

Third Spanish Sector facing the Communication, Development and Social Change

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Original article
language:
spanish

Translated by
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Abstract: The objective of this research is to show the characteristics and difficulties encountered by the Spanish Third Sector organizations regarding the implementation of a Communication for Development and Social Change. The results of the methodology of the panel of experts, held in 2016, are presented to five organizations. The results suggest that these: 1) have been permeable to the participatory perspective of this approach; 2) they encounter external and internal barriers to their implementation; and, 3) dialogue with local and global networks of cooperation and solidarity. The conclusions show the subsidiary character in the introduction of this approach in Spain (Marí-Sáez, 2013) assumed by other bordering subfields, and at the same time, different to this perspective, such as the Education for development; outline strategies to overcome barriers; and it is detected that participation in networks acts as a source of experiences and strategies from this perspective.

Key words: Third Sector, Spain, communication, development, social change.

Resumen: El objetivo de la presente investigación es mostrar las características y dificultades que encuentran las organizaciones del Tercer Sector españolas para la implementación de una Comunicación para el Desarrollo y el Cambio Social. Se presentan los resultados de la metodología del panel de expertos, realizado en 2016, a cinco organizaciones. Los resultados apuntan a que estas: 1) han sido permeables a la perspectiva participativa de este enfoque; 2) se encuentran con barreras externas e internas para su implementación; y 3) dialogan con redes locales y globales de cooperación y solidaridad. Las conclusiones muestran el carácter subsidiario en la introducción de este enfoque en España (Marí-Sáez, 2013) asumido por otros subcampos limítrofes y, a la vez, diferentes a esta perspectiva, como la Educación para el desarrollo; perfilan las estrategias para superar las barreras; y se detecta que la participación en redes actúa como fuente de experiencias y estrategias de esta perspectiva.

Palabras clave: Tercer Sector, España, comunicación, desarrollo, cambio social.

Reception:
February 18, 2019

Approval:
September 18th, 2019



Introduction¹

The diversity of technological and communicative transformations (expansion of the web, social networks) and political and social processes (*Ocuppy Wall Street*, 15-O, Primavera Árabe, 15M, DRY) the current context of globalization and interdependence has led Third Sector (TS) organizations to reflect on what place they should occupy if what they seek is social justice and the impact and transformation of political and socioeconomic structures, through their work in different areas (cultural, educational, environmental, civil rights).

This critical process has been developed academically in Spain by authors such as Erro (2001, 2002, 2003), Burgui and Erro (2003), López-Rey (2007), Jerez (1998), Jerez and Blanco (1998), who have highlighted the welfarist and paternalistic drift followed by these organizations, the conflict derived from the institutionalization of the sector and the introduction of a managerial logic coming from the market, and the instrumental perspective towards the communicative axis in its actions (social marketing, social advertising...) as new forms of solidarity consumption, typical of the diffusionist approaches of the modernizing paradigm of Comunicación para el Desarrollo y el Cambio Social (communication for development and social change) (CDCS).

In this sense, we agree with the opinion of Marí-Sáez (2011: 144) when he states that this institutionalization and commercialization of TS, promoted by the main world multilateral agencies, turns these organizations into accomplices of the process of capitalist globalization, weakening the social role of the States and recycling and depoliticizing the most critical social movements, thus silencing “the possibilities of subjecting the process of capitalist globalization itself to a structural critique”.

In accordance with authors such as Michel Sénecal (1986), he points out (Marí-Sáez *et al.*, 2014) that the logic of social appropriation, typical of the initiatives promoted by social movements, as a way for communication to leave the diffusionist paradigm –towards the participatory paradigm–, is the one that best suits the objectives of incidence and structural transformation

1 This research is part of the project of the Ministry of Economy, Science and Competitiveness of the Government of Spain. “Evaluación y monitorización de la Comunicación para el Desarrollo y el Cambio Social en España: diseño de indicadores para la medición de su impacto social” (EvalComDev) CSO2014-52005-R (2015-2017). Principal Investigator: Dr. Víctor Manuel Marí Sáez (University of Cádiz). We thank the organizations for their constant willingness and support. Without their collaboration this research would not have been possible.

and the alternative project of society that should guide these social organizations.

In this context, the present study shows the characteristics and difficulties encountered by Spanish TS organizations in implementing a communicative logic and practice of citizen participation and dialogue; that is, in implementing a CDCS approach that relocates them as agents of social change and as promoters of a dialogue that involves citizen participation.

