teachers who were trained to use them.”

Following evaluations, MIET changed focus from producing education materials in papers – ‘there were lots being published anyway,’ says Botha – to establishing a distribution system for rural areas and training teachers to use media in education. In South Africa, she says, ‘many teachers have such gaps in their knowledge that they have very little confidence to use anything other than text books’.

In response to such challenges, WAN published a series of Newspapers in Education guides called Reading & Learning. The three-part guides for newspaper executives, coordinators and teachers is available in English or Spanish (nie@wan.asso.fr). WAN also began providing newspapers worldwide with an original serial, The Monkey King, for publication around International Literacy Day on 8 September 2007. It is published in 17 chapters accompanied by illustrations and a teaching guide. (contact amcmane@wan.asso.fr).

4.3: Radio

Radio is a dominant media in the world’s poorest countries, which face the greatest EFA challenges, with a wider audience than any other medium. In some of the least developed nations, there are 10 times more radios than televisions (Burke 1999). Radio has a key educational role to play – especially community radio, with its social mandate. Private and community radio stations have blossomed across the world in the past decade, following government deregulation of the airwaves. Today there are thousands of community radio stations, so numerous and sometimes unlicensed that their numbers are still not known.

In Australia, for example, licensing of community radio stations began in the 1970s. By 1992, 94 community radio station licences had been issued and, according to the Community Broadcasting Foundation (2005), by mid-2005 ‘there were 359 fully licensed community radio stations (including those servicing remote indigenous communities), a further 40 groups holding temporary community radio licences, 80 remote indigenous community television licences, and six community television stations’.
Alfonso Gumucio Dagron, in a 2001 report *Making Waves*, which looks at how radio, the Internet and other technologies are helping the poor, writes that even small Latin American countries today ‘can count by hundreds the stations, most of them FM, that serve rural or urban communities with content that is appropriate to the local language, culture and needs’. He suggests that Asia and Africa are now undergoing ‘the same process that Latin America lived through decades ago’. Dagron argues that radio has ‘several comparative advantages’ over the other media as a tool for social change and participatory communication. A review of his report, by the Center for Digital Discourse and Culture at Virginia Tech, US, notes:

“It is cost-efficient, for those who run the station and the audiences. It is ideal for the huge illiterate population that remains still marginalised, especially in Third World rural areas. Its language and content can be made most suited to local needs. It is also relevant to local practices, traditions and culture.”

Adam Burke (1999) argues, radio is a generally a transitory and one-way medium, and is ‘rarely sufficient on its own to teach new skills’, often requiring reinforcement on the ground by development workers ‘or through the distribution of visual and printed materials’. On the other hand, community radio ‘provides a means to voice local concerns, as well as a way to reach people with messages’. Also, radio is low cost, and local radio can cover small areas can be highly participatory, involving local people not only in the creation of programmes but also in interviews, phone-ins and other means.

There are many examples illustrating the roles of radio in education, especially as a means of imparting knowledge and skills to poor communities. Convergence between radio and the Internet is supporting local radio stations and has also enormously increased networking opportunities. Access to computers and the Internet enables local radio stations to exchange news, source news and share programmes. An example of this is Pulsar, a news agency in Latin America that, according to the Virginia Tech review, ‘provides daily reports and news through e-mail and the Internet, to several hundreds of community radio stations’.

Indications are that radio as a medium will continue to survive in developed countries via the Internet. A survey of 3,000 Americans aged 12 years and over, by the California company Bridge Ratings and Research, showed a 26 percent rise in Internet radio listeners during 2006, a jump from 45 million in 2005 to reach 72 million monthly listeners last year (Bridge Ratings 2007). By January 2007 weekly Internet radio listening was at 26 percent of the US population of 12 years and over, and was reaching 19 percent of all people: ‘This translates to 57 million listening to Internet Radio on a weekly basis’.

**UNESCO – Community Multimedia Centres**

Unequal access to new technologies, information and knowledge – an increasingly serious problem in a world where information has become pivotal to socio-economic development – inspired UNESCO to set up its Community Multimedia Centre (CMC) programme in 2001.

