

COURSE GUIDE

DES 218 COMMUNICATION AND DEVELOPMENT

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INTRODUCTION

Welcome to **DES218: COMMUNICATION AND DEVELOPMENT**

DES218: COMMUNICATION AND DEVELOPMENT is a two-credit units and one-semester undergraduate course for communication student. The course is made up of three modules, each module is subdivided into four study units and each unit spread across twelve lectures weeks. This course guide will give you a wider insight into the concept of communicating. It tells you about the course materials and how you can work your way through these materials. It suggests some general guidelines for time required of you on each unit in order to achieve the course aims and objectives successfully. Answers to your tutor marked assignments (TMAs) are therein already.

Course Competencies.

This course is basically on **communication and development** because as you are aspiring to become Development Experts, you must be able to apply such on a real life situation. The topics covered include, concepts of development and communication importance of communication in development ,paradigms shift in communication for development

The Essence of Research in communication, communication for Educational Development, Communication for health development, communication for Political Development, Communication for Political Development, Communication for Internal Security, Environmental, and Technological Development, Interpersonal and Folk Media for Development Communication, Print Media for Development Communication ,Broadcast Media for Development Communication, New Media for Development Communication. You will be taken through their application to practical problems in development.

Course Objectives

To achieve the aims of this course, there are overall objectives, which the course is set out to achieve. Similarly, there are set objectives to be accomplished for each unit. The unit objectives are included at the beginning of a unit; you should read them before you start working through the unit. You may want to refer to them during your study of the unit to check on your progress. You should always look at the unit objectives after completing a unit. This is to assist the students in accomplishing the tasks entailed in this course. In this way, you can be sure you have done what was required of you by the unit. The objectives serve as study guides; such that student could know if he is able to grab

the knowledge of each unit through the sets of objectives in each one. At the end of the course period, the students are expected to be able to:

- Explain the basic meaning of development and communication.
- Importance of Communication in Development
- Paradigms Shift in Communication for Development .
- The Essence of Research in Communication Development .
- Discuss major **areas of concern in communication for development**
- **Discuss media and development communication**
- Describe Interpersonal and Folk Media for Development Communication.

Working Through this Course

To successfully complete this course, you are required to read the study units, referenced books and other materials on the course.

Each unit contains self-assessment exercises called Student Assessment Exercises (SAE). At some points in the course, you will be required to submit assignments for assessment purposes. At the end of the course there is a final examination. This course should take about 12 weeks to complete and some components of the course are outline under the course material subsection.

Study Units

There are 12 units in this course which should be studied carefully and diligently.

Module 1 Understanding Communication and Development

- Unit 1 Concepts of development and communication
- Unit 2 Importance of Communication in Development
- Unit 3 Paradigms Shift in Communication for Development
- Unit 4 The Essence of Research in Communication Development

Module 2 Areas of Concern in Communication For Development

- Unit 1 Communication for Educational Development
- Unit 2 Communication for Health Development
- Unit 3 Communication for Political Development
- Unit 4 Communication for Internal Security, Environmental, and Technological Development

Module 3 - Media and Development Communication

Unit 1	Interpersonal and Folk Media for Development Communication
Unit 2	Print Media for Development Communication
Unit 3	Broadcast Media for Development Communication
Unit 4	New Media for Development Communication

Each study unit will take at least two hours, and it includes the introduction, objective, main content, self-assessment exercise, conclusion, summary and reference. Other areas border on the Tutor-Marked Assessment (TMA) questions. Some of the self-assessment exercise will necessitate discussion, brainstorming and argument with some of your colleges. You are advised to do so in order to understand and get acquainted with historical economic events as well as notable periods.

There are also textbooks under the reference and other (on-line and off-line) resources for further reading. They are meant to give you additional information if only you can lay your hands on any of them. You are required to study the materials; practice the self-assessment exercise and tutor-marked assignment (TMA) questions for greater and in-depth understanding of the course. By doing so, the stated learning objectives of the course would have been achieved.

References and Further Readings

In this course material there are some recommended textbooks and references that you can get for yourself or search out online for further reading.

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Presentation Schedule

The presentation schedule included in your course materials gives you the important dates for this year for the completion of tutor-marking assignments and attending tutorials. Remember, you are required to submit all your assignments by due date. You should guide against falling behind in your work

Assessment

There are two types of the assessment of the course. First are the tutor-marked assignments; second, there is a written examination.

In attempting the assignments, you are expected to apply information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor for formal assessment in accordance with the deadlines stated in the Presentation Schedule and the Assignments File. The work you submit to your tutor for assessment will count for 30 % of your total course mark.

At the end of the course, you will need to sit for a final written examination of three hours' duration. This examination will also count for 70% of your total course mark.

How to get the Most from the Course

In distance learning the study units replace the university lecturer. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace and at a time and place that suit you best.

Think of it as reading the lecture instead of listening to a lecturer. In the same way that a lecturer might set you some reading to do, the study units tell you when to read your books or other material, and when to embark on discussion with your colleagues. Just as a lecturer might give you an in-class exercise, your study units provides exercises for you to do at appropriate points.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit.

You should use these objectives to guide your study. When you have finished the unit you must go back and check whether you have achieved the objectives. If you make a habit of doing this, you will

significantly improve your chances of passing the course and getting the best grade.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from a readings section. Some units require you to undertake practical overview of historical events. You will be directed when you need to embark on discussion and guided through the tasks you must do.

The purpose of the practical overview of some certain historical economic issues are in two folds. First, it will enhance your understanding of the material in the unit. Second, it will give you practical experience and skills to evaluate economic arguments, and understand the roles of history in guiding current economic policies and debates outside your studies. In any event, most of the critical thinking skills you will develop during study are applicable in normal working practice, so it is important that you encounter them during your studies.

Self-assessments are interspersed throughout the units and answers are given at the ends of the units. Working through these tests will help you to achieve the objectives of the unit and prepare you for the assignments and the examination. You should do each selfassessment exercises as you come to it in the study unit. Also, ensure to master some major historical dates and events during the course of studying the material.

The following is a practical strategy for working through the course. If you run into any trouble, consult your tutor. Remember that your tutor's job is to help you. When you need help, don't hesitate to call and ask your tutor to provide it.

1. Read this Course Guide thoroughly.
2. Organize a study schedule. Refer to the 'Course overview' for more details. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information, e.g. details of your tutorials, and the date of the first day of the semester is available from the study centre. You need to gather together all this information in one place, such as your dairy or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates for working breach unit.
3. Once you have created your own study schedule, do everything you can to stick to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late for help.
4. Turn to Unit 1 and read the introduction and the objectives for the unit.

5. Assemble the study materials. Information about what you need for a unit is given in the 'Overview' at the beginning of each unit. You will also need both the study unit you are working on and one of your set books on your desk at the same time.
6. Work through the unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit you will be instructed to read sections from your set books or other articles. Use the unit to guide your reading.
7. Up-to-date course information will be continuously delivered to you at the study centre.
8. Work before the relevant due date (about 4 weeks before due dates), get the Assignment File for the next required assignment. Keep in mind that you will learn a lot by doing the assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the exam. Submit all assignments no later than the due date.
9. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study material or consult your tutor.
10. When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.
11. When you have submitted an assignment to your tutor for marking do not wait for its return 'before starting on the next units. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also written on the assignment. Consult your tutor as soon as possible if you have any questions or problems.
12. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this Course Guide).

Online Facilitation

The course, Introduction to Development Studies II (DES 112), exposes you to development planning and the reasons why planning is essential for economic growth and development. Development planning might be more important to underdeveloped or developing countries because of the need to step-up growth. The modules also teach you various non-governmental institutions/organizations involved in planning process, both directly and indirectly. Although, there is no country without a development plan, however, planning varied across countries and it is mainly influenced by cultural, political and economic systems. Apart from planning commission and government agencies, planning process

also involves Non-Governmental Organizations (NGOs) assisting in one way or another to complement government efforts. These NGOs together with regional and international organizations have assisted in adding more values to development planning in many developing countries. Nigeria is one of the developing countries which have benefited from assistance offered by the international organizations. Nevertheless, the conditions for obtaining assistance remain unfavourable to the underdeveloped or developing countries. This means that for the feasibility of success of development planning, planners in developing countries may have to look inwards and annex domestic resources to realize development planning objectives.

Course Information

Course Code: DES 218
Course Title: **COMMUNICATION AND
DEVELOPMENT**
Credit Unit: 2 units
Course Status:
Course Blub:
Semester: second Semester
Course Duration: 13 weeks
Required Hours for Study

**MAIN
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MODULE 1 UNDERSTANDING DEVELOPMENT COMMUNICATION

MODULE INTRODUCTION

UNDERSTANDING DEVELOPMENT COMMUNICATION

- Unit 1 Concepts of development and communication
- Unit 2 Importance of Communication in Development
- Unit 3 Paradigms Shift in Communication for Development
- Unit 4 The Essence of Research in Communication Development

UNIT 1 THE CONCEPTS OF DEVELOPMENT AND COMMUNICATION

- 1.1 Introduction
- 1.2 Learning Outcomes
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 - 1.3.2 The Purpose of Development
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 - 1.5.2 Types of Communication
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- 1.6 Summary
- 1.7 References/Further Readings/Web Resources
- 1.8 Possible Answers to Self-Assessment Exercise(s) within the content



1.1 Introduction

This unit explains the concepts of development, communication and development communication. It examines some major approaches to development and some perspectives of development. It also examines some major differences between developed nations and developing nations.



1.2 Learning Outcomes

At the end of this unit, you should be able to:

- explain the concept of development
- identify and explain some major approaches to development
- examine perspectives of development
- explain differences between developed nations and developing nations
- establish a relationship between development and communication



1.3 Main Content

1.3.1 The Concept of Development

To develop means to grow, become advanced, to become elaborate, stronger and to be complete. Something that develops makes progress, it changes; it could become bigger and more successful.

Development involves gradual advancement and a series of changes that lead to progress (Webster Dictionary) in the society. The process of development involves degrees in maturation. Even though development may take place, it might not be noticeable immediately. We notice that children grow and mature but we do not stand by them and see the various parts of their bodies grow. We simply notice the growth. Development involves the application of new ideas to practical problems to produce positive change in the society.

Development has been a matter of concern. At the beginning of the second half of the 20th Century, international agenda began to focus on development and there came up the notion that growth in the economy did not automatically lead to better quality of life for members of the society, that it was important to determine and emphasise specific policies that would direct resources and enable the various strata of the society to develop socially and economically (Israel, 2018). Governments and nongovernmental organisations then began to direct efforts towards societal change. Development indicates the need and the means through which poor countries are helped to attain better living standards. It includes, but is not limited to, economic growth, human development, better health, better nutrition, education and a clean environment. According to Akinfeleye, (2008) national development refers to the process of social change within a society or nation. It involves national integration, elite – mass integration, territorial integration and value integration. We have already indicated that

development may not necessarily be immediate; however, it is visible and useful. It involves a change in quality and also creates conditions for that change.

1.3.2 The Purpose of Development

Why have you registered in NOUN as a student? Why do you study and work hard to pass exams? Why do you want a university degree? Why do you keep seeking better job opportunities? Ordinarily, whatever responses you give should be summed up to mean that you want to live a better life. Yes, and there is nothing wrong in wanting to live better. Again, there might even be something wrong with people who have no desire to live a better life.

Generally, people want a lifting in life. They need and want better living standards and better quality of life. People should have better opportunities and earn better income for their labour. People desire a change for the better. Development should take place with no damage to the natural resources and the environment. Development should positively affect populations, societies, nations, communities and then individuals. Development increases people's standards of living. Development involves change – change in practices and change in reasoning.

Self-Assessment Exercises 1

1. Give an explanation of the “development”.
2. Identify and explain two major approaches to development.

1.3.3 Some Approaches to Development

We shall examine some approaches to development. Over time, various scholars and professionals have come up with their own definitions, descriptions and explanations of “development”, depending on their field and the angle from which they consider it. Amartya Sen, from his “capability approach” defined development as a “tool enabling people to reach the highest level of their ability through granting freedom of action. i.e freedom of economic, social and family actions, etc.” (Israel, 2018). In 1990, the United Nations Development Programme (UNDP) used this approach as a basis for the measurement of human development index (HDI). Martha Nussbaum developed the “abilities approach” with a bias for gender issues, and emphasised the empowerment women as a development tool. Jeffrey Sachs and Paul Collier based their own explanation on mechanisms that hinder development in countries and which make the people to remain in abject

poverty for many years. According to them, some poverty traps are civil wars, poverty itself and natural resources. Jeffery Sachs emphasised the promotion of “sustainable development” which has to do with growth and development for the purpose of raising people’s living standards through relating to the needs of environmental resources and future generations (Israel, 2018).

Major Approaches Israel (2018) Identifies and explains three main approaches to development. **The Welfare Approach:** The welfare approach is one of the earliest approaches to development. It considers development a “public product”, basing its considerations on factors such as education and health and other services that should be supplied to the people by government and non-profit organisations. Money and activities are mainly channelled towards supplying the people with welfare to reduce poverty and enhance development. This approach does not pay attention to entities such as political and economic relationships and conditions that hinder the people from taking advantage of the assistance offered them.

The Rights Approach: This approach relates with human rights. It is based on the reasoning that people should be empowered or reinforced to make them capable of requesting development taking advantage of the assistance given them, on the one hand; and on the other hand, government agencies should be strengthened to enable them identify the people’s needs (which are like rights) and satisfy those needs. The government should provide services to the people transform the society and enable the people to be self-sufficient.

The Sustainability Approach: This is also known as the self-sustaining development approach. This approach began in the 1970s and it received impetus when the United Nations (UN) published the Brundtland Report in 1987. The approach does something differently by relating development to all the countries in the world and not limiting it to developing countries. As testimonies about the influence of industrialisation and modernisation grew, this resulted in the growth of the support for sustainable development, which relates to the needs of both the present and future generations in a way that reflects equality, and demands that the environmental influences of economic growth be taken into the planning process. However, the demand for sustainable development in developing countries is limited, as this kind of development requires wider economic investment in long term processes which developing countries, on principle, request that they be not required to do.

Self-Assessment Exercises 2

1. Examine three perspectives of development.
2. Explain five differences between developed nations and developing nations

Views of Development

	Perspective	Views of Development
1	Neoliberalism	This is a capitalist perspective. No development action is needed except to have free markets. The resulting perpetual economic growth will “trickle down” so everyone benefits. Neoliberalists see history as the result of individual rational actions
2	Structuralism	The state is in control- history is the result of political and economic struggles. Development is mostly the responsibility the state and aims for a modern industrial society
3	Interventionism	This is a perspective that there are losers as well as winners of capitalist progress. Development action tries to help the “losers”. More recently, a concern of the negative impacts of Capitalist growth on the environment has been considered. In some cases, intervention is to remove barriers to modernisation, in others, it is to influence the direction of change
4	People centred/alternative	This is based on the belief that all humans can reach their potential. Development involves empowering groups and individuals to make their own choices. Individuals and social movements are the agents of change
5	Post development	This perspective argues that development is not a good thing – in this view development agencies and governments use “doing good” as an excuse to maintain power and control.