Research framework and methodology used

The research project titled “Evaluación y monitorización de la Comunicación para el Desarrollo y el Cambio Social en España: diseño de indicadores para la medición de su impacto social” (EvalComDev)² aims to evaluate the CDCS field in Spain using a complementary strategy as a methodological basis: historiographic analysis (Marí-Sáez, 2013 and 2017), bibliometric analysis (Marí-Sáez and Ceballos-Castro, 2015), linguistic analysis (Sánchez-Saus, 2017 and 2018; Ceballos-Castro *et al.* 2018) and case study (Ceballos-Castro and Marí-Sáez, 2017; Ceballos-Castro, 2018; Peláez-Paz, 2018; Erro-Sala *et al.*, 2018; Pagola, 2017). The objective is to map, on the one hand, the presence of this approach in communication research, and on the other hand, to analyze its implementation in the organizations and social movements that are part of the TS (social movements, non-governmental and development organizations [NGOs/NGDOs], citizen and community broadcasters).

In this sense, the present study addresses the panel analysis, carried out during 2016, of five Spanish organizations and social movements belonging to the TS, with the aim of reflecting on the characteristics and difficulties encountered by Spanish social organizations when implementing a CDCS. This general objective is achieved through the analysis of three axes that cover the characteristics that the implementation of a communication oriented to development and social change must have; the difficulties that organizations themselves normally encounter in order to carry out this type of communication, as well as the strategies that must be developed to overcome them; and the internal and external changes to the organization (resources, institutions, social actors,...) that are necessary to be able to put it into practice in solidarity organizations.

2 MINECO R&D Project (CSO2014-52005-R) (2015-2017). IP: Dr. Víctor Manuel Marí Sáez.

The methodology used relies on a prospective method such as the expert panel conducted during 2016 to five Spanish organizations framed in the TS. Foresight methods study the future in terms of the evolution of technosocio-economic, socio-cultural, psychological, psychosocial environment factors and the interactions between these factors (Cabero and Barroso, 2013).

In recent times, the panel methodology is probably one of the scientific methods most used by social science researchers to approach different situations and problems. This methodology allows structuring a communicative process of different experts organized in a panel-group, with the intention of providing clarity in relation to a research problem. These would include the identification of a theoretical perspective for the foundation of research or the creation of a common language for the discussion and management of knowledge in a scientific area (Cabero and Infante, 2014; Gil-Gómez and Pascual-Ezama, 2012).

In this regard, the panel was composed of five Spanish TS organizations. Three of them were born in the 1980s and 1990s after the transition process that would lead Spain to the current democratic system, with the entry into force of the Spanish Constitution in December 1978. The first of these, the Coordinator of NGOs for Development-Spain (CONGDE) (coordinadoraongd.org) was born in 1986 and is currently made up of 78 Development NGOs, 5 Associated Entities and 17 Autonomous Coordinators.

This organization operates nationally and internationally. The other two organizations were born in Andalusia, in the south of Spain, but soon expanded their activities to the entire national territory: the Madre Coraje Association (madrecoraje.org), an NGDO founded in Jerez de la Frontera (Cadiz) in 1991, and Cic Batá (Centro de Iniciativas para la Cooperación Batá) (cicbata.org), an NGO founded in the city of Cordoba in 1994. Both develop projects at international level.

The following two organizations emerged in 2008 and 2011, respectively, coinciding with a period of protests and social demands at the national level, which culminated in the citizens' demonstration of May 15, 2011, called the 15M movement or movement of the indignant³. The first, Onda Color (ondacolor.org), is a community radio station located in the

3 The 15-M Movement, also called the movement of the indignant, was a citizens' movement formed as a result of the May 15, 2011 demonstration at Puerta desSol (Madrid), with the intention of promoting a more participatory democracy to improve the democratic system (Wikipedia, n.d.).

popular neighborhood of Palma-Palmilla in the city of Malaga (Andalusia), and the other, the Asociación de Comunicación para el Cambio Social #Comunicambio (comunicambio.org) comprises members from all over the country from academia, NGOs and social movements.

The classification of the panel members is shown in Table 1⁴. The importance and significance for our study of selecting these organizations is based on the fact that all of them carry out campaigns and/or projects related to development and social transformation at different levels (local, national and international) and fields (cultural, educational, environmental...), in which communication practices and strategies are a central axis.