CMCs bring community broadcasting and ICTs (including the Internet) together in a common platform for socio-economic development, ‘offering a way to combine traditional knowledge with the enormous reserve of information on the Internet’, according to UNESCO.

Community radio stations, using low-cost and user-friendly equipment operated by local people in local languages, combine with tele-centres featuring computers with e-mail and Internet connectivity. Rural people are able to access telecommunications facilities, such as printers and faxes, while community radio programmes inform, educate and entertain via:
Radio-browsing programmes: Presenters search the web in response to listeners' queries and discuss, on air, the contents of pre-selected websites with studio guests.

Multi-media databases for development: The CMC can gradually build up its own database of materials that meet the community's information needs.

Open learning: The CMC exists to meet development needs in such areas as education and training, health and income-generation.

The CMC programme has grown rapidly to more than 40 centres in 15 developing countries in Africa, Asia and the Caribbean. In collaboration with the Swiss Agency for Development and Cooperation, the project is now working to establish national networks of at least 50 CMCs in each of three African countries – Mali, Mozambique and Senegal.

4.4: The Internet

The birth and rapid growth of the Internet has been the past decade's most dramatic media development. Increasingly, people are using the Internet to access everything from news coverage to shopping, dating services and entertainment. The Internet is transforming ways in which people around the world – including in developing countries – are interacting with information, and offers new opportunities to deliver educational content that can, for instance, help to improve levels of literacy, to advance the quality of educational resources in poor communities, and enable access to an extraordinary repository of information.

There has been phenomenal growth in Internet use worldwide. Usage reportedly grew by more than 200 percent between 2000 and 2007, and 1.1 billion people – a sixth of the world's population – now use the Internet, reports Internetworldstats.com, which draws statistics from Nielsen//NetRatings and the ITU among others.

### World Internet usage and population statistics

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<tr>
<td>Africa</td>
<td>933,448,292</td>
<td>14.2 percent</td>
<td>33,334,800</td>
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<td>Asia</td>
<td>3,712,527,624</td>
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<td>398,709,065</td>
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<td>248.8 percent</td>
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<td>314,792,225</td>
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<td>North America</td>
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<td>17.3 percent</td>
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<td>Oceania-Australia</td>
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<td>18,439,541</td>
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<td>World total</td>
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<td>1,114,274,426</td>
<td>16.9 percent</td>
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<td>208.7</td>
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Source: www.Internetworldstats.com

Demographic (Population) numbers are based on data contained in the world-gazetteer website. Internet usage information comes from data published by Nielsen//NetRatings, by the International Telecommunications Union, by local NICs, and other other reliable sources.

Notes: Internet Usage and World Population Statistics were updated on 10 March 2007.

For definitions, disclaimer, and navigation help, see the www.Internetworldstats.com Site Surfing Guide.

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While the Internet remains inaccessible to most schools in regions that are struggling to achieve EFA goals, Internet usage in these parts is growing the most rapidly, albeit off a
small base. In Africa, for example, Internet use grew by more than 600 percent in the seven years to 2007, to reach 3.6 percent of the population, or more than 33 million people. In Asia nearly 400 million people use the Internet, or 10.7 percent of the population, and the figures for the Latin America-Caribbean region are 96 million Internet users (17.5 percent of people).

More people are being reached by a World Wide Web that is itself advancing rapidly in terms of news, information and resources available for research or delivery, as well as in terms of multi-media capacities. Developments in formatting, for instance, are making it easier and quicker to transport audio-visual materials via the Internet.

This has important educational implications, including the growing capacity of the Internet to deliver rich distance learning materials – for the early childhood or school classroom, teacher training, skills development and adult education. There is already a wide range of free educational resources available on the World Wide Web that internet-connected teachers, schools and governments can draw on for educational, literacy and life skills purposes, and adapt appropriately to local contexts.

