

# Communication Rights Manual



CCCD

Creative Centre for  
Communication and  
Development

# Acknowledgements

This manual was developed in the context of the Communication Rights project implemented by the Creative Centre for Communication and Development (CCCD) with a generous support from the World Association for Christian Communication (WACC)

The manual is intended for trainers who want to implement a communication rights programme in an environment where communication rights are not recognised, appreciated and upheld. The manual contains basic information about communication as a way of stimulating the discussion on the importance of recognising and promoting communication rights in Zimbabwe. We recommend that this manual be used with reference to WACC's *No Nonsense guide to Communication Rights*. This will enable users to effectively engage participants in an interactive debate that will raise awareness of how their rights are violated on a daily bases by those who own and control the media. In turn, we expect participants to appreciate communication rights and people's right to communicate.

CCCD would like to thank all those community members from Queens Park who took part in the development of this Manual, in particular, all the churches in Queens Park East, Bulawayo.

We would also like to thank WACC for the financial support that enabled us to implement this project.



Gertrude Pswarayi  
Director

# About the organisation

## **Vision**

A society where individuals are able to freely express, create and disseminate information that advances all human rights and fundamental freedoms.

## **Mission**

To build local capacities and abilities of marginalised and vulnerable groups in the strategic and creative use of communication to express their needs, to make their voices heard, to manage their own communication, and to participate fully in their own development through implementing participatory communication approaches to change public values and beliefs that are essential for long-term social change.

## **Organisational Background/profile**

The Creative Centre for Communication and Development (CCCD) is a charitable non-governmental organisation advancing communication rights of marginalised and vulnerable people through building their communication capacities and advocacy skills in a creative way to systematically address human rights and all other fundamental freedoms.

CCCD was formed in 2008 by a team of qualified communication and media practitioners who have experience in working with marginalised and vulnerable groups.

The organisation operates at grassroots level and focuses on building local capacities and abilities of marginalised and vulnerable people in the strategic and creative use of communication to express their needs, to make their voices heard, to manage their own communication, and to participate fully in their own development through implementing participatory communication approaches to change public values and beliefs that are essential for long-term social change.

Our programmes are people-centred, premised on communication and meet the needs of the people on the ground.

With a wide range of communication tools, CCCD recognises and advocates for people to uphold Communication Rights by empowering marginalised and vulnerable people to use and control communication in order to change their lives in the New World Information and Communication Order (NWICO).

CCCD thus believes that without communication rights, human beings cannot live in freedom, justice, peace and dignity

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# Understanding communication



## **Objectives**

By the end of the session, participants must be able to:

1. Define communication
2. Explain the two types of communication
3. Explain some of the models of communication

## **What is communication?**

The idea behind communication is to bring about understanding between the receiver and the sender of a message. Gupta (1997) notes that people consciously and unconsciously communicate and that the process is a planned and organised activity that is universal as well as equivocal with intentions of social influence, social control or persuading others.

When defining communication, many experts are in agreement that messages are transmitted and that meaning and experience are shared. The Oxford Advanced Learners' Dictionary of Current English (1989) defines communication as a means of making something known or an act of conveying something. Harold Lasswell (1948) sums up the communication process as "who says what, to who, in what channel, and with what effect,"

communication is the mechanism by which power is exerted. On the other hand, Berelson and Steiner (1964) define communication as "the transmission of information, ideas, emotions, skills, etc. by use of symbols, words, pictures, figures, graphics, etc."(ibid). Newcombs (1953) suggests that communication occurs within a social context and within social relationships.

## **Types of communication**

**Verbal communication:** This includes oral communication, written communication and e-mail. Verbal communication is the most used one. When we talk to someone we do it through words. The written word includes letters, notes, memos etc.

**Non verbal communication:** This is mainly concerned with body language and expressive behaviors. Body language is just as important as the verbal communication. Through our body language we send a message. Our facial expression can betray what we are trying to say. For example if we fake a smile when meeting someone we hate, the other person will immediately know. Body language also includes body movements, gestures, posture etc.

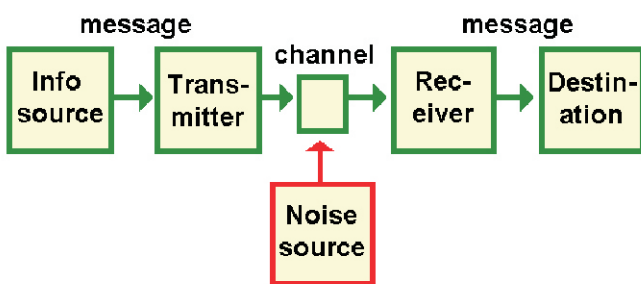
## **Communication models**

Communication models are important in the teaching of communication because they help us to highlight key elements of the communication process.

Some of the notable models of communication include Shannon (1948), Katz (1957).