Source: [hubcymru.org/images/user/Hub%20What %20 is % 20 Developemt.pdf](http://hubcymru.org/images/user/Hub%20What%20is%20Developemt.pdf)

It is important for us to note that development is not the same thing as aid. Aid is sent for immediate relief and does not contribute to long term building or recovery. If for example a disaster occurs, affected populations may receive aid such as food, drinks, clothing, medicine, money, equipment and medical staff. Development is a more complex process.

1.4 Difference between Developed and Developing Countries

The process of development has over time, received a lot of attention because of the great difference between developed and developing countries. Try to imagine the difference between Nigeria and America, for instance or the difference between Nigeria and Great Britain. The United Nations Development Programme (UNDP) provides an annual rating of countries' development according to its human development index (HDI). This rating includes measurement of the citizens' access to healthcare, educational attainment and living standards among others. (The Levin Institute, 2016). Let us examine some differences between developed countries and developing countries.

Developed Countries: Developed countries are those countries which are also termed “advanced countries”, or “first world countries”. They are said to be developed in terms of economy and industrialisation. These countries are generally, self-sufficient. Examples are Australia, Canada, France, Germany, Great Britain, Italy, Japan, Norway, Sweden, Switzerland and the United State of American. Living standards here are high, healthcare is excellent, transportation, educational and communication facilities are excellent; infrastructural facilities are advanced and there is advancement in technology. Life's expectancy is high too.

Developing Countries: Developing countries have low living standards when compared to other countries. When compared to other countries, they have an underdeveloped industries base and are rated low on low human development index. Developing countries are called lower developed countries and are categorised as “third world countries”. Life is relative to developed countries, difficult in developing countries, education is not taken seriously, transportation, communication and health facilities are poor when compared to developed countries. Illiteracy rates are high and the governments owe huge debts. Such countries depend on developed countries to assists them with industrialisation. Birth rates and death rates are high and life expectancy is low. Again, living conditions are poor, and rates of unemployment and poverty are high. Many African countries fall into this category. Some other countries are Sri Larika and Pakistan (<https://www.gogoole.weblight>) Developing countries keep struggling to achieve what the developed countries have long achieved.

Some Major Differences between Developed Countries and Developing Countries

	Developed Countries	Developing Countries
1	They are independent and prosperous. The rate of industrialisation is high and effective.	They are facing the beginning of industrialisation; industrialisation is slow.
2	They have high per capita income (GDP).	They have low per capita income.
3	Literacy rates are high	Illiteracy rates are high
4	They have good infrastructure and better environment in terms of health and safety	Infrastructure and the environment are poor in terms of health and safety.
5	The people generally live comfortably. Living conditions are good	Life is generally difficult for the people and poverty rates are high. The people struggle to have the basic things of life
6	Income distribution is equal	Income distribution is unequal.
7	They generate revenue from the industrial sector	They generate revenue from the service sector.
8	Resources are managed effectively and are efficiently utilised.	Resources are not properly managed and efficiently utilised
9	Birth rates and death rates are low	Birth rates and death rates are high
10	They have a high human development index, when compared to developing countries	They have a low human development index when compared to developed countries

Source: <https://gogooleweblight.co>

1.5 Communication for Development

Human existence revolves around communication. Human beings communicate all the time. Communication has to do with the transfer of information from one person or group of persons to another. It involves expression of feelings, thoughts and ideas. Human beings need to communicate. Even people who are deaf and dumb communicate. The need to communicate is so important that isolation or solitary confinement is regarded as severe punishment.

1.5.1 Elements of Communication

The originator of the communication content is known as the source. He puts his thoughts or feelings together and expresses them. This is known as encoding; the content of communication is known as the message. The message is sent by means of a channel. The receiver of the message is the audience. The audience then interprets the message to obtain meaning from it; this is the process of decoding the message. It is important for the source of the message and the receiver to share meaning, for communication to be effective. Communication involves action and reaction. When the receiver responds to the message, the response is known as feedback. However, communication could be hindered; certain factors could hinder the process in various ways and for various reasons. A reader of this course material may not see the printed matter clearly for certain reasons; one of which could be that he needs a pair of reading glasses or the printed matter itself is faint and therefore not legible. He may see clearly but may not understand the content due to his low literacy level and inability to interpret what is written. He may be distracted by the happenings around him; he could be distracted because he is worried about his finances. All hindrances to effective communication constitute noise; barriers to effective communication are known as noise. Communication could be oral, it could be written and it could take place through non-verbal means. The context of communication is also important. This refers to the environment and circumstance in which communication takes place.

1.5.2 Types of Communication

Communication takes place at different levels. The major types of communication of communication are as follows.

- a. Intrapersonal Communication: This takes place when a person sends and receives the message himself. Thinking and reasoning within you is intrapersonal communication.
- b. Interpersonal Communication: This takes place all the time. It is usually between two people. It involves person to person contact, and is usually face to face.
- c. Group Communication: This involves small groups of people sharing information. You could form a discussion group, consisting of yourself and three other people, in preparation for your examinations.
- d. Non- Verbal Communication: Someone might ask you, “Where is Mr. X?” and you simply turn away from that person, looking in the opposite direction. This could mean that you do not want to speak to the person who has asked after Mr. X. It could also mean that Mr. X can be found in the direction to which you have

turned. You would have sent information without speaking or writing.

- e. **Mass Communication:** Mass communication involves communication with a mass audience. The senders of the messages are relatively few. Examples are broadcasters, news editors, reporters and writers. The receivers are a mass audience who are anonymous and heterogeneous. Messages are sent through specialised and sophisticated channels known as the mass media. Traditional mass media channels are print media (such as newspapers, magazines, books) and broadcast media (such as radio and television). However, in recent times, various new media platforms powered by the Internet have become recognised as mass media channels.

1.5.3 Development Communication

The central reasoning of development communication is that strategic communication interventions should be used to produce social change. Development communication refers to using communication to facilitate development in the society. The primary purposes of include fulfilment of basic needs, social transformation and development. J.F. Jamias articulated the philosophy of development communication, anchoring it on three main ideas, namely purposive, value-laden and pragmatic; they have become the philosophy that drives development communication. Nora Quebral, a pioneer in development communication in Asia, expanded Jamias's philosophy and then referred to development communication as, "The art and science of human communication linked to a society's planned transformation from a state of poverty to one dynamic socio-economic growth that makes for greater equality and the larger unfolding of individual potentials" (Quebral, 2001). The main purpose of communication for development is to facilitate the dialogue, horizontal communication, popular participation and empowerment.

Relating notions from Harold Lasswell, Akinfeleye (2008) says said communication is the most effective means of meeting many of the burning issues of the society. Man has always needed something to watch over his environment and report to him the dangers, discoveries, opportunities, opinion, facts, decisions, changes and current trends, something to entertain people on a broad scale, something to broaden trade and commerce (Lasswell, 1968).

Tracing the history of present day communication for development, Akinfeleye (2008) relates that in primitive times, certain individuals were given the task to make known current trends, discoveries, facts and opinions, and to entertain the people; thus community watchmen, members of the tribal council, parents, educators, jesters and bards were regarded as communicators. However, due to the expansion of the tasks

and sophistication, the tasks grew too large for those individuals to perform and then communication systems took over the tasks because of their power of immediacy and mass circulation.

The mass media is a product of opinion and it produces opinion too. Some theorists believe the mass media have significant effects on the people with their persuasive tendencies. Some believe the media have some effect. Some are of the view that the mass media have little or no effect on the people. However, the mass media function to inform people of what is happening around them and the opportunities available to them. Again, Akinfeleye (2008) explains that the mass media should relay ideas and information on development issues; they should present a representation of the society in which they operate, they should be tools for attitude formation and attitude change.

“As tools of national development, the mass media should give representative and unbiased and accurate picture of the goals, aspirations and socio-political foundation of the society in which they operate”. They should relate the events that work to the advantage of the society and present those that are to the disadvantage of the society. They should be powerful tools for education and should serve as the “market place of ideas” for the populace. The mass media can help bridge the knowledge gap between government and the people (Akinfeleye 2008). Development is very important in any society. Living a life of hardship when there is opportunity for better quality of life makes life even more difficult. Communication is however, important to facilitating positive change in any society.

According to UNICEF (2015), communication lies at the centre of sustainable development. Communication for development (C4D) has to do with understanding people, their beliefs and their values. It involves engaging communities to identify problems, offering solutions and taking appropriate action. Development communication involves a wide range of activities; examples of which are teaching women how to exclusively breastfeed their babies; working with boys and men to prevent domestic violence, persuading parents and families to send their daughters to school, persuading parents to present their children for immunisation, disease prevention, promotion of modern farm practices and getting parents to register the birth of their children.

Self-Assessment Exercises 3

Establish a relationship between development and communication.

1.5.4 Some Communication Strategies for Sustainable Development

A mix of the following can be employed:

- i. **Social mobilisation:** the process of bringing together all societal and personal influences to raise awareness of and demand for development actions that involves all the concerns actors
- ii. **Advocacy:** the process of creating programs and services, developing partnerships, and changing public policies, laws, and practices to facilitate development
- iii. **Behaviour change Strategies:** strategies that enhance participants' motivation and adherence to development actions.
- iv. **Social change strategies:** a form of persuasion to internalised development efforts. Application of economic, political, and moral power and institutions to make people change attitudes, beliefs, behaviours, values
- v. **Information dissemination and education:** focuses on collecting and distributing information to educate people on development plan.
- vi. **Social marketing:** an approach used to develop activities aimed at changing or maintaining people's behaviour for the benefit of individuals and society as a whole.
- vii. **Communication for social change:** involves the use of variety of communication techniques to address inefficient systems, processes, or reluctance to adopt or adapt to developmental change or plan
- viii. **Community participation:** involvement of people in a community developmental projects or actions to solve their own problems.



1.6 Summary

Development involves gradual progress and advancement of the society. Communication should lead to the improvement of people's quality of life. Living in hardship is unnecessary when there are opportunities to live life better.

Development connotes progress, advancement, maturation, positive change among populations, nations, societies, communities and

individuals. There are various approaches and perspectives to development, depending on the field of the scholars and professionals examining it. Development takes place over time; but there are great differences between developed countries and developing countries. Development communication facilitates society's development. Change agents deploy various means to communicate their messages to their target audience.



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1.8 Possible Answers to SAEs

Answers to SAEs 1

1. Development involves gradual advancement and a series of changes that lead to progress in the society. The process of development involves degrees in maturation. Development should positively affect populations, societies, nations, communities and then individuals.
2. **The Rights Approach:** This approach relates with human rights.
The Sustainability Approach: The approach does something differently by relating development to all the countries in the world and not limiting it to developing countries.

Answers to SAEs 2

1. **Interventionism:** This is a perspective that there are losers as well as winners of capitalist progress.
People centred/alternative: This is based on the belief that all humans can reach their potential.
Post development: This perspective argues that development is not a good thing – in this view development agencies and governments use “doing good” as an excuse to maintain power and control
2. **Developed Countries:** Developed countries are those countries which are also termed “advanced countries”, or “first world countries”. They are said to be developed in terms of economy and industrialization while **Developing Countries:** Developing countries have low living standards when compared to other countries. When compared to other countries, they have an underdeveloped industries base and are rated low on low human development index.

Answers to SAEs 3

1. Development involves the application of new ideas to practical problems to produce positive change in the society. Communication has to do with the transfer of information from one person or group of persons to another. It involves expression of feelings, thoughts and ideas. In this sense ideas must be communicated to one another to produce positive change in the society.

UNIT 2 **IMPORTANCE OF COMMUNICATION IN DEVELOPMENT**

CONTENTS

- 2.1 Introduction
- 2.1 Learning Outcomes
- 2.3 Main Content
- 2.4 Development Communication
- 2.5 Importance of Development Communication
- 2.6 Summary
- 2.7 References/Further Readings/Web Resources
- 2.8 Possible Answers to Self-Assessment



2.1 Introduction

This unit gives an explanation of reasons why development communication is important.



2.2 Learning Outcomes

At the end of this unit, student will be able to:

- explain the importance of development communication.



2.3 Main Content

2.4 Development Communication

Recall that in Unit 1, we established the notion that the central reasoning of development communication is that strategic communication interventions should be used to produce social change. We also said that development communication refers to using communication to facilitate development in the society. Change agents disseminate information to bring about positive change in the society. Daramola (2014:40) explains that the ultimate purpose of development communication is to facilitate information exchange that will “engender the cultivation of new attitudes, norms and values”. According to Anaeto & Solo- Anaeto (2010), in the context of developing nations, development communication refers to planned communication to eradicate or substantially reduce poverty, social inequality, unemployment and

others. However, stakeholders and beneficiaries of development programmes need to work together to achieve success. Things ought not to be done haphazardly. Stake holders should be well equipped to carry out their duties successfully. Both stakeholders and beneficiaries are involved in the effort to achieve sustainable development.

Self-Assessment Exercises 1

Identify and explain five importance of development communication.

2.5 Importance of Development Communication

Many African nations and other Third World countries are still grappling with issues which developed countries overcame very many years ago. In some cases, problems which should be tackled with very simple solutions just linger. Some reasons could be ignorance, illiteracy, the lack of information or the lack of adequate information and poverty. Let us examine some importance of development communication.

a. Provision of Information and Knowledge

Development communication provides information about the challenges in the environment. Some children for instance, die from malnutrition but their parents who do not know the cause of death to be malnutrition would blame witches and spirits for their misfortune. However, with appropriate information, they would know that the children have not been adequately nourished. Guinea worm, a parasite, and some diseases troubled members of a particular community for many years due to the dirty water they drank and washed with. They got water from the only river in the village. A native of the village who later travelled to a developed country for studies returned to inform the community that their challenges came from using dirty water from the river, but many did not believe him. Those who did began to fetch water from the community borehole he facilitated and became free from guinea worm and other water borne diseases in the environment. Apart from obtaining information about challenges, people need information and knowledge about the opportunities available to them. Development communication is concerned with providing communities with information with which they can improve their lives. It helps the people to respond appropriately to available opportunities.

b. Human Empowerment

Communication is used as a human empowerment tool. It is used as a

tool to facilitate the participation of people in development activities. Even though knowledge and information are essential for people to successfully respond to the opportunities and challenges of social, economic and technological changes, to be useful, knowledge and information must be effectively communicated to the people.

c. Making the Development Programmes Understood and Accepted

Development communicators through various organised means explain the development process and programmes to the people in such a way that such programmes find acceptance among those who should benefit from them. The people are equipped to take advantage of the new ideas being offered them.

d. Strengthening the Decision Process

Development communication sharpens the people's appetite and desire for better quality of life, and produces a change of attitude and behaviour, resulting in enhanced quality of life.

e. Mobilising the People

Communication enables planners, when identifying and formulating development programmes, to consult with the people in order to take into account their needs, attitudes and traditional knowledge. Communication helps the beneficiaries of the development programmes become the principal actors, to make the programmes successful.

f. Building Consensus

Everyone in a society cannot reason the same way. While some people are working towards a positive change, others would seem to counter their efforts. Human society is so heterogeneous and varied that no single issue of public importance goes without eliciting divergent views and arguments. Development projects, important as they are, always generate different views and opinions in the society. While some members of a community would be clamouring for a particular project, some others would reject it out rightly and work to prevent it. Development cannot occur where there are diverging opinions and perceptions on what development is. For a development intervention to be relevant, the people must come together to articulate and prioritise their problems, and collectively seek solution to them. To do this is to build consensus among the people. Building consensus is the process that requires trust, transparency and knowledge of the dynamics of human relationships. The people can then draw up a development agenda and priorities. Without consensus building, development would not be easy in any society.

g. Facilitating Intersectoral Collaboration

Noting that communication (knowledge and information) in itself does not lead to development, Anaeto & Solo-Anaeto (2010) reveal that it is a mix of communication and non-communication inputs that lead to development. For this reason, development communication disseminates developmental messages to the people and also facilitates linkages with government agencies, non-governmental organisations and other organisations to provide an enabling environment for development to be actualised.