The panel developed within the framework of the EvalComDev project was conducted during the months of January to June 2016. First, a questionnaire was sent to each participating organization. The questionnaire was composed of ten open-ended questions oriented –following the objectives of the research– for each organization to reflect on how communication is thought about and put into practice in the organization itself. Once received, the organizations' responses to the questions in the questionnaire were analyzed. Subsequently, a series of online interviews were conducted with the participating organizations to deepen their proposals, diagnoses and analysis. This study shows the results obtained.

The panel of Spanish organizations of the Third Sector

The results of the panel of Spanish organizations and social movements are shown below, through three axes that cover the characteristics, difficulties and internal and external changes so that organizations and social movements can implement and put into practice a communication that seeks social justice and socio-political transformation through dialogue and citizen participation.

Characteristics of communication that improves the lives of citizens

When the social organizations were asked what they understood by communication that improves the lives of citizens, they all agreed that citizen participation is the first step in developing communication aimed at doing so. In addition, almost all the organizations point to the approach of education for development and media literacy or educommunication as tools

4 Table 1 is at the end of this document (Editor's note).

to promote citizen involvement and mobilization, tending to achieve the objective of citizen empowerment. In this sense, we highlight the following statements:

Within the framework of a campaign or a communication plan for a specific project, we try to place the people involved in our projects at the forefront of this communication strategy (Organization-3).

Through development education projects, we work [...] to approach communicative empowerment. In this sense, we take advantage of digital tools (social networks) and technological tools (audiovisual tools or radio) to work with young people, adults, etc., through media education (media literacy, educommunication) (Organization-3).

We teach and enable the ways and means for citizens to exercise their constitutional and human right to communicate in a truthful and attractive way (Organization-4).

In these statements we find a clear participatory approach in the strategic communicative outlook of these organizations. However, it is detected that the assimilation of the participatory perspective of the CDCS by Spanish TS organizations fits with the “subsidiary character” that historically in Spain “have been assuming institutions, areas of knowledge and disciplines that do not directly connect with the epistemological framework built on an international scale from the CDCS”, pointed out by Marí-Sáez (2013: 53) in his historiographic study on the genesis and institutionalization of the CDCS in Spain. This is the case of the perspective of Education for Development and educommunication or media literacy that we find in social organizations and movements.

Educommunication or media literacy is an interdisciplinary field of study that encompasses the theoretical and practical dimensions of two historically separate disciplines, education and communication. Within this field, different approaches can be identified that entail different educommunication practices. On the one hand, we find an instrumental approach focused on the use of technology and, on the other hand, educommunication, understood as a dialogic process. The latter is framed in the dialogic and critical tradition, which is mainly based on the work of Paulo Freire in the sixties and seventies (Barbas, 2012).

From the organizations’ responses, we can see that when they refer to media literacy, what they have in mind is this emancipatory and critical approach. This is evidenced by the characteristics derived from this approach pointed out by the organizations that we will see below.

Regarding the specific aspects that this type of communication can improve the lives of citizens, all the organizations emphasize that through

participatory communication aimed at social change, a series of characteristics inherent to this perspective are developed, such as the political and cultural positioning of citizens, the development of a critical perspective that enriches the viewpoint with other alternative approaches and solutions to problems, and the promotion of a social impact derived from this citizen participation.

Focusing on the participants in the different activities has made it possible for many of them to find new ways of positioning themselves in society, from a political and cultural point of view (Organization-3).

This participatory perspective has a lot to do with trying to create other opportunities, [...] to show that there are other ways of doing things. [...] It is like creating other means of communication, other sources, other points of view, with the intention of enriching the citizens and breaking with stereotypes (Organization-5).

In addition, the organizations agree that this participatory perspective entails the development, both locally and globally, of a high level of awareness on the part of citizens, the search for influence on socio-political structures and the development of empathy. Issues that we can see in the following excerpts:

This perspective implies participation, awareness and empathy, in the sense of feeling as one's own what is happening in other parts of the world and mobilizing to create change (Organization-5).

This communicative approach entails that citizens broaden their knowledge of the global reality, that they are able to connect the causes of problems, know their rights and obligations, learn about tools for citizen pressure, and generate changes (Organization-1).

Help your community, neighborhood. To achieve political incidence (Organization-4).