# Understanding communication

## Shannon 1948)



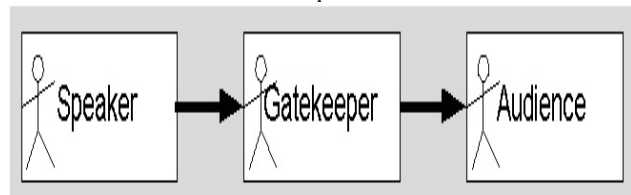
Shannon's (1948) model of the communication process provides the flow of a message from source to destination. Shannon identified the following elements in the communication process:

1. **Source:** Presumably a person who creates a message.
2. **Message:** Which is both sent by the information source and received by the destination.
3. **Transmitter:** For transferring messages from sender to receiver.
4. **Signal:** Which flows through a channel.
5. **Channel:** The most commonly used channels include air, light, electricity, radio waves, paper, and postal systems.
6. **Noise:** In the form of secondary signals that obscure or confuse the signal carried.
7. **Receiver:** In Shannon's conception, the receiving telephone instrument. In face to face communication a set of ears (sound) and eyes (gesture). In television, several layers of receiver, including an antenna and a television set.
8. **Destination:** Presumably a person who consumes and processes the message.

## Katz, 1957

Katz's Gatekeeper model or Two-step flow

Introduces the important role that intermediaries often play in the communication process. Mass communication texts frequently specifically associate editors, who decide what stories will fit in a newspaper or news broadcast, with this intermediary or gatekeeper role. These intermediaries have the ability to decide what messages others see, the context in which they are seen, and when they see them. They often have the ability, moreover, to change messages or to prevent them from reaching an audience (destination).



## DISCUSSION

### Elements of communication

Material required: Flip chart, marker pens

Time: 45 minutes  
In groups, participants should discuss the importance of each of the elements in the communication process

# Understanding communication

## Debriefing

✗ **Messages are created and consumed using language.**

✗ **Language occurs within the context of media**

✗ **Messages are constructed and consumed within the context of media**

✗ **The roles of consumer and creator are reflexive.**

✗ **People become creators when they reply or supply feedback to other people.**

✗ **Creators become consumers when they make use of feedback to adapt their messages to message consumers.**

✗ **People learn how to create messages through the act of consuming other people's messages.**

✓ **The roles of consumer and creator are introspective.**

✓ **Creators of messages create messages within the context of their perspectives of and relationships with anticipated consumers of messages.**

✓ **Creators optimize their messages to their target audiences.**

✓ **Consumers of messages interpret those messages within the context of their perspectives of, and relationships with, creators of messages.**

✓ **Consumers make attributions of meaning based on their opinion of the message creator.**

✓ **People form these perspectives and relationships as a function of their communication.**

# The Medium of Communication



## Objectives

By the end of this activity, participants must be able to:

1. Understand the various communication media
2. Explain who controls the medium of communication

## Origins and importance of the medium

For communication to take place there must be a medium for transferring messages. Traditional media include the word of mouth. In the olden days villages and towns had criers who would walk around shouting messages as a way of informing villagers about any news.

Drums were later introduced with each beat used to denote a specific message. There were beats to inform villagers about the death of important people in the community. Technological developments have resulted in more and advanced communication media such as radios, television, the internet, cell phones and newspapers.

Some of these forms of media can reach millions of people a day in a short time. They are commonly referred to as the mass media because of their mass circulation. These mass media are mostly owned and controlled by conglomerates.



## DISCUSSION

- ⌘ Who owns the media?
- ⌘ What are the implications of media ownership on the content produced?
- ⌘ Whose voices dominate in the media?

**Material required:** Old newspapers, Magazines, news clip (from radio and t.v)

## Time required: One hour

Divide participants into 4 groups. One group should analyse news in the newspaper, another looks at magazine, another radio news and another a t.v. clip. Participants should take note of who writes the news/reads the news, who are the key sources for each news article.

**Participants should also look at how men and women are presented in the media.**

## Debriefing

**There are four basic organizational structures or combinations thereof for the media:**

**In some countries all the mass media, both print and broadcast are controlled by the government in power; In other countries, only one form of the media, print or broadcast, is under government control, usually the broadcast media; The third possibility is a combination of private sector and government ownership of both print and broadcast; The fourth would be all media owned and controlled by the private sector.**



# The role of the Mass Media



## Objectives

By the end of the session, participants must be able to:

1. Explain the laws governing the media in Zimbabwe.
2. Explain the role of the media in a country

## **Why people need access to the media**

People need information to make decisions on many issues in their lives. Article 19 of the Universal Declaration of Human Rights and section 20 of the Constitution of Zimbabwe assert the individual's right to receive and impart information without hindrance. Of particular importance is the need for the consolidation of the democratic process. Such a scenario can, however exist only if the state appreciates the role of the media and sets up institutions and policy frameworks that promote such.

## **The role of the media**

A study by the Hutchins Commission, in the United States of America entitled 'A free and Responsible Press' identified five possible functions of the media. These are:

1. Provide a truthful, comprehensive and intelligent account of events in a context, which gives them meaning, that is objective reporting.
2. Be 'a forum for the exchange of comment and criticism,' meaning in

part that the media should be carriers of public discussion, at least in the limited sense of carrying views contrary to the own.

3. Project a representative picture of the constituent groups in that society.
4. Present and clarify the goals and values of that society.
5. Provide 'full access to the day's intelligence' thereby serving the public's right to be informed.