2.6 Summary

Development cannot actually take place without communication, which in itself takes place at different levels. For instance, change agents have to communicate with the beneficiaries, government, non-governmental organisations and other agencies. Beneficiaries of the development programmes have to communicate with one another and agree that the projects are needed and would enhance their quality of life; a lot of effort would need to be made at persuading the people to accept the opportunities offered them.

In this unit, we have examined development communication and its importance. We identified provision of information and knowledge, serving as an empowerment tool, making the development programmes understood and accepted, strengthening the decision process, mobilising the people, building consensus and facilitating intersectoral collaboration as some importance of development communication.



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2.8 Possible Answers to SAEs

Answers to SAEs 1

- a. **Provision of Information and Knowledge:** Development communication provides information about the challenges in the environment. Some children for instance, die from malnutrition but their parents who do not know the cause of death to be malnutrition would blame witches and spirits for their misfortune.
- b. **Human Empowerment:** It is used as a tool to facilitate the participation of people in development activities.
- c. **Strengthening the Decision Process Development:** communication sharpens the people's appetite and desire for better quality of life, and produces a change of attitude and behaviour, resulting in enhanced quality of life.
- d. **Mobilising the People:** Communication helps the beneficiaries of the development programmes become the principal actors, to make the programmes successful.
- e. **Building Consensus:** Human society is so heterogeneous and varied that no single issue of public importance goes without eliciting divergent views and arguments.

UNIT 3 **PARADIGM SHIFT IN DEVELOPMENT COMMUNICATION**

CONTENTS

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Main Content
 - 3.3.1 The Dominant Paradigm in Development Communication
- 3.5 Dominant Communication Paradigm
- 3.5 Paradigm Shift in Development Communication
- 3.6 Summary
- 3.7 References/Further Readings/Web Resources
- 3.8 Possible Answers to Self-Assessment Exercise(s)



3.1 Introduction

This unit discusses the dominant paradigm of development communication and the emerging trends



3.2 Learning Outcomes

At the end of this unit student will be able to:

- identify and explain the dominant paradigm in development communication
- identify and explain emerging paradigms in developing communication.



3.3 Main Content

3.3.1 The Concept of Dominant Paradigm towards Development

A paradigm is the way we regard something; it refers to a pattern, a model, a standard, a set of ideas or an example that shows something. About the 1950s and 1960s, the general thinking was that Third World countries would develop if socio-economic and political theories and strategies applied in Western countries were also applied there. The dominant paradigm of development considered development from the economic and quantitative angle. A country's development was measured by indices such as per capita income, gross national product

(GNP) and high technology (Anaeto and Solo Anaeto, 2010). It was believed that Third World countries would develop rapidly if adequate international financial and technological assistance were provided. In other words, the development of the “under-developed countries would be externally induced, since the theory assumes these countries lack the capacity and resources for selfpropelled development” (Oso, 2002 p. 7). This idea became popular and was diffused globally and received attention by the Third World countries who were in desperate need for assistance from the developed nations (Arowolo, 2017). Anaeto, Onabajo and Osifeso (2008), citing Rogers (1976) explain that the dominant paradigm conceived development, based on four essential elements, which are as follows.

1. Economic growth through industrialisation and accompanying urbanisation was key to development.
2. The choice of technology was to be capital-intensive and labour extensive, mainly imported from more developed nations.
3. In order to guide and speed up the process of development, planning should be centralised and controlled by economists and bankers.
4. Underdevelopment was mainly due to problems within the developing nations rather than their external relations with other countries.

Explaining further, Anaeto and Solo-Anaeto (2010) write that the reasoning then was that developing nations had to become industrialised to achieve development; they were to build steel mills, manufacturing industries and large factories, while according low priority to agricultural development and other sectors. Since development was considered in economic terms, it was thought that capital investments and savings would enhance the countries’ economic growth. Development then had to be planned and executed by the national government. However, the national development plans did not produce the envisaged development. Again, since development was regarded in terms of the adoption of high technology to produce goods, developing nations had to borrow huge sums of money, as the required technology was capital intensive.

Furthermore, appropriate social technology that would support the material technology was not available. Developing countries then had to depend on advanced countries, which then controlled their affairs. Since countries’ development was measured in quantitative and economic terms, the equality of development benefits did not receive any consideration. The main index for measuring a nation’s development was per capita income. The dominant paradigm also known as modernization theory stresses the role of ideas and the psychological

disposition of the people in the development countries. This is evident in the definition of development offered by Rogers and Schoemaker.

According to them:

... a type of social change in which new ideas are introduced into a social system in order to produce higher per capital income and levels of living through more modern production methods and improved social organization (Rogers and Schoemaker, 1971, p.11)

Also central to the modernization theory is dichotomy between traditional and modern societies. Development was conceived as a linear process, moving from the traditional to the modern, i.e. the western ideal type of society. In the words of Wilbert Moore development is the

... total transformation of traditional or pre-modern societies into the types of technology and associated social organization that characterise the advance economically prosperous and politically stable nations of the western world.

Anaeto and Solo-Anaeto (2010) highlight new paradigms in development as:

Equality in the Distribution of Socio-Economic Benefits: This paradigm insists that emphasis should be on the distribution of a country's socio-economic wealth; and the country's development should not be measured by its GNP, as a country may have a high GNP and yet have poor quality of life for its people. Development goals should aim at closing up the gap between the rich and the poor, the urban dwellers and the rural dwellers. Efforts should be towards ensuring that the rural people and the poor live better quality of life.

The Use of Appropriate Technology: The people should not be made to abandon traditional and efficient ways of production; rather, modern systems should be integrated into the traditional systems, depending on needs, resources and the physical environment. Also, use of technology should be combined with labour as full adoption of technology will lead to high rates of unemployment, due to high population.

Popular Participation and Self- Reliance in Development and Planning: Self- development planning and execution should be pursued. Communities should be involved in the planning and execution of development initiatives. Rather than have development ideas imposed on them, they should be involved in the process.

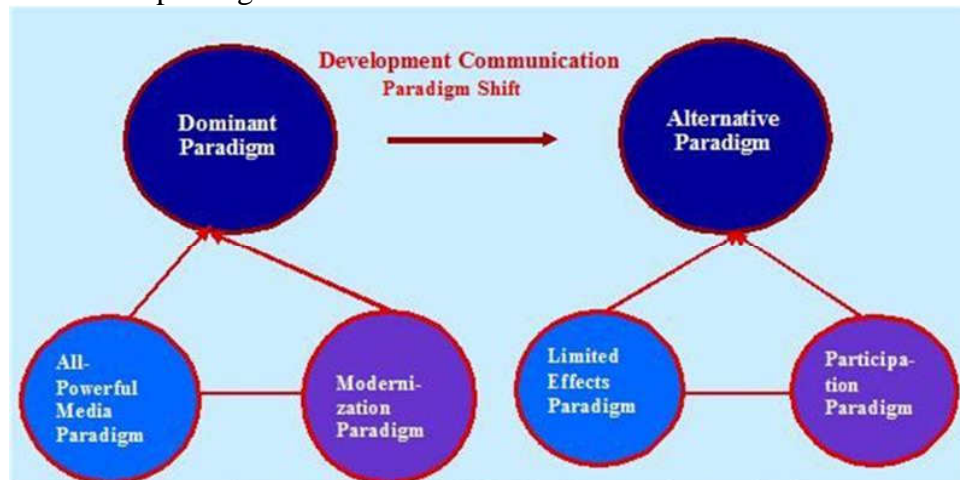
Internal and External Causes of Development: Even though the dominant paradigm posits that the causes of underdevelopment in Third

World countries were mainly internal factors, new positions contend that underdevelopment is caused by both internal and external factors. For instance, by reasons of loans, debts and aid, developing countries still have to depend very much on advanced countries.

3.4 Dominant Communication Paradigm

The Dominant Development Communication Paradigm is a subset of the all-powerful media effect model and modernisation paradigm. Mass media were considered as the major influential factor in behavioural developmental change. The persuasive power of the mass media was overestimated such that it was believed that mass media can trigger immediate impulses in the audience attitudes and behaviours when it fires bullet of messages. Such paradigm of all-powerful media was emphasised in Magic-Bullet theory, which is a metaphor of Hypodermic-Needle theory. Thus, the mass media were at the centre of communication initiatives that relied heavily on the traditional vertical one-way model: Sender-Message-Channel-Receiver (SMCR).

The argument that if mass media development communication strategy could be effectively planned, implemented, and diffused, the development objectives would be surely achieved was considered inconsistent with the reality. The reality is that it is not only media persuasive communication effort that influences the complex characteristics of the heterogeneous audience; media power to drive change is limited by other variables. Such is the reason why the dominant paradigm of all-powerful media has been substituted with alternative paradigm.



Source: Oyero O. (2012). Development Communication and Broadcasting (MAC341)

3.5 Paradigm Shift in Development Communication (The Alternative Paradigm)

A paradigm shift refers to a fundamental change that occurs when a new way replaces the usual way of thinking. We have examined some major angles from which development was perceived. The dominant paradigm was, after a lot of analysis, found not to be helpful towards the development of Third World countries hence the need for alternative paradigm.

The failure of the dominant paradigm led many scholars and development policy makers and practitioners to a change in thinking about development. For instance, Rogers by 1976 wrote about the 'passing' of the dominant paradigm. A new paradigm was emerging. By then Rogers defined development as

... a wide participatory process of social change in society, intended to bring about both social and material advancement (including greater equality, freedom and other related qualities) for the majority of the people through other gaining greater control over their environment (Rogers, 1976, p.225)

The alternative paradigm emphasises not only material development but also the development of values and cultures. Where development communication interventions are concerned, it emphasises the small media operating in networks and the use of grassroots communication approaches. According to this paradigm, grassroots participation reinforces the chances that communities will adopt activities appropriate for them. This participatory paradigm involves the people in the development-communication towards addressing what they consider obstacle to development in their locality.

Self-Assessment Exercises 1

- | |
|---|
| 1. Identify and explain the dominant paradigm in development communication. |
|---|



3.6 Summary

Development communication efforts are programmed to dissemination information and provide knowledge, based on the angle from which development is considered, as communication will not take place in a vacuum, it has to take place within a context.

In this unit, we have examined the dominant paradigm of development and the effort to communicate within that context. We have also examined newer positions that came up to counter the dominant paradigm.



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3.8 Possible Answers to SAEs

Answers to SAEs 1

The Dominant Development Communication Paradigm is a subset of the all-powerful media effect model and modernization paradigm. Mass media were considered as the major influential factor in behavioral developmental change.

UNIT 4 PLANNING DEVELOPMENT COMMUNICATION

CONTENTS

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Main Content
 - 4.3.1 Why Plan Development Communication?
- 4.4 The Role of Research in Development Communication
- 4.5 Purposes of Research
 - 4.5.1 Some Areas of Research in Development Communication
- 4.6 Summary
- 4.7 References/Further Readings/Web Resources
- 4.8 Possible Answers to Self-Assessment Exercise(s)



4.1 Introduction

Recall that in Unit 3 we considered the dominant paradigm and the emerging paradigms of development and the communication efforts geared towards executing them. Communication for development requires planning and research. In this unit, we will examine planning and research in development communication.



4.2 Learning Outcomes

At the end of this unit students are expected to:

- give reasons why development communication efforts should be planned
- explain the role of research in development communication.



4.3 Main Content

4.3.1. Why Plan Development Communication?

Planning refers to the way we organise our actions to ensure we fulfil our goals. Communication efforts should be planned and not carried out haphazardly. A communication plan is essential as it is more or less the road map for getting your message delivered to your audience. Not only will it help you to send your message effectively, it will help ensure your results are measurable. We must remember that communication is not a separate event; it should be integrated with and complement the

development programme's structures and resources. Let us look at some reasons for planning development communication.

1. You will be clear about your purpose and know how to achieve it.
2. Your audience will be defined.
3. Planning will raise awareness about the project.
4. Planning will help give the message a focus and ensure it reaches the target audience.
5. Since you can actually disseminate your messages through a variety of means, planning will help you determine the activities to concentrate on.
6. Planning will make the communication efforts efficient and effective.
7. The work will be easier than it would have been without planning.
8. Planning will reveal the resources you will need to execute the programme.
9. With planning, you will be able to assess your efforts and determine its success and weakness.
10. Team leaders will be able to effectively apportion duties to other stakeholders in a workable manner.

Self-Assessment Exercises 1

1. Explain what planning means.
2. Give reasons for planning development communication.

4.4 The Roles of Research in Development Communication

It is very important to conduct research before designing a communication programme. Research is a fact-finding exercise (Asemah, Nkwam-Uwaoma and Tsegyu (2017), It is a systematic investigation or inquiry into a specified matter (Anaeto, & Solo- Anaeto, (2010).

4.5 Purposes of Research

1. Research will enable obtain enough and reliable data about the situation so as to know how to act (Asemah, Nkwam-Uwaoma and Tsegysu (2017).
2. It provides the information with which to plan and implement the development programme. (Anaeto, & Solo- Anaeto, (2010).
3. Research will establish facts.
4. It will confirm or refute opinions and assumptions.
5. It will reveal causes of problems within the community.
6. Carrying out research could bring about inventions and discoveries.
7. Research will lead to your taking decisions appropriately.
8. Research provides explanation to phenomena, examples of which could be the attitudes, behaviour and practices of the target audience.
9. Knowledge gained in research could be useful in building theory.