These responses coincide with the critical and participatory approach based on Freire's ideas. This strategic way of understanding communication, with implications and references to both the local and the global, and at the same time, with references to the theoretical and the practical, connects with a critical conception of the CDCS (Marí-Sáez, 2013; Gumucio and Tufte, 2006; Lennie and Tacchi, 2013; Wilkins, 2009):

A conception of the CDCS from a double perspective, academic and practical (Gumucio-Dagron and Tufte, 2006), as praxis, that is, as the reflection and action of men on the world to transform it (Freire, 1971: 23). In this sense, the CDCS is a reflective practice and, at the same time, a theoretical construction that necessarily leads to action (Marí-Sáez, 2017).

We are convinced that this tradition and critical perspective of the CDCS –with referential authors such as José Marques de Melo, Paulo

Freire, Antonio Pasquali, Luis Ramiro Beltrán, among others– is the one that best works on the connections between communication, development and social transformation. In other words, this perspective is susceptible to being located in broader theoretical frameworks and imaginaries than other instrumental and diffusionist approaches –such as marketing or social advertising–, recovering the capacity of communication to dynamize social and educational processes that allow the articulation of the social fabric and the modification of worldviews from cooperation, solidarity, communication and education (Marí-Sáez, 2013).

Difficulties and strategies for developing communication for social change

When asked about the difficulties they usually encounter when promoting citizen communication aimed at social change, the organizations of the TS in Spain point to a group of elements that have to do with institutional and legal barriers as the main drawbacks.

We depend on projects and subsidies (and, therefore, on the times set by the Public Administration) and sometimes we are not able to give continuity to the processes we have opened and we do not manage to support and accompany people. [...] we also propose projects with big objectives and indicators that are difficult to achieve for 12 or 18 months of execution. (Organization-3)

Bureaucratization, organizational culture habits, very long periods of time for increasingly rapid communication, resistance to change towards true communication (preference for unidirectional information), metalanguage that is difficult to understand for the public outside our sector (Organization-1).

This group refers to the relationship established between institutional and bureaucratic impositions derived from financing, and the institutional clientelism detected in the Sector in Spain (Jerez and Blanco, 1998; Lara, 2012). The problem of financing strongly conditions the action developed by this sector. As Jerez and Blanco (1998: 14) point out, the dependence of the TS in Spain on public subsidies has three main types of effects that are detected in the responses of the panel members:

- a) Places the organizations in a situation of annual uncertainty, as the continuity of their action depends on the call for proposals each year.
- b) Encourages the development of a situation of competition between organizations related to each other for the distribution of scarce resources.
- c) Encourages the development of a clientelist culture.

Solidarity organizations receive financial support from the public authorities; this support depends on budgetary contingencies and political ups and downs. In other words, since the granting of resources is conditioned to the government's definition of priorities and to administrative concessions, institutional clientelism is made possible. This clientelism is also related to the weak financing that these social organizations are capable of generating on their own. We must not overlook, as Jerez and Blanco (1998: 12) point out, "that this space [the Third Sector] has a great potential to be instrumentalized from the logic of power and profit that characterizes the other two sectors [First and Second Sectors]".

The Spanish solidarity organizations also point out, in a clear exercise of self-criticism, the bureaucratization that affects the functioning of solidarity organizations, as well as the customs and inertia in organizational functioning that hinder the implementation of this communicative approach of the CDCS. This barrier is inversely related to the organization's capacity for social mobilization. The more hierarchical and bureaucratized the organization, the greater the accumulation of organizational habits and inertia, and the lesser the capacity for connection, appropriation and social mobilization.

That is to say, as organizations take on challenges and advance and make their functional organization chart more complex, a staff of salaried professionals becomes necessary, which causes the involvement/participation of the members of each organization to begin to deteriorate, because where there used to be citizen volunteer work, we now find particular professional interests that have little to do with the voluntary and social appropriation logic that should guide these organizations (Jerez and Blanco, 1998; Marí-Sáez *et al.*, 2014).

In this sense, the organizations analyzed even point to the language used by the organizations themselves, most of the time far from the citizens, with whom they do not connect. This lack of connection again highlights the lack of this logic of citizen appropriation, lack of an attitude of openness and listening to other points of view and interests, of other discourses and alternative arguments that come from citizenship.

Other barriers refer to the lack of formal education from universities, as well as the lack of more informal education from the social organizations themselves. Both university training and that provided by the TS organizations themselves are seen by the organizations as the main agents in the introduction of this approach and critical communicative thinking in citizenship. A holistic perspective that entails a positioning towards economic, social and political issues at both local and global levels.