## **DISCUSSION**

☞ **Do the local media play their role as defined by the Hutchins Commission.**

☞ **Material required: Old newspapers, Magazines**

**Time required: One hour**

In groups, participants should study all newspapers, taking note of who are the key sources for each news article. **Participants should also look at how men and women are presented in the media.**

# The role of the Mass Media

## Debriefing

Zimbabwe, like most African nations, suffer from the existence of a thin media environment dominated by the State. The Zimbabwe Broadcasting Corporation (ZBC), the only national broadcaster in the country, the Zimbabwe Information Services, the Zimbabwe Inter Africa News Agency and the Community Newspapers Company all fall under the Ministry of and publicity. The Boards of the above companies are appointed by the Minister of Information who is in turn appointed by the President. This compromises the independence of journalists in these media institutions.

Newspapers Company do not reflect the interest of the communities they serve. The community is not involved in the running of the papers. The national broadcaster, ZBC does not have a national reach because of serious capacity constraints within the organisation.

The government controls journalists from the few private media institutions through laws such as Access to Information and Protection of Privacy Act (AIPPA), Public Order and Security Act (POSA) and the Broadcasting Services Act.

*Newspapers published by the Community*

# Public broadcasting in Zimbabwe



## **Objectives**

By the end of the session, participants must be able to:  
Explain the role of the Zimbabwe Broadcasting Corporation

## **What is public service broadcasting**

The British Royal Charter stipulates that the mission of the Public Service Broadcasting (PSB) is to inform, educate and entertain citizens of a country.

David Morrison et al (1995: 3) presented the general principles and values which try to define PSB. These include;

1. Geographic universality
2. Universality of appeal
3. Broadcasting system is funded directly by the corpus of users. This makes them answerable to the public.
4. Detachment from vested interest such as the State
5. Catering for minorities
6. Maintaining the national identity and community
7. Liberate program makers and not restrict them

There are many models of PSB and they all try to follow the general principles and values stated above. The PSB views audiences as citizens rather than as consumers. The

designated area for public service broadcasters is the whole nation as compared to other forms of broadcasting such as the community broadcaster.

## **Public Service Broadcasting in Zimbabwe**

There are many models of PSB and they all try to follow the general principles and values stated above. The PSB views audiences as citizens rather than as consumers. The designated area for public service broadcasters is the whole nation as compared to other forms of broadcasting such as the community broadcaster.

PBS is critical in any country because it promotes local culture. The Zimbabwe Broadcasting Services Act (2001), states that the national broadcaster should have at least 75% local content. This is in contrast to commercial broadcasting that seeks to make profit at the expense of the audience or community broadcasters who target a special a special community.

The Zimbabwe Broadcasting Corporation (ZBC) is Zimbabwe's public broadcaster. Until 2002, ZBC had a virtual monopoly in the provision of television and radio services. This monopoly was declared unconstitutional by the Supreme Court sitting as a Constitutional Court after Capitol Radio brought an application before it. The government responded by promulgating the Presidential Powers (Temporary Measures) regulations that restored ZBC monopoly.

The Zimbabwe Broadcasting Services Act provides for new players in the Broadcasting Industry but as yet no broadcaster has been

# Public service broadcasting in Zimbabwe

registered. New players have to be granted licences by the government appointed Broadcasting Authority of Zimbabwe.



## DISCUSSION

✦ **Is the Public Service Broadcasting relevant in Zimbabwe?**

**Material required: Radio receivers, Recorded television programs**

**Time required: One hour**

In groups, participants should analyse radio and television programs and identify whether the content conforms to the principles of public service broadcasting.

# Communication Rights



## Objectives

By the end of the session, participants must be able to:

Explain the importance of Communication Rights in the development of a community

## **What are Communication rights**

Communication is a basic human right. The right to communicate is essential as it enables meanings to be exchanged, thereby empowering people to act and shape their destiny. The right to communicate gives people the capacity to make informed choices and decisions on issues affecting their lives.

Recognising and upholding communication rights is critical in the protection of all other rights such as the right to shelter, education and health. In this regard, communication rights strengthen human dignity and validate human equality.

Empowered with communication rights, communities can use the various media such as radios, televisions, the internet and newspapers to pursue their goals. People can also use the media to make collective decisions and mobilize themselves towards a common goal.

without communication rights, freedom of expression can privilege the powerful. With them, it can achieve its full potential.

Communication rights have implications for social and collective rights, beyond those of the individual, since they assert the right of cultural and ethnic groups, of language communities and others. Support for diversity is also integral to communication rights, through the high value attached to mutual respect and tolerance.

Communication rights cannot be construed as simply about communication between equal individuals. They already imply social structures that differentially constrain and enable the capacity of different groups to communicate. They thus point to changes to, and the governance of, inequitable social structures and dynamics.



## **DISCUSSION**

What are the effects of failing to recognise and uphold communication rights  
Material required: Nothing

Time required: 30 Mins

In groups, participants should discuss the communication rights situation in Zimbabwe and analyse the effects of failing to uphold communication rights.

# Advancing Communication Rights