4.5.1 Some Areas of Research in Development Communication

Some areas of research in development communication are needs analysis/assessment; audience research; formative programme research utilising feedback systems; impact assessment and community studies Kandakai (1987); decision making and strategy development; implementation(Asemah, Nkwam-Uwaoma and Tsegysu (2017).

Let us examine some stages of research necessary for effective development communication programmes as outlined by Anaeto and Solo- Anaeto (2010), Asemah, Nkwam-Uwaoma and Tsegysu (2017

Needs Assessment: This has to do with finding out what the priorities are. It could be done through field surveys, interviewing specialists, determining and assessing media available to the target audience.

Message Analysis: Messages should be analysed to ensure they are clear and simple and steady across all kinds of communications.

Audience Analysis: This has to do with gathering and analysing information about the receivers of oral, written, or visual communication. Details such as who they are, their gender, their ages, occupations, levels of education, their knowledge of the development programme and their expectation from the programme, should be determined.

Channel Analysis: The various channels through which the messages will be delivered to the audience should be analysed to ensure they are appropriate. Examples of such

channels are posters, radio spots, television spots, radio drama, flip charts, handbooks and pamphlets.

Decision Making and Strategy Development: At this stage, the development objectives will be prioritised and the most important ones identified. The combination of media channels will be determined and the various methods to be used will be selected.

Implementation: An action plan will then be drawn. Samples of media materials will be produced, tested and refined. Field staff will be trained and the campaign will commence and be monitored.

Evaluation: Field evaluations will be carried out strategically to determine what changes should be made and at what point.

Self-Assessment Exercises 2

- i. State purposes of research in development communication.
- ii. Identify and explain areas of research in development communication



4.6 Summary

In as much as development communication efforts largely depend on the development programme, communication efforts should be well planned, along with appropriate research.

Development communication should be planned for such reasons as raising awareness about the project, making the effort efficient and effective, helping to define the audience and making the entire effort relatively easy. Research offers many advantages, such as establishing facts, confirming or refuting assumptions and opinions, revealing problems, providing an explanation of phenomena and helping to build theory. Some areas of research in development communication are needs assessment, message analysis, audience analysis, channel analysis, decision making and strategy development implementation and evaluation.



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4.8 Possible Answers to SAEs

Answers to SAEs 1

1. Planning refers to the way we organise our actions to ensure we fulfil our goals.
2. looking at some reasons for planning development communication.
 - You will be clear about your purpose and know how to achieve it.
 - Your audience will be defined.
 - Planning will raise awareness about the project.
 - Planning will help give the message a focus and ensure it reaches the target audience.
 - Planning will make the communication efforts efficient and effective.

Answers to SAEs 2

1. Research will establish facts, It will confirm or refute opinions and assumptions, and It will reveal causes of problems within the community.
2. **Needs Assessment:** This has to do with finding out what the priorities are. It could be done through field surveys, interviewing specialists, determining and assessing media available to the target audience.

Message Analysis: Messages should be analysed to ensure they are clear and simple and steady across all kinds of communications.

Evaluation: Field evaluations will be carried out strategically to determine what changes should be made and at what point.

MODULE 2 AREAS OF CONCERN IN COMMUNICATION FOR DEVELOPMENT

Module Introduction

Unit 1	Communication for Educational Development
Unit 2	Communication for Health Development
Unit 3	Communication for Political Development
Unit 4	Communication for Social Security and Technological Development

UNIT 1 COMMUNICATION FOR EDUCATIONAL DEVELOPMENT

CONTENTS

1.1	Introduction
1.2	Learning Outcomes
1.3	Main Content
	1.3.1 Media roles in educational development
1.4	Digital media and the changing face of education
1.5	Importance of digital media in educational development
1.6	Summary
1.7	References/Further Readings/Web Resources
1.8	Possible Answers to Self-Assessment Exercise(s)



1.1 Introduction

Media influence in education cut across all levels and standards as well as forms. From preparatory school to tertiary education, media-aid educational activities characterised the curriculum and programmes. It also adds value to self-learning or self-study. The intervention of the media most especially new media in education has eased the task of the teachers thereby yielding developmental change in education in term of academic performance as well as employability and productivity of the lettered and the artisans. One good thing about media involvement in development education is that it extends the educational aids to non-formal form of education.



1.2 Learning Outcomes

At the end of this, student would be able to:

- The contribution of the media to educational development
- Digital media and the changing face of education
- Importance of digital media in educational development



1.3 MAIN CONTENT

1.3.1 Media roles in educational development

Mass media is a partner in progress in education system. There are direct and indirect influences of the media in the promotion of education. These influences manifest in the roles that media play at every stage and form of educational development: such roles are:

- a. **Direct Teaching role:** This is the recent most significant media role in education. Emergence of the new media has given the media the opportunity of direct teaching. For instance, there are series of educational classes on YouTube, which enhance self-learning. Teleconferencing is another media-aid direct learning. With this form of media-aid learning, media has transported learning beyond the four walls of the classroom. This form of media education has given birth to online degree programmes in which students' interaction with the educators is moderated or defined by the media.
- b. **Indirect teaching role:** media organised event that are educational for students to enhance learning modes. Programmes like interschool debates, quiz competitions, technological project initiatives, and other learning-induced programmes are organised for the participating schools and students as well as other students, who fall in the category of audience.
- c. **Teaching-aid roles:** Media provide enabling environment for education to thrive by digitising some learning-aid tools for students. Pupils are taught with visual and video-aid software games that do not only entertain but also educate them. These learning aids, unlike the abstract nature of the classroom teaching, engage students in a do-it-yourself method that enhances retention.
- d. **Advocacy:** the media make known to the public and the stakeholders the education policies that are designed for developmental purpose. Through straight news as well as public

affair programmes, issues concerning educational development are reported, discussed, and evaluated by the media.

- e. **Integration:** Media coordinate all leaning activities and process them for virtual and e-leaning exercise. Learning activities such as e-class, online library, online research, and e-learning are process and packaged on new media platforms to augment traditional interactive class.

1.4 Digital media and the changing face of education

Learning environment has been drastically influenced by the integration of digital media into information society. Students are no more waiting for the teachers to impact knowledge; they are always almost ahead of the information. The era of teachers' dominance in the class is fading away and collaborative learning is now the alternative paradigm. Online learning contents have given everyone liberty to study at his or her own pace or in a group interactive system (Barnard-Brak, Paton, & Lan, 2010).

Media has made education accessible to all as formality in education that system caged learning to the school environment is unbundled. The yearning for continuous, lifelong and vocational learning by the out-of-school category has also made self-study or group-study media platforms a much welcome development. Internet has bred various e-platforms for learning purposes such as:

- a. **E-library:** The same way online and social media trail the market share (audience) of the traditional conventional media, so also e-library is either substituting or complementing bookshelves in the physical library system. Elibrary simply refers to online access to information and electronic versions of learning contents (Jeong, 2011). It is also regarded as digital library, virtual library, online library, universal library and future library (Blessing & Daura, 2009). E-library has been instrumental to information literacy and vice versa. You must be information literate to be able to use e-library effectively. You must be informed through which cite or link you can get what, when, and how credible. In Nigeria the adoption of e-library innovation is still on a snail pace as access to internet connectivity questionable and the level of information literacy is discouraging.
- b. **E-classroom:** interest in multimedia elements of learning via internet makes online classes such as learning group, chart group, virtual group and digital

learning group common learning settings where teachers and students interact. E-classroom is learner-centred rather than teacher-centred approach of the traditional class setting. Online class extend the boundary of learning beyond the four walls of the traditional classroom; internet connectivity is the basic requirement for effective participation and actualization of learning objectives (Relan & Gillani, 1997).

- c. **E-learning:** E-learning is synonymous with e-class or online class. It is an online forum where learners and teacher meet to share knowledge.
- d. **E-workshop** and E-conference: academic and research gatherings do no longer require physical presence of the participants. Active participation in academic or research exercise can be carried out within the four wall of your room, courtesy of internet presence. Research papers, speeches, and address can be presented to actual or virtual participants

Self-Assessment Exercises 1

Describe the relevance of digital media in your learning experience.

In what ways do you think mass media are involved in educational development

1.5 Importance of digital media in educational development

Digital media use for education purposes is making a steady progress as many educators and learners are moving away from digital-immigrant generation to digital-native cycle. As the society is adopting digital media use, the following becomes the ripples benefits to education system:

- a. Information becomes knowledge which can easily be applied on every issue; and knowledge becomes information-based.
- b. Learning becomes routing engagement; boundless, timeless, classless, faceless, ageless, and self-driven.
- c. Everyone becomes the originator and recipient of knowledge.
- d. Learning and knowledge acquisition becomes horizontally transmitted rather than the vertical (top-down or master-servant) approach of traditional classroom setting in which the tutor knows it all and the learners are passive consumers. The interactivity option emanating from digital and information literacy gives all participants opportunity to contribute meaningfully to the learning contents.



1.6 Summary

Media roles in educational development are notable in both the educators and the learners. Besides the fact that it lessens the burden on the educators, it has made learning experience a memorable one for the learners. The era of abstract mode of tutoring is being replaced by the digital media interactive learning. In all disciplines, digital media has made learning practical, interactive, interesting, and achievable (Adelakun, 2018). History teacher needs not put the student on imagination mode on how colourful the Nigerian 1960 independent was when he or she can easily download a documentary of the independent ceremony on YouTube and allow the students to feel the reality. Similarly, medical students can access further practical such surgery and the step-by-step guide on YouTube and other new media platforms. The same goes for other disciplines; making learning a self-paced motivation rather than rigid learning of the traditional school system.

Media roles in educational development are notable in both the educators and the learners. Besides the fact that it lessens the burden on the educators, it has made learning experience a memorable one for the learners..



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1.8 Possible Answers to SAEs

Answers to SAEs 1

1. The involvement of mass media in educational development are in two ways direct and indirect. In direct way there are series of educational classes on YouTube, which enhance self-learning, the media has transported learning beyond the four walls of the classroom. While in indirect media organised event that are educational for students to enhance learning modes. Programmes like interschool debates, quiz competitions, technological project initiatives.

UNIT 2 COMMUNICATION FOR HEALTH DEVELOPMENT

Unit structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Main Content
 - 2.3.1 The role of communication in health care delivery
- 2.4 component of development health communication
 - 2.4.1 Models of Development Health Communication Plan
- 2.5 Effect of health communication gap on health development
 - 2.5.1 Information management in health sector
- 2.6 Summary
- 2.7 References/Further Readings/Web Resources
- 2.8 Possible Answers to Self-Assessment Exercise(s) within the content



2.1 Introduction

Development starts from change. The role of communication in health development is apparent in its persuasive capacity towards behavioural change, health decision and action. One of the major areas of developmental concerns in the third world countries today is health communication. Communicating health crises, health breakthroughs, health policies and health-support cares require formats or certain level of professionalism to achieve the set objectives. Much of issues on health crises result from break down in health communication system. Right from primary health care system to issues of health emergency, information and effective communication remains the hub that gingers actions and reactions. It is therefore necessary to examine how communication influence healthcare system in the developing countries such as Nigeria and how the changes in health communication formats and patterns tell on the relationship between the healthcare managers and their clients (the publics).



2.2 Learning Outcomes

At the end of this unit students are expected to:

- The role of communication in health care delivery
- Pattern and component of health communication
- Effect of health communication gap on health development

- Information management in health sector
- Health communication plan and processes



2.3 MAIN CONTENT

1.3.1 The role of communication in health care delivery

Health information and communication is as important as health care delivery. The state of public health and the media roles towards creating health awareness and involvement in persuasive health campaigns has been a focus of researches (Adelakun & Adnan, 2017). Though vary in proportion from one region to the other, the study of development health communication is gaining more momentum due to incessant emergence of health issues of international concern. At every stage and level of healthcare, effective communication propels the benefits, viability and potency of health policies. On the other hand, breakdown in health communication results in health crises, long-run and short-run health challenges and in some cases, health epidemics that gulp huge some of the state budget.

Examples abound in Nigeria concerning successful development health communication. Studies (Adelakun, 2018) have traced the early containment of Ebola outbreak in Nigeria in 2014/15 partly to effective communication and information dissemination within and outside Nigeria. On the other hand, inappropriate information and communication pattern did more damages than good to the application of polio vaccine in the northern part of Nigeria when it was first introduced. Epidemics, such as cholera, HIV/AIDs and others could have been nailed in the bud if communication towards its eradication, control or prevention was effectively planned based on empirical analysis of the issues surrounding its implementation. These samples justify the essence of communication in healthcare delivery. Some of the roles of communication health are:

- Awareness Creation:** At every level of communication (interpersonal, group or mass), effective communication enhances health care delivery. The first and most important role of communication in health sector is awareness creation. The need to ensure an informed society turns everyone to health expert. The publics must not only be well informed of development health policies but also be involved in the implementation so as to avoid misconception, suspicions, and sabotage. The public also need to be informed of the health crises or challenges facing the community, the preventive measures, practical control means as well as how to relate or help the

victims. It is also necessary to update people on new health discoveries, success recorded, health warning, and the current trends concerning health issues of public interest. How much information do the public have about polio, female genital mutilation, cholera, diabetes, malnutrition, balance diet, exclusive breastfeeding, and other issues of health concern? Health campaign can keep the public abreast of the information and interpersonal engagement will complete the task.

- b. **Behavioural change:** Most development health communications are persuasive in nature. Health is one of the basic needs of the people and it also influences the work force of a society. A healthy society is favoured with a commendable workforce and such results in a robust economy. The persuasiveness of the development health communication always contends with the public reluctance to change. Different socio-cultural traits, religious values, as well as environmental and peer influences have immeasurable impact on the formation of public views, perceptions, attitudes and behaviours towards some health issues, policies and challenges (Thomas, Fine, & Ibrahim, 2004). Any alternative development healthcare that is being promoted may be perceived as aberration from the religious perspective or what the public consider as the norm. Sometimes, change may come easily if it originates from the concerned people or their opinion leaders. The power of persuasion in most cases depend on how much the concern people are involved in the communication for development health objectives or targets.
- c. **Motivation:** Another role of development health communication is stimulation. Effective development health communication does not only prove its potency in behavioural change but also spurs people into action. If people are convinced that exclusive breastfeeding is the best form of childcare as emphasised in the development communication messages, and the proportion of nursing mothers implementing such is not commensurate with the target, then the motivation function of the development health communication is deficient.
- d. **Integration and reinforcement:** Development health communication forms the basis to propel others. For instance, a message on the danger of self-medication during HIV/AIDs campaign could have prepared the mind of the audience on the danger of self-medication in other emerging health hazards. The later may also reinforce the formal such that the level of influence expected of the development messages is surpassed.
- e. **Education role:** Development health communication analyses health policies, or challenges in a way that even the illiterate will understand. One of the development messages to develop is health message. Medial language is distinct from common terms.

Medical practitioners use medical terminologies that are alien to the common man and which are most often difficult to express in the language or term that the recipients understand. Learning takes place when development health communication ensures a commendable public knowledge about a health related issue.