In the University, the deficit of students to participate, influence and worry about things beyond the grade is criticized, but at the same time a university structure that transmits above all that the priority is to pass and prepare you for the labor market is promoted, without valuing or taking in consideration that this person is participative and active, gets involved at a social level, etc. (Organization-3).

In different areas (university, formal education, other social organizations) we find rigid structures that are not very porous to the outside, very endogamic, not very open and in any case open only occasionally. The political formation of the person is not an objective, understanding political formation as that process in which you participate, empower yourself, act and reflect on the practice (Organization-3).

There is a lack of people trained in these issues. It has not yet taken hold in all the delegations; it is still something that is central to the association, and one of the reasons is the lack of people trained in this subject and aware of its usefulness (Organization-2).

This group of barriers connects with what was detected in the historiographic analysis carried out within the EvalComDev project (Marí-Sáez, 2013), in which we found that the introduction of this communicative approach in Spain is carried out, in comparison with its development at international level, in a subsidiary way, that is, from other related but at the same time different approaches, such as Development Education, Peace Education or Educational Communication; and in a complementary way, that is, from other agents outside the academy, such as research institutes (Institute for International Cooperation and Development Studies-Hegoa or Instituto de Estudios para América Latina- iepala) or Foundations (Fundació per la pau; Sodepaz).

In view of the barriers described above, the strategies cited by the organizations to overcome them cover three fronts:

1) On the one hand, the acquisition of experience through the evaluation and learning of the projects and actions that are being carried out. In addition, the implementation of projects consistent with this communicative perspective, implemented with the same rationale and objectives.

Evaluating and collecting information. Adapting to the contexts. [...] that the processes we propose all have the same strategic foundation, based on popular education and the same types of objectives that stimulate participation, presence and impact (Organization-3).

2) Another strategy related to the implementation of this approach through formal and informal education processes involves creating opportunities: each organization in its field of activities (educational, cultural, among others), as well as exerting pressure through lobbying actions

to open cracks and introduce this alternative, critical and holistic view in institutions and academia.

So, as teachers, we do it by creating study plans or specific study programs on this. [...] NGOs also create these spaces. In other words, everyone is taking small steps and fighting for their own space. [...] In other words, let's say that all the actors, in our space, propose other views. [...] It is a constant lobbying work that has to be done in each space. But this is what we all have to be pushing for in each of our spaces, so that these other criteria are made visible (Organization-5).

3) Another important axis to overcome these barriers refers to the necessary connection between the local and global perspective that should guide the actions and campaigns of these social organizations, so that they have continuity, shelter and the reinforcement of the global perspective of this way of understanding and practicing communication in TS organizations. Moreover, as the organizations point out, this connection gives real strength to local initiatives.

Actively participating in forums, platforms, coordinators, etc., where we always try to maintain a dialogue among the organizations, coordinating and exchanging experiences among ourselves and also with other actors, for example the administrations (Organization-3).

With internal and external alliances that, although with a great deal of perseverance, tend to produce results. Through successful experiences that demonstrate that new approaches give new results (Organization-1).

Working in a network is not only strategic, but that is where the support comes from. In other words, creating real cooperation networks (Organization-5).

Seeking alliances for political advocacy in networks of organizations in the sector, [...] as well as in other networks, and it is necessary to engage them and make them aware of the strategic nature of these barriers (Organization-4).

Internal and external changes needed to develop communication for social change

When organizations were asked what changes would have to take place in order for a CDCS to work better, the responses focused on the need to implement this perspective at the organizational level in order to develop it. However, in order to do so, the organizations coincide in pointing out what we have just gathered regarding the difficulties in developing this communicative approach. In other words, the lack of training and professionalism of this communicational approach, which makes the process of adopting this approach even slower. We find clear references to these aspects in the following statements:

This perspective should be incorporated into the entity's strategic plan and human resources in order to implement this communication for social change (Organization-3).

At the level of professionals... time, to be able to dedicate oneself to communication for development. [...] like a journalist, who wants to make a living out of it (Organization-5).

I think we can change several things that are in our hands, for example, committing more clearly to the CDCS. I believe that the association is sensitive to new ideas and projects. [...] Perhaps the problem is that there are hardly any people trained in this field or with these concerns (Organization-2).