The Internet and Web can also be used for various other educational purposes, including as a tool of communication and advocacy around education issues. Already it is being highly innovatively deployed for education and information purposes by community radio stations that are reaching urban and rural populations. UNESCO’s Community Multimedia Centres are serving marginalised rural communities in the world’s poorest regions (see case study), combining local radio stations with Internet connectivity to enable marginalised people to: access information on a range of issues that can help them improve their lives and education levels; and, via radio, receive such information in a local language and context.

Less positively, realising the growing pervasiveness and influence of the Internet and Web, and its potential as a source of news and information from other countries and as a medium for exchange of information between groups, some governments have tried to censor content and limit access by the public (Burke 1999). Also, as much as there is useful and reliable news, information and educational resources on the Web, it is also jam-packed with suspect information, unsavoury websites and (more benignly) entertainment – not a problem in itself, but certainly a potential distraction and a factor that might help shape future patterns of usage and content, as well as the future educational usefulness of the Internet.

**Africa – An e-Schools public-private partnership**

In the coming decade more than 600,000 schools across Africa are to be connected to the Internet via satellite. They will also join to the e-Schools Network of the e-Africa Commission, and will be provided with rich educational content and learning materials.

The ambitious connectivity campaign kicked off with an e-Schools Demonstration Project that is already underway in selected schools in six countries. Nations participating in the first phase of the project are: Algeria, Burkina Faso, Cameroon, Egypt, Gabon, Ghana, Kenya, Lesotho, Mali, Mauritius, Mozambique, Nigeria, Rwanda, Senegal, South Africa and Uganda.

The e-Africa Commission is the ICT task team of the New Partnership for Africa’s Development (NEPAD), the development arm of the African Union. It has forged a public-private partnership involving more than 50 companies that are ‘providing, deploying and operating’ technology solutions, including human resources, to schools allocated to them.

According to e-Africa Commission executive deputy chair, Dr Henry Chasia, the initiative is intended to equip young Africans with ‘ICT skills to meet the challenges of the information society and knowledge economy’.
“The initiative is also expected to provide benefits to communities around the schools and also help these communities to develop and participate in the information society, and in doing this, contribute to the attainment of a number of the Millennium Development Goals.”

The e-Africa Commission was established in 2001 to manage the structured development of the ICT sector across Africa. It has six high priority projects including the e-Schools initiative, a low-cost satellite access project for e-schools, and capacity building for e-learning in Africa.

The e-Schools Initiative was launched in 2003 with the aims of imparting ICT skills to African primary and secondary school pupils and harnessing ICT technology to improve, enrich and expand education in African countries.

It is hoped that within 10 years all African schools will be equipped with ICT equipment such as computers, radios and televisions, phones and faxes, communication equipment, scanners, digital cameras and copiers, as well as being connected to the Internet.

4.5: New technologies

Advances in telecommunications and information technologies – from television and satellite to cell phones and the Internet – have helped establish new ways of creating and distributing media, educational and entertainment content. The implications for education are profound, including and in the future perhaps especially, for developing countries.

John Daniel (2001b) stresses the need for ‘innovative approaches to the deployment of media, communications and technologies’. New ICTs help people to create and organise information in text, audio and visual forms, enable instantaneous exchange and sharing of information and knowledge, and ‘can enhance our diverse learning processes and accelerate the formation of learning communities’. The use of ICT in literacy programmes, he adds, has ‘great potential to foster community participation, and to develop greater synergy between the media, the new information technologies and adult learning. It enriches the literacy environment by building links with traditional and minority knowledge and cultures’. Daniel cites the example in Vietnam of Catdang village, which sells bamboo baskets to the world through the Internet, and the income generated is ‘used to build schools, purchase books and other learning materials, and provide scholarships’. Such examples:

“…suggest that ICTs can be a powerful medium for developing formal and informal learning environments. They can liberate and empower people, particularly those who encounter difficulties in traditional learning situations. Technology can transform them and create new roles for them. It can open up spaces for learning to be more creative and generative, and the focus of the learning process shifts from teaching to self-directed learning, and from learning as a one-time event to learning as a lifelong process.”

A major media trend in new technologies is towards interactive media in all its forms, writes Jim Cooper of MediaWeek (Cooper 2007).