- f. **Persuasion:** Some development health communication or messages can be likened to advertising or commercial messages. The primary purpose of every advertisement is to persuade the intending customer or client to buy or to patronise. Similarly, development health communication focuses on how the recipients are convinced to consider and adopt a new course of action. As discussed earlier, it is unlikely that people will be persuaded in any development communication they are not involved. McKee, Manoncourt, Yoon, and Carnegie (2008) agree that persuasive communication must involve people to induce behavioural change.

2.4 Components of Development Health Communication

There are seven major components upon which the developmental health communication reposes. Each of the components, according to (Mefalopoulos (2008), constitutes an element in the development health communication plan.

- a. **Development Health Communication Objective:** The foremost of the component of the development health communication is stating the objective of the campaign. Every action initiated is as a result of certain goals. The objective of the development health communication may be to ensure a polio-free community or the need to educate the public on how to adapt and adopt some precautionary measure to a particular health issue. Based on the set objectives, every development health communication is evaluated by how much of the objectives is achieved. For instance, if a developmental health communication focuses on the benefits of National Health Insurance Scheme (NHIS), the number of people that subscribe to the scheme may be used to measure whether the objective of the communication is achieved or not.
- b. **Audience or the stakeholders Analysis:** Development health communication revolves round the audience. The characteristics of the group that constitutes the audience determine the message structure in order to reduce waste exposure. This goes in line with the pattern of message design to achieve the developmental objective in the health sector. People's orientation concerning a healthy issue determines the perspective from which it could be

addressed or redressed. This is the why people must be involved in whatever measure or policy to be adopted to make any change in their present state of health. They must be made to see an issue as a health challenge or development health opportunity that will benefit them. Then, the process to implement such policy or to address the issue must be from what they support as measures (Mefalopulos, 2008).

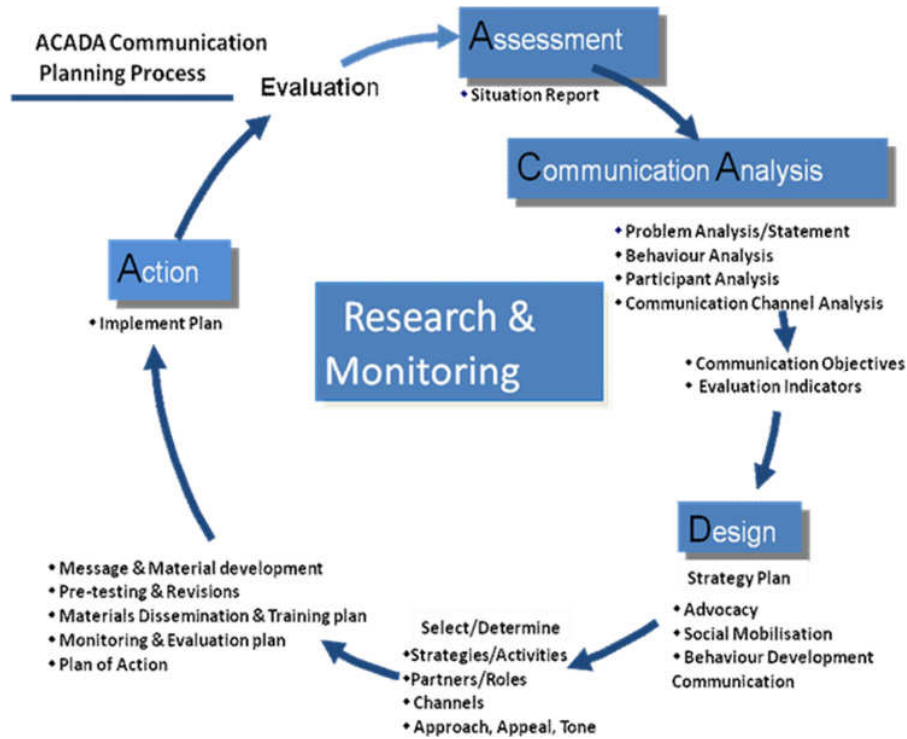
- c. **Activities and approaches:** Activities and approaches to development health communication vary from a health issue to another. Sometimes, the audience involved determines the appropriate approach to be adopted. For some health issues, meetings or face-to-face discussions ensure mutual understanding between healthcare workers and the target audience. While in some others, the opinion leaders must act as intermediaries most especially on health issues that are weaved around religious or cultural sentiment (Waisbord, 2018).
- d. **Recourses Needed:** In some cases of development health communication, medical expert or communication expert are needed to pass the message across directly to the recipients such that the efficiency is maximised. In some other cases, trainers can be used to facilitate the health development communication exercise especially if it involves counselling or vaccination. All avenues must be explored to ensure that the recipients are reached if the exercise focuses on rural dwellers. In whatever form, human and material resources must be evaluated fit for the communication exercise to meet the set objective.
- e. **The party responsible:** Who is behind the implementation of a development health communication? The action promoters can be an individual philanthropist, health workers, Non-governmental organisations, institutions, and governments. The importance of healthcare and the need for a healthy society is one of the motives why different bodies are involved in development health communication. Besides, outbreaks of health related crises know no bound and therefore can cause havoc to humanity. It is as a result that in most cases, different groups and institution are responsible for the promotion of development health communication.
- f. **Duration:** Every development health communication is time-bound. Some are short term to combat a one-time health challenges or to reinforce existing development health communications. An example of this is development communication campaign for Ebola outbreak in 2014 in Nigeria. The development communication lasted for the period of the outbreak and a little time beyond. If a health communication campaign still last after a health challenge has been overcome or a one-time health innovation achievement, it is likely to

constitute waste exposure or information overload, likely to result in misplace of priority. Long term development health communication lasted till the objectives of the exercise are achieved. Examples of this form of development health communication are the campaigns implementation and monitoring of HIV/AIDs, counselling on child spacing or family planning, training on self-examination of breast cancer, calculation of menstrual cycles and ovulation period, environmental sanitation, and information alert and sharing of medicinal herbs and plants as well as others have long history.

- g. **Evaluation:** The last component of the development health communication is to measure the proportion of the target objective that the exercise is able to achieve. The evaluation sometimes may not be specific or quantifiable especially in a situation where other influential factors beyond development health communication influence the outcome. For instance, it is difficult to measure the percentage contribution of the health campaign to the early containment of 2014 Ebola outbreak in Nigeria. Long term development health communications are evaluated to either intensify the communication effort or to sustain the developmental change in the target beneficiaries.

2.4.1 Models of Development Health Communication Plan

There two major planning models of development health communication. The first is ACADA model while second is 'P' Process. ACADA model was derived from the use of triple 'A' planning cycle (Assessment, Analysis and Action). The acronym stands for: (Assessment, Communication, Analysis, Design, and Actions) The model discusses the relationship among each segment of the planning as below:



P-Process model was developed in 1982. It is a framework designed to guide communication professionals as they develop strategic communication programs. The P-Process is used to develop communication programmes addressing a wide range of topics such as encouraging safer sexual behaviour to prevent HIV transmission, promoting child survival, reducing maternal mortality, increasing contraceptive prevalence, preventing infectious diseases, or promoting environmental health.

Development health communication planning according to Schiavo (2013) is a research-driven exercise. Many health communication approaches are not planned; most health communicators adopt emergency communication approach to salvage the need occurrence. Most often, this complicates the health challenges rather than resolving the issues concern. The reason is lack of understanding the essential steps of a health communication process and how to design communication interventions plan that match the development health communication objective in focus. A good health communication plan according to Schiavo (2013, p. 217):

- a. Advance its mission
- b. Involve others in a health issue and its solutions
- c. Expand the reach and implementation of its ideas, recommended behaviours, and practices
- d. Ultimately support health behaviour change

- e. Provide further knowledge on the health issue being addressed and key factors influencing its potential solutions.
- f. Develop a clear understanding of key audiences' characteristics, culture, preferences, needs, lifestyle, and behaviour.
- g. Engage key audiences and stakeholders in the design and implementation of the health communication intervention.
- h. Become clear about what the program is asking key audiences to do and whether the proposed change is feasible.
- i. Evaluate the strengths, weaknesses, and cost-effectiveness of different approaches that can be used to support change.
- j. Set communication priorities.
- k. Select potential partners.
- l. Evaluate the organization's internal capability and resources to address the health issue.
- m. Develop culturally appropriate tools and activities.
- n. Define program time lines, roles, and responsibilities, as well as budget parameters.
- o. Establish evaluation parameters designed to facilitate program assessment.

2.5 Effect of health communication gap on health development

It is not in all development health communication that success is recorded. Failure sometimes occurs and that is why evaluation of development communication activities is compelling as part of the exercise. Communication gap occurs when: a. the recipient interpretation of health messages differ from what is intended by the promoter of the health communication plan. The polio vaccination was onetime considered as

- a. Western plan to reduce the population of Africa and therefore met with some resistance
- b. the credibility of the communication source is doubtful and the communication plan falls flat of the intending objectives of the exercise.
- c. the development health communication plan does not involve the people for which the plan is made.
- d. the communication exercise is not persuasive in nature to arouse or appeal to the reasoning of the target group.
- e. the channel does not reach the target group
- f. the communication is belated and the concern health issue has escalated beyond immediate redemption
- g. the communication is instructive rather than interactional

Effects of the gaps enumerated above on development health system are apparent most especially when such development health communication is not reinforced with a follow-up plan. The effect could be in form of:

- a. resistance to developmental change
- b. breakdown in health system
- c. wrong measure towards health challenges
- d. unnecessary fear of health crises
- e. ignorance of healthcare opportunities and safety
- f. Openness to health risk

2.5.1 Information management in health sector

Health information unlike other forms of information is very sensitive. Its sensitivity lies in the effects that are likely to manifest if it is not properly disseminated or managed. It is not everybody that can give health information but the professional health workers or some expert in related disciplines. For instance, how do you think it is easy for a medical expert coming out from the theatre to break the news to a woman in her 60th that her only child did not survive the operation? The likely consequence if the information is not well managed is that the mother may also join the child or at least suffer some psychological depression. Or, how can a woman who had peddled allegation of witchcraft on her mother-in-law for losing three children ignorantly to sickle cell be convinced to surrender to medical counselling. Health related issues sometime require interpersonal engagement and mutual reasoning. General health information may be misconstrued by some of the target recipients, who are not within the cycle of reasoning with others. Therefore, managing development health information entails:

- a. Understanding the recipient; their mood, interest, level of reasoning, and the environmental influence on them
- b. Knowing when it is appropriate to communicate development health issues.
- c. Conducting research to know what you don't know, what you are not sure of, or what the recipient don't know about health issues. Assumption does more harm.
- d. Involving the recipient in searching for solution to health issues
- e. Keeping medical ethics (Not divulging information about personal health challenges except it is of public interest or for public good) Part of managing development health communication is to ensure effective communication of innovation and breakthrough in health sector. Tension died down a bit in 2015 when Federal Ministry of Health confirmed the information on social and online media concerning the discovery of the drug that cure Ebola haemorrhage.



2.6 Summary

Effective health communication should be an interactive (Eng, Gustafson, Henderson, Jimison, & Patrick, 1999) action such that the recipient would consider the action as allinclusive to ensure mutual understanding among development health communication actors.

This unit has spelled out the key element to effective development health communication. It discusses the importance of engaging health communication in behavioural change that enhances development health system. It portrayed the importance of involving the development health communication recipients in whatever health communication plan to foster cooperation and mutual understanding that breeds information diffusion and action. It enumerated the effect of information gaps and how such could undermine the objective of health communication efforts. This section again examines information management in health related issue and eventually itemise the processes involved in development communication plan.



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UNIT3 COMMUNICATION FOR POLITICAL DEVELOPMENT

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Main Content
 - 3.3.1 The roles of communication in political development
 - 3.3.2 Persuasive political communication and propaganda
 - 3.3.3 Characteristics of Persuasive political communication and propaganda
- 3.4 Participatory political communication and development
 - 3.4.1 Types of participation in developmental political communication
- 3.5 Functions of the Communication Planner in Participatory Development Communication
- 3.6 Summary
- 3.7 References/Further Readings/Web Resources
- 3.8 Possible Answers to Self-Assessment Exercise(s)



3.1 Introduction

There is paradigm shift in political communication from what was regarded as all powerful media communication effect to participatory development communicating. Vertical approach to political communication in which capitalists held on to information and determine the political faith of the beleaguered has been substituted with participatory political communication pattern. The new development communication paradigm comes with interactive face whereby access to information through political communication engender platforms are not limited by level or status. Information channels have proliferated and simultaneously become more individualized (Bennett & Iyengar, 2008).



3.2 Learning Outcomes

At the end of this unit, student should be able to:

- The role of communication in political development
- Persuasive political communication and propaganda
- Participatory political communication and development



3.3 MAIN CONTENT

3.3.1 The roles of communication in political development

The popularity of the Internet has dramatically changed the landscape of political communication via greatly expanding citizens' access to information and their opportunities to voice their own opinions. Given the interactivity of the Internet, development political communication has become an all-comer affair. The passive readers, listeners, and viewers of the traditional media are migrating to online networked public spheres, where they are constantly expressing their opinions and also are constantly exposed to the others' choices and opinions. Information channels have been fragmented and the audiences also less connected with traditional social institutions, instead, ordinary citizens' opinions are more easily voiced, crystallized and synthesized via the free distribution of information and personal interaction in cyberspace, through citizen blogs, cell phones, online forums, and social media (Zhou, 2009, p. 2).

Asides its routing assignments, mass media perform certain roles towards political development. These roles facilitate political participation, accountability and interest. Among the roles as enumerated in McNair (2017) are:

- a. Mass media perform surveillance function in the political arena. They inform the members of the public of political activities and monitor such activities
- b. Mass media also educate people about policies and political programmes without compromising the significant journalistic value (objectivity)
- c. Again, mass media must provide a platform for public political discourse, facilitating the formation of 'public opinion', and feeding that opinion back to the public from whence it came. This must include the provision of space for the expression of dissent, without which the notion of democratic consensus would be meaningless. This role was exemplified in 2019 presidential debate on many television stations in Nigeria.
- d. Another mass media role in political development is projection of government policies that are of public interest and good.
- e. Unveiling unpopular political deals and ensure a degree of 'openness' surrounding the activities of the political class through investigative journalism to ensure that the 'public opinions' of the people have bearing on decisionmaking.
- f. In addition, mass media act as a channel for the advocacy of political viewpoints. Policies, programmes and manifestoes of

political parties require an outlet for projection to the populace who buy into their political ideology and interest. g. Lastly, some media play advocacy function by persuasively establishing their own view point or supporting a political ideology and make it popular among people.

