**Emergence of Development Communication**

* The practice of development communication began in the 1940s, but widespread application came about after the World War II. The advent of communication technology in the 1950s included recognition of the field as an academic discipline, led by Daniel Lerner, Wilbur Schramm and Everett Rogers. Both Childers and Quebral stressed that development communication includes all means of communication, ranging from mass media to person to person and face to face interactions.
* According to Quebral (1975), the most important feature of Philippines-style development communications is that the government is the "chief designer and administrator of the master (development) plan wherein, development communication, in this system then is purposive, persuasive, goal-directed, audience-oriented, and interventionist by nature."
* Various schools of development communication arose in response to challenges and opportunities in individual countries. Manyozo (2006) broke the field into six schools. The "Bretton Woods" school was originally dominant in international literature. The others were the Latin American, Indian, African, Los Baños and participatory schools.

**The Catholic Church’s Social Learning**

The Catholic Church’s social teachings and moral norms reflect the esence of social development. The focus laid on right to property, the principle of collaboration instead of class struggle as the fundamental means for social change. This philosophy of development emphazied on the rights of the weak, the dignity of the poor and the obligations of the rich, the perfecting of justice through charity, on the right to form professional associations. In 1961, Pope John XXIII stressed on that the Church’s role in prevailing truth, justice and love to cooperate in building with all men and women an authentic communion. In this way economic growth will not be limited to satisfying men's needs, but it will also promote their dignity". In 1967, Pope Paul VI published ‘Progressive Development’ where he stressed on the importance of justice, peace and development by declaring that "development is the new name of peace." He said that genuine progress does not mean in pursuiting of wealth for personal comfort or for its own sake; rather it implies of an economic system designed for the welfare of the human person.

**The Bretton Woods School**

* The Bretton Woods school of development communication has been based on Marshall Plan. The World Bank and the International Monetary Fund was establisehd in 1944 on the basis of this school.  Leading theorists included Daniel Lerner, Wilbur Schramm and Everett Rogers. Due to his pioneering influence, Rogers was termed the father of development communication.
* This approach to development communication was criticized by Latin American researchers because it emphasized problems in the developing nation rather than its unequal relation with developed countries. They claimed that it proposed industrial capitalism as a universal solution and that many projects failed to address obstacles such as lack of access to land, agricultural credits and fair market prices.

**The Latin American School**

* The Latin American school of development communication predates the Bretton Woods school, emerging in the 1940s with the efforts of Colombia's Radio Sutatenza and Bolivia's Radios Mineras.
* They pioneered participatory and educational approaches to empowering the marginalised. In effect, they served as the earliest models for participatory broadcast model around the world.
* In the 1990s, technological advances facilitated social change and development: new media outlets emerged, cable TV reached more regions and the growth of local communication firms paralleled the growth of major media corporations.

**India**

* Organized development communication in India began with rural radio broadcasts in the 1940s. Broadcasts adopted indigenous languages to reach larger audiences.
* Organized efforts in India started with community development projects in the 1950s. The government, guided by socialist ideals and politicians, started many development programs. Field level publicity  was employed for person-to-person communication. Radio played an important role in reaching the masses because literacy was low. Educational institutions – especially agricultural universities, through their extension networks – and international organizations under the  UN  umbrella experimented with development communication.
* Community radio was used in rural India. NGOs and educational institutions created local stations to broadcast information, advisories and messages on development. Local participation was encouraged. Community radio provided a platform for villagers to publicize local issues, offering the potential to elicit action from local officials.

**The African School**

The African school of development communication derived from the continent's post-colonial and communist movements in the late 1960s and early 1970s.

* Anglophone Africa employed radio and theatre for community education, adult literacy, health and agricultural education (Kamlongera, 1983, Mlama, 1971).
* In 1994 the FAO project "Communication for Development in Southern Africa" was a pioneer in supporting and enhancing development projects and programs through the use of participatory communication.
* Radio was especially important in rural areas, as the work of the non-governmental organization Farm Radio International and its members across sub-Saharan Africa demonstrated.
* Knowledge exchange between development partners such as agricultural scientists and farmers were mediated through rural radio (HamblyOdame, 2003).

**Philippines**

Systematic study and practice began at the University of the Phillipines Los Banos,  in the 1970s, through the establishment of the Department of Development Communication in the College of Agriculture.

The college offered undergraduate and master's degrees.

According to Felix Librero, the terms Development Communication was first used by Quebral in her 1971 paper, "Development Communication in the Agricultural Context," presented in at a symposium at the University of the Philippines Los Baños.

In her paper, Quebral argued that development communication had become a science, requiring the tasks associated with communicating development oriented issues be based on scientific inquiry. At the time the field was limited to agricultural and rural development and 'development support communication' was used in UNDP programmes.