“Search and mobile applications will continue to dominate media industry innovation and imagination. Web and mobile-based video will proliferate and companies and consumers will continue to recalibrate how content is distributed, viewed, measured and monetised. What’s surprising is how widespread this proliferation is across both traditional media companies and cutting-edge digital outlets.”
Wireless applications have emerged as a major new distribution channel over the past five years, and the cell phone has evolved from a wireless phone to a gadget that can send text messages, take photographs, play music and, increasingly, screen television and connect to the Internet. According to ReportSure’s Global Media and Entertainment survey (2005):

“The number of wireless subscribers has surged from 465 million in 1999 to 1,160 million… By 2008 the subscriber base is likely to be close to two billion, a compounded annual growth rate of 11.4 percent. This growth will be driven by the change in consumer perception of wireless devices, as more and more consumers will use these as a source of entertainment while away from home. Wireless devices will be used as out-of-home Internet connections facilitated by faster connection speeds and expanded data capabilities.”

Wireless technology promises to enable developing regions to leapfrog over lack of phone lines and other communications infrastructure. For instance, in 2003 Africa had some 25 million phone lines, only around three for every 100 people: small wonder that cell phones are booming, with 90 million cell phone users on the continent that year (Alzouma 2006) and some projections expecting the number to rise to 250 million by 2010. Africa is the world’s fastest growing mobile market, according to the ITU – the annual average growth rate of cell phone use in Africa is 65 percent against 33 percent for the rest of the world. With cell phone technology developing at breakneck speed, including Internet connectivity, these affordable and user-friendly gadgets could offer mass potential for ICT skills development, EFA advocacy and education delivery in future.

Wireless and satellite technology also hold potential as a delivery vehicles for Internet access and educational materials in developing countries. In regions where phone lines and television transmitters are scarce and broadband non-existent, especially in rural areas, wireless and satellite technology offer alternative routes to provide comprehensive television services, Internet connectivity and, of course, radio. For instance, wireless and satellite technology is being used by Internet cafes in many places where it will take a long time and high cost to deliver phone lines or broadband, while satellite bandwidth is being extensively used in developing countries to broadcast a burgeoning range of programming, including – and especially pertinent to EFA goals – educational television.

4: Partnerships and policies

There is much that national governments can do to (directly or indirectly) to promote EFA goals through a range of communications strategies and policies relating to the media, broadcasters and ICTs. For instance, legislation or regulation can:

- Promote the production and distribution of local content by radio and television, including the production or adaptation of educational content.
- Facilitate the provision of educational television and the screening of learning resources that are free and accessible to the public.
- Deregulate the airways in ways that promote the development of local and community radio, with its social mandate and educational role.
- Establish strong and independent public broadcasters to service the needs of all citizens, including their educational needs.
- Promote ICT development and widening of access to television and the Internet with its rich library of information and free learning resources.
- Harmonise media and ICT laws, which are sometimes in conflict, in ways that boost rather than undermine their effectiveness.
Public-private and other partnerships have significant roles to play in advancing EFA goals in developing countries. For instance corporate sponsorship of public educational initiatives, such as the donation of satellite bandwidth to broadcast educational television, can widen access to educational resources. International agencies such as UNESCO also have an important role to play by forging international agreements that promote EFA goals – such as the EFA commitment itself – and by collaborating with other agencies and bodies on projects such as the EFA Education Makes News media training kit.

Adam Burke (1999) makes the point that in most countries, where telecoms services have historically been provided by public sector monopolies, restructuring has been taking place including liberalisation of telephone services, privatisation and independent regulation. Wider access to ICTs, it has been seen, is key to providing access to quality education at reduced costs to meet ever-expanding demand from the large populations of developing regions:

“No reform, many poorer countries risk being increasingly bypassed by new technologies. Reform processes themselves give an opportunity to pass legislation which will encourage pro-poor telecommunications growth. From a social development perspective, the important point is to ensure that broad-based access is encouraged. General telecommunications reform can attract fresh investment, reduce call charges, and open up opportunities for access.”