3.3.2 Persuasive political communication and propaganda

The interpersonal political communication of online and offline media results in political participation and public opinion development (Zhou, 2009). Political campaign is characterized by all kinds of persuasion and political gimmick cajole. Regular of political talks on various channels of communication is considered instrumental to the political participation. This action of interpersonal discussion on political matter is assumed to create political awareness, political interest, political self-satisfaction, and/or political-informed society (Hoffman, Glynn, Huges, Sietman, & Thomson, 2007; Mutz, 2002; Shah, Cho, Eveland Jr, & Kwak, 2005). Studies (Madianou & Miller, 2013; Robinson & Levy, 1986) also confirm that political discussion is more potent as a channel of than mainstream political news media. The communicative potential of the Internet permits the sharing of political perspectives and concerns with others through interactive messaging technologies. Online communication about politics may not only permit citizens to gain knowledge but also allow them to address joint concerns and coordinate collective actions

3.3.3 Characteristics of Persuasive political communication and propaganda

- a. It is planned: persuasive political communication is a plan effort towards achieving political objective.
- b. It is sponsored: it does have specific supporter, who promote and sell political idea or interest to others.
- c. Non-interactive: the discussion is often tend towards the interest of the sponsor. The views of audience are not always accommodated.
- d. Persuasive: the main focus of every political communication is to win people's hearts on a political discuss. Therefore, all efforts is directed towards convincing the audience.
- e. One-sided (Zero objectivity): communication is not balance as it is only justified from the perspective of the sponsors or the initiators.
- f. Little or no room for criticism: discusses are dominated by the sponsor and opportunity is not given for criticism.

3.4 Participatory political communication and development

The era of new media has brought drastic change to political communication. Participatory development communication is a planned activity, based on the one hand on participatory processes, and on the other hand on media and interpersonal communication, which facilitates a dialogue among different stakeholders, around a common development problem or goal, with the objective of developing and implementing a set of activities to contribute to its solution, or its realisation, and which supports and accompanies this initiative

3.4.1 Types of participation in developmental political communication

There are specific distinctions of participatory communication either as a goal or as a tool used in political development. Four major levels of development participation discussed in Thomas and Mefalopulos (2009) can be adopted as here as the forms of participatory communication for political development since the goals and context are similar. The four level of participatory development communication are:

- a. **Passive participation:** this form of participation is the least among the four. It is just a top-down information approach, where the communication recipients are informed of policies or political programmes without being allowed to contribute or air their views.
- b. **Participation by consultation:** It is an extractive process, whereby communication planners respond to questions posed by the recipients or participants. The final decision in this form of approach still lies in the hand of the communication planner with or without considering the contributions from the recipients.
- c. **Participation by collaboration:** Communication planners allow the recipients to participate in the formation, discussion and analysis of policies. This approach allows for active involvement of the participants in the decision-making process about how to achieve political development. This is a horizontal communication approach in which information is not a monopolistic right of the communication planners but rather a collaborative effort.
- d. **Empowerment participation:** It occurs when communication planners develop communication process and also take part in the analysis. This leads to joint decision making about what should be achieved and how.

3.5 Functions of the Communication Planner in Participatory Development Communication The gains from digital information and communication technologies give every partaker in development communication opportunity not only to participate freely but also to interact, set pace for information need and contribution and exact influence on information flow. As a result, communication planners perform the following roles to ensure development-breed communication:

- a. Facilitating dialogue and the exchange of ideas among different groups and specific individuals;
- b. Encouraging thinking about local development problems and possible solutions or about a common goal to achieve the desired result;
- c. Supporting the identification and realisation of a concrete set of actions for experimenting or implementing the solutions identified for achieving specific development goals; by facilitating the different groups involved in those actions to share their views;
- d. Supporting efforts at awareness-building, motivation, learning and implementing the development action; by communication strategies appropriate for each group of participants;
- e. Ensuring effective circulation of information among different participants, by using communication tools and channels appropriate to the groups involved;
- f. Supporting decision-making, by facilitating consensus among different categories of players;
- g. Developing local collaboration and partnerships by establishing alliances with local resource persons and agencies and serving as a conduit between the groups and these partners; h. Monitoring the development initiative, by ensuring that actions taken are followed and evaluated;



3.6 Summary

The role of communication at every level of political development cannot be overemphasised. It was noted that the roles are not static as a result of the innovation in ICT that enhances information and communication relationship among people. Political communication is characterised with various distinct objectives that manipulate people to reason along. This influences the roles that the media play unlike in other developmental communication.

This unit also examine participatory development communication, types of participation in political development communication as well as the functions of the development communication planners.



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UNIT4 COMMUNICATION FOR INTERNAL SECURITY, ENVIRONMENTAL AND TECHNOLOGICAL DEVELOPMENT

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Main Content
 - 4.3.1 The role of development communication in internal security
- 4.4 Development communication in environmental hazards
- 4.3 Digital Innovation Tools in Communication for Development
- 4.6 Summary
- 4.7 References/Further Readings/Web Resources
- 4.8 Possible Answers to Self-Assessment Exercise(s)



4.1 Introduction

Communicating security issue in every society is fundamental to co-existence among the people. Security of life and property is both the fundamental right of the people and the obligation of the policy formulator. In essence, a steady development cannot be ascertained in a society where lives and properties of the citizenry are not secured. Communicating security issues effectively is the stem that connects all other elements of development. No individual will embark on any development-aid action in an environment where information on security is loosed. Besides, issues on environmental development concern all and the need to communicate such cannot be overemphasised. One can remember what a fall-out in development communication caused Nigeria in 2002 when multiple bomb blast rock Ikeja military cantonment. As people fled from the epicentre of the blasts, they ran into a canal lying parallel to the Oshodi-Isole expressway. This canal was covered with water hyacinth (Ana, Sridhar, Olakunle, & Gregory, 2007). In the darkness of it all, those who ran into the canal got trapped and were joined by more and more people running into the canal. They all got trapped as well. A stampede ensued and by dawn of January 28, 2002, more than 1,000 persons had perished in the canal. As a result, the need to discuss development communication in the area of security, environment and technology is justified.



4.2 Learning Outcomes

At the end of this unit, student should be able to:

- The role of development communication in internal security

- Development communication in environmental hazards
- Development communication in technological innovation



4.3 Main Content

4.3.1 The role of development communication in internal security

Communicating security is a general function of all. Information is vital to social security and as a result should be made available to those who manage it for the public. Security information is both very sensitive; some can be made public in order to help members of the public take security decision. Some others are reserved for the security agency for intelligence purpose and for the protection of the society against internal and external aggressive or attack. Security agencies manage security information and communicate with people in a manner that enhances peaceful coexistence. They do not only disseminate security information but also interact with members of the public through their intelligent surveillance to nose for information that enhance public safety and security development. Some of the security agencies that are involved in development communication in Nigeria are:

- Nigeria Army:** This security agency rarely communicates with the public except cases involving external protection of Nigeria and its interest. In rare cases of internal security threat such as insurgency and terrorism, the security agency communicates with the public to alley their fear and guide their movement most especially in areas that fall within the borderlines of the country.
- Nigeria Navy:** this security agency like their counterpart communicates to the public security development along Nigeria coaster areas. The issue of sea pirate, monitoring of the Nigerian properties onshore, and other protective measure are part of development communication assignments of the agency.
- Nigeria Air force:** Nigeria Air-force communicates security issues that concern space.
- Nigeria Police:** this agency is responsible for internal harmony and co-existence. It communicates with the public from time to time on issues pertaining to public safety through its public relation department at every level of its division.
- Nigerian Immigration Service:** The Nigerian Immigration Service (NIS) is the statutory body responsible for the management of migration in Nigeria in addition to visas issuing role. It communicates to the public the development in the regulation of the movement of people within and outside the country (Ikuteyijo, 2012).

- f. **Nigeria Custom Service:** This security agency communicate to the public on issues pertaining to collection of revenue and accounting for same, antismuggling operations, security functions and generation of statistics for planning and budgetary purposes; illegal commercial activities and trade in illicit goods e.g. import of fake and substandard goods, infraction on intellectual property rights (IPR), illegitimate international trade in endangered species, illegal trade in arms and ammunitions, money laundering, trade in illicit drugs, illegal trade in cultural artefacts, importation of pornographic materials and importation of toxic/hazardous substances (Olomu, Alao, & Adewumi).
- g. **The Nigeria Security and Civil Defence Corps (NSCDC):** It is an internal paramilitary security agency assigned to play crucial roles in grassroots security and manning crude oil pipeline and other resources of the country. It communicates to the public development on pipeline vandalism and safety of the people living within the close range of the pipeline routes. It has power to arrest with warrant or without warrant, detain, investigate and institute legal proceedings against any person who is reasonably suspected to have committed an offence, investigate and take necessary step to forestall any planned act of terrorism and report same to appropriate federal security agency among others (Bodunde, Ola, & Afolabi, 2014).
- h. **Federal Road Safety Corp (FRSC):** Nigeria is ranked second-highest in the rate of road accidents among 193 countries of the world (Muhammad et al., 2017). The number of death recorded as a result road accident is close to the number of lives lost to Boko Haram crisis, thereby calling for rapid and incessant development communication action of the road safety actors. Effective information and communication on dangers on the roads, quick intervention of road safety actors, alerting members of the public of the road block, armed bandits, kidnappers, and cautioning them on over-speeding as well as other dangerous actions while using the road are safety- actions that aid development.

Self-Assessment Exercises 1

Identify the security agencies that promote development security communication in Nigeria and discuss how each actualises the purpose.

4.4 Development communication in environmental hazards

This aspect of development communication is more often than not unattended to by the development communication actors. Reports of many environmental hazards show that they were self-induced as a result of the nonchalant attitude of the concern parties. Most collapsed houses that claimed many lives in major cities in Nigeria, particularly Lagos are as a result of lack of precautionary development communication that compels actions. Development Communications not persuasive enough as to bring desire change in environmental sanitation exercise, blockage of water passage that resulted in floods, and other self-induced environmental havocs.

Also, development communication action to rescue victims during self-induced and natural disaster must be timely. Both from members of the public and development communication agents, information must flow, and effective communication ensured. Innovation of digital information and communication gadgets has lubricated information cycle and enhanced development communication plan. Mefalopulos (2008)'s communication program design and implementation process can be adopted to work out how development communication can be used to avert or manage environmental hazards:

- a. Become acquainted with the situation and stakeholders
- b. Build trust and engage stakeholders in exploring and assessing the situation
- c. Identify, analyse, and rank challenges, problems, risks, and opportunities
- d. Analyse causes of major problems/challenges, taking into account different perspectives
- e. Define objectives and viable solutions
- f. Transform them into SMART objectives
- g. Define and position relevant audiences or stakeholder groups
- h. Define level/type of intended change
- i. Select communication mode(s) and approaches
- j. Select appropriate channels and media
- k. Package content themes and/or design messages
- l. Sustainable change (action plan in the direction of environmental hazards)

4.5 Digital Innovation Tools in Communication for Development

The argument on whether digital information and communication technological tools are a blessing or a curse is prompted by the ill-use of the innovation. The expectation that digital communication tools will enhance media and information literacy rate to foster development is not

fully fulfilled. The tools have actually brought about global village by uniting people with opened information access and the development communication actors are making use of the opportunity to diffused development information. Development communication recipients can now access information remotely and participate in communication-aid development action without having to leave home or comfort zones. Development communication actors can hold conferences, seminars or workshops online.

Modern technology allows for real-time communication and information exchange leading to more efficient participation and collaboration between the development communication recipients, actors and the policy formulators. Some of the digital information and communication tools that are commonly used to enhance development communication are:

- a. **Smartphones:** More than 80 per cent of internet users own smartphones. As mobile telecommunication joined in sharing mobile data for internet access in Nigeria, more people become partakers in development communication through social network platforms. These communication devices boast cutting-edge features, such as GPS navigation, voice-activated virtual assistants, predictive typing and video calling. Users can download apps that further enhance their mobile experience.
- b. **Tablets:** The number of people who own tablet is on increase as China joined the production and supply of the tools to Nigeria. Some development communication agents and recipients use these modern communication tools for social media and make video calls and other audio-visual development communication. Due to their compact design, these devices can replace your laptop or computer. They're portable and have all the functionalities of a smartphone and more.
- c. **Laptops:** Laptops have some advantages over smartphones and tablets. Through some software, laptops can be used to design development communication messages that are eyes-friendly and attention-drawer. If it is internet connected, it can be used to access developmental news and information on social and online media.
- d. **VoIP and Internet Telephony:** Nowadays, more and more development communication actors and organizations are carrying voice communications over the internet. They use Skype and other platforms to interact with actors, recipients and policy makers, hold video conferences and make international calls. These communication modes are cheaper and more convenient than traditional phone service.

- e. **Intranet:** An intranet is a private network that can be accessed by authorized users within an organization. For instance, Federal Road Safety Corp (FRSC) officers use this to communicate alert their fellow officers on duty of emergency road hazards. Intranet streamline communication between development communication actors, share documents and keep them up-to-date with the latest development information. This technology ensures everyone is on the same page, allowing for more efficient collaboration and interactivity.
- f. **Social Networks and Forums:** Social media is widely used by individuals and corporations worldwide. It has the power to drive development communication effort. It increases public awareness of the developmental issues and the corresponding action to enhance such. It's also one of the most important communication tools, making it easier for development communication actors, recipients, and policy formulator to interact, share information and keep other abreast of development information.



4.6 Summary

Security and environmental safety is an important aspect of societal development that involves all. It comes during to allay fear and to guide the recipients and other players of development communication into emergency interceding actions. It comes after security and environmental hazards for reconstruction, rehabilitation and restoration of peace and harmony among people.

Much about how security agencies are involved in development communication was part of the aspect discussed in this unit. You should understand that development communication comes before and after environmental hazards or beneficial security policies. It comes early to alert the recipients or to sell the precautionary measures. Digital information and communication were also discussed alongside their contributions to development security, environmental and technological development.



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4.8 Possible Answers to SAEs

Answers to SAEs 1

- a. **Nigeria Navy:** this security agency like their counterpart communicates to the public security development along Nigeria coaster areas. The issue of sea pirate, monitoring of the Nigerian properties onshore, and other protective measure are part of development communication assignments of the agency.

MODULE 3 MEDIA OF COMMUNICATION FOR DEVELOPMENT

Module Introduction

- Unit 1 Use of Interpersonal Channels and Folk-Media in Communication for Development
- Unit 2 Use of Print Media in Communication for Development
- Unit 3 Use of Broadcast Media in Communication for Development
- Unit 4 Use of New Media Technologies in Communication for Development

UNIT 1 USE OF INTERPERSONAL CHANNELS AND FOLK-MEDIA IN COMMUNICATION FOR DEVELOPMENT

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Main Content
 - 1.3.1 Interpersonal Communication
 - 1.3.2 Characteristics of interpersonal media
 - 1.3.3 Types of Interpersonal Communication
 - 1.3.4 Relevance of Interpersonal Communication in Development
 - 1.3.5 Skills required for Effective Interpersonal Communication towards Development Skills
- 1.4 Group Media - Flipcharts and Picture Codes
 - 1.4.1 Flipcharts as a communication tool for development
- 1.5 Folk Media
 - 1.5.1 Benefits of Folk media to developmental actions
 - 1.5.2 Demerits in Using Folk media for Development
- 1.6 Summary
- 1.7 References/Further Readings/Web Resources
- 1.8 Possible Answers to Self-Assessment Exercise(s)



1.1 Introduction

Interpersonal channel is the most common and the most widely engaged means for development. It involves face-to-face exchange of information within or beyond a short reach. When you engage your fellow student(s) in a dialogue, you are using interpersonal channel of communication. It occurs mostly between two people, but sometimes it

involves groups. There is always changing of roles between the sender and receiver of messages whether through verbal or non-verbal means.