When asked what other elements (resources, institutions, social actors) would have to be involved in order for the organization to better promote communication for social change, we found three axes that concentrate the answers obtained and that are in line with the strategies proposed by the organizations to overcome the barriers detected:

1. The reference to legislation as a framework that enables the development of this more holistic, structural and long-term perspective, rather than pragmatic, superficial and short-term.
2. The reference to the changes that are necessary in institutions, universities, as well as in the organizations themselves.
3. References to organizational and cooperative networks as the main source of cooperation and experiences.

There comes a moment when you have to make a decision, either I do it or I don't get the support. That is why there are also many people who have entered politics because they have seen that we are proposing structural changes, and in the end, either you are in or they are not achieved. [...] you need to be part of the institutions in order to be able to transform them. I think institutional support is not really the norm. [...] So there are many things that need to be changed. First of all, as we were saying, in the universities the curricula, in the organizations the structures (Organization-5).

Human resources, training. Perhaps also other institutions that help us to insert the CDCS well into our day-to-day life (Organization-2).

Working more as a network between organizations. Influence public educational and communication plans (laws). Institutional policies that value and promote an active, participatory and politically involved society favor the work of the organizations (Organization-3).

Conclusions

The present research, through a prospective method such as the expert panel, carried out during 2016 to five Spanish organizations and social

movements framed in the TS, collects their analysis and reflections about the characteristics and difficulties they encounter when implementing a CDCS, as well as the strategies to overcome them. The results obtained are positive because they reveal a growing awareness in these organizations of the need to recover their role as essential agents in social transformation and as promoters of critical reflection and dialogue involving citizen participation.

Evidence of this can be found in the analysis carried out. It indicates that Spanish organizations and social movements have been sensitive to the participatory perspective of the CDCS. In this regard, it is corroborated, in line with what was pointed out by Marí-Sáez (2013) in his historiographic study on the genesis and evolution of the field in Spain, that the introduction of this perspective is carried out in a subsidiary manner through other borderline but different approaches, such as educommunication or development education.

However, in spite of this, it is clear that the approach that has permeated the CDCS in Spanish social organizations has its source in the Freirean dialogical and critical proposal, and not in the instrumental aspect of this educational approach. Thus, by linking with the Freirean approach, Spanish solidarity organizations connect, in contrast to the instrumental perspective of the diffusionist paradigm, with the roots of the critical, participatory and alternative paradigm of the CDCS, a theoretical-practical tradition that has historically proven to work better than other approaches on the connections and interrelationships between communication, development and social change.

We also find this awareness of the sector in the strategies that are outlined to overcome the barriers from the institutional and legal framework that these organizations detect when implementing this approach. These strategies include the evaluation of projects and actions carried out to acquire experience and learning in the implementation and development of this participatory perspective, as well as the introduction of this approach through formal and informal education processes.

In this sense, the organizations aim at developing a lobbying exercise to influence and provide opportunities for this alternative view in academia (through the creation of curricula, related subjects,...) and institutions (through projects, grants with this approach), as well as in the organizations themselves. These, as we have seen in our study, are self-critical and highlight, as barriers to the implementation of this participatory perspective, their own bureaucratization and the habits and inertias acquired in their organizational

functioning, derived from their own growth and professionalization and from their institutional financial dependence.

Considering these difficulties, Spanish social organizations propose as a strategy the implementation and development of a voluntary and social appropriation logic that revitalizes the involvement and participation of the citizens and the members of the organization themselves, and reinforces the weak own funding that they are able to generate to combat institutional financial clientelism.

On the other hand, the results indicate that the Spanish organizations and social movements of the TS are in contact and dialogue with the cooperation and solidarity networks of global social initiatives (social forums, platforms, associations...). These networks act as a source of collaboration and support for Spanish initiatives, as a learning matrix for new strategies and tools for the implementation of this participatory approach and help to maintain coherence in the local/global tension of this approach. Based on the difficulties and strategies outlined in this study, it will be necessary to observe the capacity of Spanish TS organizations to involve and mobilize all their potential towards the acquisition of this critical view and this practice of transformative communication.

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Appendix

Table 1

Classification of panel members

Organization	founded	Outreach
1. CONGD-E	1986	National/International
2. Madre Coraje	1991	National/International
3. Cic-Batá	1994	National/International
4. Onda Color	2008	Local
5. #Comunicambio	2011	National

Source: Own elaboration.

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