Regulatory mechanisms, Burke argues, can also increase pressure for operators to extend services to rural areas. ‘Academics and institutions can benefit from access to material, and from access to a wider audience’, internet and e-mail connectivity can be enhanced, and there are ‘many sector-specific applications such as distance learning’ (Burke 1999).

There has been great concern about the ‘digital divide’, with the uptake of ICTs in developing countries lagging far behind that in the industrialised world, fuelling a growing developmental gap. The International Telecommunication Union has investigated ICTs in 183 countries using 10 indicators that help to measure ICT networks, education and skills, uptake and intensity of use over the years 2001 to 2005. Economies were grouped into four categories, ranging from high to low ICT Opportunities. Countries with low ICT Opportunity levels were heavily concentrated in Africa, with some also in Asia and the Americas. Measuring the Information Society 2007 (ITU 2007) found that:

“...significant progress has been made across almost all economies and all areas of the telecommunication-ICT sector since the beginning of this century. At the same time, major differences remain.”

Positively, least developed countries experienced the highest ICT growth rates, but these ‘are not necessarily sufficient to overcome the digital divide, particularly in countries that start at very low ICT levels’. Also, not all developing countries had high ICT growth rates and some recorded among the least expansion. The ICT Opportunity Index revealed that from 2001 to 2005 the digital divide grew between economies with very high ICT levels and the rest of the world, but decreased between the medium and low groups, ‘indicating that countries with low levels of ICT have somewhat been able to catch up and reduce the divide compared to countries in the medium level’:

“For policy makers, this finding suggests that more efforts need to be undertaken to integrate and strengthen broadband policies and strategies.”

John Daniel (2001a) stresses the need for ‘aggressive public policy’ to counter the digital divide. There is much that national governments can do to support and facilitate the use of ICTs among their populations, for instance through enabling legislation and the provision of broadband connections. Clampdowns on the Internet by governments who have come to
fear this powerful medium, could restrict its use as an educational tool in many countries. Meanwhile, the relatively low usage of ICTs – including the Internet – in the developing world does not diminish their potential role in helping to achieve EFA goals, especially in future as the uptake of new technologies expands.

Professor Tawana Kupe, a media policy expert at the University of the Witwatersrand in Johannesburg, points out that changing legislation or deregulating airwaves to encourage media with a social (including educational) mandate is not always sufficient to achieve their intended outcomes. African governments in particular, he argues, need to tackle regulatory backlogs and conflicts relating to broadcasting, and to create independent regulators with the capacity to ‘licence, referee and nurture’ the media industry.

Kupe (2005) also stresses the need (in Africa but also undoubtedly also in other developing regions) to transform state broadcasters. ‘Even in countries with low levels of media diversity, satellite broadcasts expose state propaganda and fuel political discontent’: it is urgent that large state broadcasters with ‘national reach are transformed into genuine public broadcasters...through balanced information, worthwhile education and culturally enriching entertainment’.

To counter trends towards privatisation of the media, and declining subsidies and national roles for public broadcasters – and the accompanying threat of less free or reduced-rate air-time given to development communications – Burke (1999) suggests that governments and groups work with private and public broadcasters to ‘re-establish space for developmental broadcasting’. Private broadcasters, including radio stations, ‘might agree to such arrangements, and might also benefit from training in development-motivated broadcasting’.

To bolster the educational role of community radio stations, many of which struggle to get off the ground and survive, Gumucio Dagron (2001) suggests that governments could extend their support from merely providing a deregulated legislative environment to assisting them. He cites the example of Mexico, where some 24 indigenous radio stations were established by the official Instituto Nacional Indigenista, producing and airing programmes in 31 local languages and Spanish, and reaching an estimated six million indigenous Mexicans.

Finally, governments could act to counter shifts in media ownership that are increasingly concentrating media into a handful of global conglomerates, potentially reducing diversity and local ‘ownership’ of the media. There also appears also to be a shift in media ownership from the publicly listed corporation, towards private ownership, reports State of the American News Media 2007 (PEJ 2007) – and among other things it is not known whether ‘potential new private owners are motivated by public interest’ (PEJ 2007).