1.2 Learning Outcomes

At the end of this unit students will be able to:

- distinguish interpersonal channel of communication from other channels
- highlight the characteristics of effective interpersonal communication
- enumerate the essence of interpersonal communication in development
- highlight the benefits of flipcharts to development communication.



1.3 Main Content

1.3.1 Interpersonal Media in Communication for Development

Interpersonal media may be described as face-to-face mode of information exchange and sharing. It may occur between two people or in a group in which the people involved have eye-to-eye contact with each other. Interpersonal media settings involve people relating in close proximity. The people involved maintain eye contact, hear each other, observe and respond to each other's verbal and non-verbal actions and reactions. The interactive nature of interpersonal communication gives it many advantages. Interpersonal communication just means the exchange of information between two or more people. As long as you are communicating with another person, you're involved in interpersonal communication. It is major channel of development communication.

1.3.2 Characteristics of interpersonal media

- a. It involves at least two individuals, who exchange or share information and knowledge. Each of the actors involved in interpersonal communication has their own motivations, expectations, and interpretations of communication.
- b. It is rational: each of the actors involved interpret and understand every action and reaction in the communication. The reason for the communication is achieved in most cases as such is emphasised in reasoning of the actors.
- c. It is inevitable: interpersonal channel of communication is so important that it is used in day-to-day activities. Even if you have decided not to talk to anyone, you are still communicating

- because those around you will interpret your silence as anger, shyness, dejection, and with whatever they can deduce from such.
- d. It also involves personal choice. As a rational being, your action and reaction to people around you is what you have chosen for yourself based on the influence of human and environmental factors around you.
 - e. It is immediate and the feedback is not delay. Response to information is instantaneous as you receive information.
 - f. It is economical as you do not need to spend much on any gadget before you can pass developmental messages to your friends, relative or other people around you.

1.3.3 Types of Interpersonal Communication

There are two major means of carrying out interpersonal communication. They are:

- a. Verbal communication: This form of interpersonal communication makes use of spoken word in whatever language understood by the recipient(s). for communication to be ensured, the actors involved in the communication must understand the language of communication.
- b. Nonverbal communication: This form of interpersonal communication does not require spoken words. You read meaning to all action and the body language of the person before you. For instance, shaking of heads, winking of eyes, waving of hands, nodding of heads, and other form of body language communicate.

1.3.4 Relevance of Interpersonal Communication in Development

Interpersonal communication is strong in supporting the behaviour change process. In particular, it is strong in:

- a. Explaining in detail, responding to questions and doubts, persuading and convincing target audiences about the value of the proposed behaviour.
- b. Legitimising programme ideas.
- c. Building consensus, bringing about behaviour change and providing support for continuation of the new behaviour.
- d. Addressing rumours and dealing with counter-rumours campaigns.
- e. Responding to issues, problems and questions of a personal nature

Self-Assessment Exercises 1

1. Identify the characteristics of effective interpersonal communication.

1.3.5 Skills required for Effective Interpersonal Communication towards Development Skills for engaging in effective interpersonal communication may be divided into three categories according to UNICEF (2000):

- a. **Persuasive skill:** This oratory value in communication. It is a form of presentation that compels audience attentions and actions towards developmental change
- b. **Skills for caring communication:** This refers to skills needed to make the client feel welcome and appreciated
- c. **Skills for problem-solving:** it involves identification and solution of issues that may hinder positive response to the recommended developmental change.
- d. **Skills required for Effective Interpersonal Communication towards Development Skills** It involves logical and systematic presentation of development information in a way that convincingly guide the information recipient towards developmental change

1.4 Group Media- Flipcharts and Picture Codes

1.4.1 Flipcharts as a communication tool for development Flipcharts are one of the best interpersonal communication tools for creating dialogue and rapport between development workers and target audience. They are effective in remote areas where access to audio-visual mass media such as television to communicate to a large group is not achievable because of lack of social amenities to support such. It can be used to demonstrate actions towards development plan to rural people. For instance, health communicators may use a chart that demonstrates step-bystep ways of causing cholera in the community trough water. (Mefalopulos and Kamlongera, 2004).

Other benefits of flipcharts towards communication for development are:

- a. The large pictures attract attention stimulating interactive discussion.
- b. Illiterate people clearly see important ideas for discussion.
- c. Discussions are relevant because the pictures show local people and their situations, etc.
- d. Both problems and solutions are seen.

- e. Problems can be further discussed, probed and sometimes even solved.
- f. Peoples' values of a particular subject can be raised because positive benefits are seen.
- g. Technical details can be examined.
- h. Technical information is consistent.
- i. The presenter can easily check to see whether or not the interaction group has understood each point.
- j. Feedback is immediate as questions can be raised and answered on the spot.
- k. A whole story (or series of linked events) can be seen picture by picture in one short session.
- l. The story can be adapted to examine local situations to create consensus for action.
- m. Pictures of the problems stimulate a search for solutions.
- n. Field staff and rural people gain confidence to exchange ideas.
- o. Interaction between field-staff and the beneficiaries is immediate and guaranteed

1.5 Folk media in Communication for Development

- a. **Theatre:** Acting theatre was a very common means of passing development information to people before the advent of home videos. Though still in existence in some rural and semi-urban city till today, home video and cinema have replaced such in most urban setting. This means of communication for development purpose is very potent as the interest in watching the performance results to a large gathering of people and the information is passed while people are being entertained.
- b. **Town Crier:** This is another means of passing information on development across. A town crier is somebody whose assignment or job is to makes public announcements in public places such as streets, market place, and ceremonious functions.
- c. **Folktale:** These are stories that are passed from one generation to another. These forms of stories are used to teach moral obligation and other values required to live peacefully with others within the society.
- d. **Oral Poetry:** are chants of different types used for various purposes in different occasions by different cultural groups.

Self-Assessment Exercises 2

1. What are the benefits of Folk media to development?
2. Discuss the essence of interpersonal communication towards development

1.5.1 Benefits of Folk media to developmental actions

a. Most of the Folk media do not require capital investment b. They do not require modern technological gadgets to function. Their application is not limited by the availability of infrastructural facilities c. Intrinsically adapted to local cultural scenes. d. They are highly regarded, credible and persuasive most especially in the communities where local traditions are still respected.

1.5.2 Demerits in Using Folk media for Development

- a. Requires skilled crafting of development messages into the fabric of the folk media
- b. May lack prestige vis-à-vis more modern media in some societies.
- c. May be difficult to organize, and calls for close working relationship between development workers and folk media artists.



1.6 Summary

One of the reasons why interpersonal communication is considered the most effective means of enhancing development is in its persuasive power to exhibit change in people. Flipcharts and picture codes are veritable interpersonal/group communication tools. They are very useful in community engagement, dialogue and mobilisation. The use of folk media yields the desired developmental objectives most especially in environment where such are still popular and effectively utilised.

In this unit thus far, you have learnt that: Interpersonal communication occurs between two people or in a group and it is useful for behavioural change and modification. Effective interpersonal communication skills include skills for caring communication, problem-solving and counselling skills, Flipcharts are interpersonal communication tools for creating dialogue and rapport between development workers and target audience.



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1.8 Possible Answers to SAEs

Answers to SAEs 1

- It involves at least two individuals, who exchange or share information and knowledge.
 - It is rational: each of the actors involved interpret and understand every action and reaction in the communication.
 - It is inevitable: interpersonal channel of communication is so important that it is used in day-to-day activities.
 - It also involves personal choice. As a rational being, your action and reaction to people around you is what you have chosen for yourself based on the influence of human and environmental factors around you
-
- The large pictures attract attention stimulating interactive discussion.
 - Illiterate people clearly see important ideas for discussion.
 - Both problems and solutions are seen.
 - Problems can be further discussed, probed and sometimes even solved.
 - Peoples' values of a particular subject can be raised because positive benefits are seen.
 - Technical details can be examined.

Answers to SAEs 2

- Most of the Folk media do not require capital investment
- They do not require modern technological gargets to function.
- Intrinsically adapted to local cultural scenes.

The essence of Interpersonal communication is to supportt the behaviour change process. Explaining in detail, responding to questions and doubts, persuading and convincing target audiences about the value of the proposed behaviour and programme ideas.

UNIT 2 THE USE OF PRINT MEDIA IN COMMUNICATION FOR DEVELOPMENT

CONTENTS

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Main Content
 - 2.3.1 Uses of Print Materials for development
 - 2.3.2 Forms of Print Production
- 2.4 Types of print publication used to communicate development
- 2.5 Basic Elements of Print Materials Production
- 2.6 Summary
- 2.7 References/Further Readings/Web Resources
- 2.8 Possible Answers to Self-Assessment Exercise(s)



2.1 Introduction

Print publications as tools for development consist of more than newspapers and magazines. There are a lot of other print publications that are effectively used to communicate development. Such publications are: books, pamphlets and newsletters. They are relatively cheap, simple and easy to produce and can be taken home, consulted, and kept as a permanent reminder. Text and visual are the major distinctive characteristics of the print media.



2.2 Learning Outcomes

At the end of this unit, it is expected that the students would be able to

- identify the printed materials that are useful in development communication
- enumerate the usefulness of newspapers, posters and leaflets and adult literacy/school books to development communication
- list the elements of print material production
- describe the process of printing production



2.3 Main Content

2.3.1 Uses of Print Materials for development

The use of print publication is limited by the level of literacy within its area of application. Reading text requires at least the ability to read and understand in the language in which the text is scripted. Words and images constitute the two basic elements of the print medium. Print publications are mostly useful in community where literacy level and reading habit are encouraging.

2.3.2 Forms of Print Production

- a. **Text only:** Any material based exclusively or mainly on words. It includes books, leaflets, brochures, guides, etc.
- b. **Visual Materials:** These are drawings, pictures or photographs carrying a message or drawing the attention on one issue without the use of words. Examples of this are booklets use to teach local farmers stages involved in breeding or cross-breeding new seeds for better production.
- c. **Text and Visual Combined:** These are materials, which combine the visual element with text. Newspapers, magazines, some posters fall in this group as well as a number of brochures and guides illustrating or explaining a set of instructions.

2.4 Types of print publication used to communicate development

1. **Newspapers and Magazines:** These are periodic print publications. They are news outlets through which people are informed of developmental issues, actions, outcome and influence. Parts of the contents through which the developmental messages are passed in the newspapers and magazines are: straight news, features, picture news, comments, editorial and cartoons.

Roles of Newspaper and Magazine in development are:

- a. Information dissemination:
- b. Cultural integration
- c. Education
- d. Correlation
- d. Sensitisation
- e. Persuasion
- f. Entertainment
- g. Motivation
2. **Posters and leaflets:** These are one-page publications that are not periodic. They can be printed anytime the need arises. They can

be printed in large quantities and in the language the local people understand and distributed by hands or pasted on the wall and other visible places for mass access.

3. **Books and Booklets:** While books are mostly used among highly educated group or in academic communities, booklets usually include a number of drawings and pictures, which are used by the development agents to interact with the recipients.

2.5 Basic Elements of Print Materials Production

Printed materials include mass media such as newspapers, posters, pamphlets, banners, stickers, billboards, and booklets. The following are the elements of print publications:

- a. **Cultural relevance:** For a print publication to serve as a tool for developmental goals, it must not undermine the culture of the community in which it is applied. People are very sensitive of their culture and any publication that undervalues their culture may not be accepted, read, let alone accepting the message inside. Cultural values such as greeting, dressing and others should be given priority while designing printed materials for development purposes.
- b. **Religious and Belief Relevance:** People do not compromise their belief for developmental goals. A print publication may even end up creating conflict and confusion rather than development if it fails to respect dominant religious teaching in a society. Any publication against the teaching of the church in the eastern part of Nigeria may not achieve the target goals. Similarly, any print publication that stands on the way of Quranic teaching will be rejected in the Northern part of Nigeria.
- c. **Educational Level:** Literacy level of the target group must first be established to know whether text, pictures or illustrations would be more appropriate in the publication.
- d. **Content relevance:** The content of the publication must be explicit of the developmental objective. The publication should consider some demographic characteristics of the target group such as age, gender, and preferences for colour, and what appeals to their emotion. If you deal with visual materials you are strongly advised, wherever possible, to work with an artist from the community. This will ensure the appropriateness of the materials; encourage the community to bring out the materials associated with the topic and assist actively in the production process.
- e. **Language:** Communication only takes place when what is intended by the message encoder is what is interpreted by the decoder. Language is the link that helps in the interpretation and

understanding of the developmental messages and feedback; hence, a two-way communication ensured

- f. **Application or Technical Use:** Materials for discussion, education, information or training should be pertinent to the application, or technical use for which they are meant. Indigenous technical knowledge regarding the matter should also have been known from the participatory research.

Self-Assessment Exercises 1

1. Examine the importance of newspapers as a tool used in communication for development.
2. What factors should be taken into consideration in the production of effective print material to communicate development?



2.5 Summary

Print publications are essential tools for communicating development when they are effectively applied. Factors that may constitute impediment to its effective application such as literacy level, cultural and religious sensitivity of the people as well as other demographic traits must be recognised and attended to.

In this unit so far, you should have learnt Some of the peculiar characteristics of some print publications that are used to pass development information such as daily newspapers, magazines, books, pamphlets and booklets. The essence and roles by newspapers and magazines in communicating development, Importance of books, booklets, postal and leaflets in communication for development



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2.8 Possible Answers to SAEs

Answers to SAEs 1

1. newspapers as a tool of communication is periodic print publications and its important is to Entertain the masses, Information dissemination, Cultural integration, and Educate the people on the happenings of society
2. **Language:** Language is the link that helps in the interpretation and understanding of the developmental messages and feedback.

Educational Level: Literacy level of the target group must first be established to know whether text, pictures or illustrations would be more appropriate in the publication.

Cultural relevance: Cultural values such as greeting, dressing and others should be given priority while designing printed materials for development purposes.