**Evaluation**

National policies, including those relating to media and education, need to be evidence-based. This requires evaluation of the effectiveness of attempts to use media and ICTs to enhance and expand education, John Daniel (2001a) points out: attention needs to be paid to the evaluation of projects, which should be ‘a by-product of political commitment, that will also help to sustain it’.

Development communications consultant Dr Mary Myers, in guidelines produced for Britain’s Department for International Development (DFID), argues that monitoring and evaluation of media and communications projects is necessary to demonstrate good management, learn lessons for future projects, and show accountability. However, evaluating human behaviour and social process is difficult, so there are no ready-made ways’ to measure success.
Myers outlines sets of formative appraisal, process evaluation and outcomes measuring methods, which should be preceded by decisions about what monitoring and evaluation should focus on and what needs to be found out, choice of a suitable methodology, budget-setting, and decisions over who does the work. The evaluation methods are, in summary:

**Formative appraisal: At the start of a project**
- Measuring knowledge, attitude, behaviour and practice: This assumes that people’s ‘knowledge influences their attitude, which in turn influences their behaviour’, and usually involves written questionnaires composed of yes-no questions.
- Rapid assessment procedures: In this qualitative method, insight into a cultural belief system is obtained ‘through a continual process of forming questions and generating ideas, based on information collected from a few key local informants’.
- Participatory rural communication appraisal: This includes local people in drafting ‘communication strategies, materials, media and key messages’, using visualisation techniques, interviews and group work.

**Process evaluation: During a project**
- Market-style audience research: This classic method uses quantitative surveys to obtain information on ‘audience numbers, characteristics and preferences’, often using well-established market research tools and involving large samples.
- Ethnographic action research: This involves ‘training local researchers to use in-depth interviews, participant observation, diaries and surveys’, and was developed ‘specifically to look at how mass media and ICTs work within local social networks’.
- Outcome mapping: This new approach ‘moves away from assessing a programme’s developmental impacts’ (such as poverty alleviation) towards mapping target audience behaviours, relationships or activities.
- Participatory monitoring and evaluation: This covers any process that allows all stakeholders to participate in the design and assessment of a project. It usually uses tools such as surveys, oral testimonies and in-depth interviews.

**Measuring impacts and outcomes: At the end of a project**
- Experimental impact studies: Research is conducted when a programme finishes, and could involve assessing a population’s knowledge, behaviour or status. Findings must be compared to an external standards such as goals, historical trends of precedents.
- Most significant change: This participative method draws meaning from events rather than focusing on indicators, and entails collecting stories from people about what change they think a project has brought about. The stories are analysed, discussed and verified.

Among the practical challenges encountered in communication evaluation exercises are, according to Myers: difficulties in defining the target audience in wide (such as broadcast) campaigns; the often slow pace of change; uncertainty over whether a project rather than other factors brought about change; problems in objectively measuring some communication goals, such as empowerment; and the fast-changing nature of new technologies.

**Conclusion**

This background paper to the *Education for All Global Monitoring Report 2008* has described some of the roles that the media plays in education generally, and in advancing progress towards EFA in developing regions particularly.
A review of media trends and developments during the past decade suggests that these roles for the media are likely to increase in the future, as media coverage extends to all corners of the world, in ways ranging from burgeoning use of the Internet in education and the deployment of media as classroom teaching aids, to greater media involvement in the delivery of quality distance education to schools in regions that face major EFA challenges.

There are many positive examples of the media’s successful involvement in education in developed and developing countries, that could be considered for emulation elsewhere. There are also challenges looming for media in education, such as the waning influence of public broadcasters, the consolidation of media ownership, the growing ‘digital divide’ and clampdowns on Internet usage in some countries.

There is much that governments can do to promote the media’s roles in education, to help improve access to and the quality of education in their developing countries. As John Daniel (2001a) stresses – the critical factor is strong political commitment to using media and ICTs in education. Fortunately, he argues, this is becoming easier:

“Educational technology is an important development tool and education ministers now have the arguments to persuade finance ministers that applying media and technologies in education and training is of national importance.”

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