UNIT 3 USE OF BROADCAST MEDIA IN COMMUNICATION FOR DEVELOPMENT

CONTENTS

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 Main Content
 - 3.3.1 Nature and Purpose of Radio for Development
 - 3.3.2 Basic Radio Approaches
 - 3.3.3 Common Radio Programmes in Communication for Development
 - 3.4 Television for Development
- 3.5 Video for Development
 - 3.5.1 The Essence of Using Video
 - 3.5.2 Main Uses of Video for Development
 - 3.5.3 Strengths and Limitations of Video
- 3.4 Summary
- 3.5 References/Further Readings/Web Resources
- 3.6 Possible Answers to Self-Assessment Exercise(s)



3.1 Introduction

In this unit, we would examine radio as a tool for communicating development. Unlike other media of mass communication, radio has a wider reach. Radio network covers and penetrate even the rural setting; making it the most accessible mass media for development. It can reach a large number of people at a relatively low cost. This unit shall also examine the use of television, video and slides sets /filmstrips for development. The strengths and weaknesses in their use for development will be enumerated.



3.2 Learning Outcomes

At the end of this unit, students will be able to:

- examine the roles of radio in development
- describe the approaches for using radio for development
- describe the various radio formats suitable in communication for development
- identify the television programme formats that can be used in communication for development

- describe the major usage of video in communication for development
- enumerate the merits and demerits of video in communication for development



3.3 Main Content

3.3.1 Nature and Purpose of Radio for Development

Radio is a universal channel of communication. Its usages cut across all communities as it can be easily accessed even by the rural dwellers; even the nomadic cattle settlers use radio. Radio network can be received at a cheaper and affordable rate. Besides, radio talks to individual most especially in the language that the people understand.

The roles of radio in development actions are majorly:

- a. for information purpose
- b. for education purpose
- c. for entertainment purpose
- d. for motivation purpose
- e. for persuasion purpose
- f. for emancipation purpose

Radio is very versatile in many ways. As discussed in FAO (1998: 11), radio is:

- a. an important mechanism for rapid diffusion of development information in a diversity of language and to widespread, often remote geographical areas;
- b. a channel for interactive communication, for dialogue and debate on the major issues of rural development;
- c. a platform for democratic and pluralistic expression of the opinions, needs and aspirations of rural communities;
- d. a tool for cultural expression and entertainment, and a means of collecting, preserving and enhancing the oral and musical heritage of rural communities;
- e. a medium to collect local information on social issues, which is essential for defining, planning and implementing development efforts;
- f. a means of raising public awareness and motivation; and g. a tool which, combined with other media, used for training and the transfer and exchange of knowledge and technologies.

Self-Assessment Exercises 1

1. In what ways does the television programmes contribute development communication?
2. Discuss the main uses of video for development communication.
3. What advantages does radio have over television and video as a communication tool for development?

3.3.2 Basic Radio Approaches

Radio in the development context can be broadly divided into three categories, each of which requires a different approach:

- a. Educational Radio,
- b. Documentary and Cultural Radio; and
- c. Participatory Radio

Educational Radio: The influence of radio in educational development was emphasised by UNESCO and globally adopted. In recent times in Nigeria, like in many other developed and developing countries, some universities are establishing pure educational radio to facilitate learning and for general education purposes. Conventional radios also engage in direct and indirect educational programmes to ensure that learning objective in preparatory and secondary levels of education are given adequate support. National Open University of Nigeria also established a radio station to facilitate Distance education and life-long learning and thereby taking education beyond the four walls of the classroom.

Documentary and Cultural Radio: it entails chronological analysis and report of developmental issues in a society. For instance, radio can embark on documentary on road accidents. This will details the number of road accidents within a specific year(s), the number of casualties, causes and remedies and the effect of such on the community as a whole. Such documentary can also address the possible way out and persuade the stakeholders on the implementation of the suggested remedies. This will draw the attention of those affected and concern to the issues on which the documentaries are produced.

Participatory Radio: this entails involving people in the radio programmes towards development. This form of radio is common in the community, known as community radio, which involves the full participation of the people within the community. The issues to be discussed and presented in the programme are decided by the

community with the assistance of a radio producer. Participatory radio's purpose to provide an open forum where people can express their views, opinions, and concerns. Participatory radio turn information to discussion and communication flow turns to horizontal movement where information domination by the development agents is erased and the opinion of everyone counts.

3.3.3 Radio Programmes for Development

- a. **Lecture or Straight Talk:** This is used for presentation of something or passing on knowledge on certain issues. It should be used only for a short time (max. 15 minutes), as it can be quite boring and flat.
- b. **Interviews/Discussions:** This is different from the previous one. This format requires more than a single person and opinion to be aired. It can be an interview with a member of the community as well as the recording of a group discussion about an issue of concern. The fact that it involves more than one person already makes it more interesting to follow. As seen previously, this approach can be used to generate a two-way flow of information as in participatory radio.
- c. **Drama:** This can be the simple translation of existing drama into a radio format or the more creative dramatization of issues identified by the community. Drama can generate a high degree of interest and keep the attention of the listeners alive for a long time. 'One day at a time' is an example of this programme.
- d. **Music:** This format is particularly effective in communities with a tradition of popular music, dancing and singing. The themes of songs are usually used to raise certain issues or promote certain practices.
- e. **Jingles/Slogans:** These are usually part of a bigger programme. However, they can be used as an approach in itself. Learn from advertisements where sometimes a simple slogan or a jingle is flashed at you just to remind you of a certain product. The same can be done in the development context.
- f. **Feature:** It is a programme on a specific topic. It can use a straight talk or a mix of talking and music. It is, however, focussed on a single issue.
- g. **Magazine:** This is a radio format usually containing a number of issues or mini-programs within its time. It can be shaped as a news report or it can have a number of different elements, such as interviews, music and straight talk. Its aim is to inform the listeners on a number of different issues.
- h. **Infotainment:** This format is a combination of information and entertainment. It can be a dramatisation of an event or a radio soap opera treating priority issues. (Ansah, 1991)

3.4 Television in Communication for Development

Television as a tool for development has a distinct advantage over radio because of its combination of sight and sound. Television has been found to be effective in situations where radio is limited, like in cases where demonstration is necessary to show a way of doing things such as mixing of fertiliser or oral rehydration therapy (Ansah, 1991).

Television Programme Format

- a. **Documentary:** A TV programme that documents real life events.
- b. **Cartoon:** A programme that features animated characters.
- c. **Drama:** A fictional TV story, featuring actors. Drama can generate a high degree of interest and keep the attention of the listeners alive for a long time.
- d. **Makeover:** A show that helps people change their image or lifestyle. It can be used to address such issues as family planning, etc.
- e. **News:** A show that reports world events as they unfold.
- f. **Cookery:** A programme hosted by famous chefs, who teach people how to cook. This is useful in teaching people about preparing low cost dishes that are beneficial to their health.
- g. **Talk Show or Chat Show:** Programmes hosted by a TV personality, (or host) featuring guests who talk about their lives and topical development issues. Experts are invited to share their experiences with the viewers.
- h. **Music:** A TV show featuring live or recorded music. The themes of songs are usually used to raise certain issues or promote certain practices.
- i. **Lifestyle:** A television show featuring topics such as fashion, diet, exercise, health and leisure pursuits.
- j. **Infomercials:** are long-format television commercials, typically five minutes or longer. Infomercials are also known as paid programming. They carry development messages on any issue. An example is the Zip-Up campaign on some Nigerian television stations.
- k. **DIY:** TV programmes showing people how to do or repairs things. Also known as "Do It Yourself" Programmes. It can be used to teach entrepreneurial skills.
- l. **Magazine programme:** This is a TV format usually containing a number of issues or mini-programmes within its time. It can be shaped as a news report or it can have a number of different elements, such as interviews, music and straight talk. Its aim is to inform the viewers on a number of different issues.
- m. **Comedy Show:** An amusing TV show where a comedian speaks to entertain the viewers. This phenomenon is becoming popular

on Nigerian TV stations and can be used to relate development messages.

- n. **Soap:** It is also known as a Soap Opera. It is a fictional drama about people's daily lives. The soap opera has great potential, provided certain conditions are respected

Advantages of Television as a tool in Communication for Development

- a. It is prestigious. People attached so much importance to information on television than any other media.
- b. The audio-visual advantage of television helps in passing the exact development message across without many words.
- c. Television possesses a high level persuasive influence. Since much importance is attached to television messages, people are easily convinced with such and thereby adopt the development campaigns on television.

Disadvantages of Television as tool in Communication for Development

- a. It has limited reach. It is not always available in all rural areas
- b. It is most often monopolised by powerful interests group such as the elite because of its prestige.
- c. It is expensive to run in terms of its production/ reception.

3.5 Video for Development

Video is the use of semi-professional or professional videotaping for specific purposes made for narrow audiences, with specific characteristics and interests. It can be produced and shown either in a raw form or in an edited fashion (meaning working on the video material that has been shot, cut it and put it together into an effective format). Sometimes video programmes can also be used and broadcast on television. You should keep in mind that video production could be a complex and expensive task. The main danger with video is that it can often be regarded as the most important aspect of a communication strategy, running into the danger highlighted by Mc Luhan, when he stated that the medium is the message (Mefalopulos & Kamlongera, 2004). Viewers, especially in rural areas, can become very excited with video, but will they be equally excited and alert to the content video is supposed to communicate?

3.5.1 The Essence of Using Video Video is a unidirectional medium of communication for development since there is no room for feedback.

Viewers can only consume the message of the video without any opportunity to express their view about the messages.

3.5.2 Main Uses of Video for Development

Video in development can be used effectively for various purposes such as:

- **Documentation:** implies a series of tasks that can be accomplished effectively only by somebody with a good deal of experience in video. Documenting a process or an activity requires accurate planning.
- **Monitoring:** It helps in focusing on the issues that require development by emphasising on such issues.
- **Encouraging participation:** video can be used in a less demanding, but equally constructive way, by shifting the production process from the experts to the community to enhance participation.
- **Generating discussion:** it encourages discussion on crucial issues that facilitate development.
- facilitating the learning process
- Video can act as a filter to express people's opinions, thus making them more impersonal and less sensitive to personal criticism.
- Video can therefore be effectively used for advocacy in order to allow the community's voice to be heard. It has a very powerful effect that can be easily and rapidly multiplied by showing it to a number of people or organisations.

3.5.3 Strengths and Limitations of Video

While video can be a very appealing medium with much strength, it also has a few limitations and constraints. Among the major advantages of using video is the high interest it generates and the fact that electronic images can be played back and forth and be discussed immediately (if the necessary equipment is provided). Among the most frequently quoted disadvantages are; the relatively high costs and the technical knowhow required to properly operate, maintain the equipment and produce good quality products.

The main advantages of using video are:

- a. It is a prestigious and persuasive medium. The simple fact of using it often is sufficient to draw people's attention;
- b. It can be highly persuasive, as it usually enjoys high credibility;
- c. It is a very effective mass medium and as such, it can reach a great number of people at the same time;

- d. It can be of immediate use. Pictures and sounds are recorded simultaneously and can be played back on the spot if a monitor or a VCR is available;
- e. Once the equipment is purchased and well maintained it has minimal running costs;
- f. It can provide immediate feedback and arguments for educational or raising awareness discussions;
- g. When post-production is required, video allows a very effective content manipulation to reinforce the intended message or theme and make it more appealing;
- h. Modern video technology has made the operation of video technology a simple task, within everyone's reach; and
- i. It is an effective medium for documenting and monitoring community activities. It can also be used effectively in presentation of the community viewpoints to policy makers and decision makers.

On the other hand, video has the following disadvantages:

- a. It has high initial expenses;
- b. Video equipment is quite delicate, must be stored in an appropriate place and handled with care. It usually requires proper maintenance in order to function properly over a period of time;
- c. As powerful as it is as a medium, it can also be rather self-absorbing, diverting people's attention from the intended content on to the video itself;
- d. When used at community level, it tends to be monopolised by powerful interests because of its prestige;
- e. It loses its mass media connotations in rural areas where TV penetration is low and quite often even when electricity may be lacking;
- f. When used for informational purposes, it requires complex preparation in terms of content (what should be presented); and format (how it should be presented and shot). Hence it also requires specific know-how seldom available in rural communities;
- g. When used for informational purposes, video can be a very expensive instrument, since on top of the time and costs required for the preparations; you need time and costs for post-production activities (Mefalopulos and Kamlongera, 2004, Andrien, 1994).



3.6 Summary

Broadcast media are important media in communication development. They are so important because they can reach heterogeneous mass audience with the same development messages at the same time. Although, some people do not categorise video as a broadcast mass medium, it has similar characteristics with radio and television and its persuasive influence on the people is even more encouraging.

In this unit so far, you have learnt about the universality nature of radio as a tool for spreading information on development. about other characteristics and importance of radio roles in communication for development. About television programmes that are commonly used to facilitate development. That video is a one-way mass communication function and can as well be used in a more participatory and interpersonal manner. that Video in development can be used for documentation, monitoring, encouraging participation, generating discussion and facilitating the learning process. Slide-sets /filmstrips can be used for mobilizing trainees and they enable each person to go through the process of behaviour change.



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3.8 Possible Answers to SAEs

Answers to SAEs 1

1. Television possesses a high level persuasive influence. Since much importance is attached to television messages, people are easily convinced with such and thereby adopt the development campaigns on television.
2. Video in development can be used effectively for various purposes such as: Documenting a process or an activity which requires accurate planning. • Monitoring issues that require development by emphasising on issues. • Encouraging participation, Generating discussion that encourage development, Video can act as a filter to express people's opinions
3. Radio network can be received at a cheaper and affordable rate. Besides, radio talks to individual most especially in the language that the people understand. It can be easily accessed even by the rural dwellers; even the nomadic cattle settlers use radio.

UNIT 4 THE USE OF NEW MEDIA TECHNOLOGIES FOR DEVELOPMENT COMMUNICATION

CONTENTS

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Main Content
 - 4.3.1 Understanding the New Media Technologies
- 4.4 Potentials of New Media Technologies for Development
- 4.5 Criticisms against New Media Technologies
- 4.6 Summary
- 4.7 References/Further Readings/Web Resources
- 4.8 Possible Answers to Self-Assessment Exercise(s)



4.1 Introduction

New media technology is the application of digital (computer) technology to mass communication. They are thus synonymous with information and communication technologies (Wilson III, 1998). They include the use of satellite communication, global system of mobile communication (GSM), the Internet and its facilities in form of e-mail and the World Wide Web, as well as computer and the various components such as compact disc, flash drive. We shall look at the potentials of these facilities for development and the criticism against them



4.2 Learning Outcomes

At the end of this unit, students will be able to:

- identify the various components that make up the new media
- enumerate the potentials of new media technologies for development
- describe the criticism against the new media for development in Africa



4.3 Main Content

4.3.1 Understanding the New Media Technologies

The current changes are the third major transformation in mass media technologies in modern times (Hoggatt, 1999) after printing publication and broadcasting. This third mass media transformation involves digital production and distribution of media messages. The new transformation has brought about transactional and transitional roles of the communication actors whereby the level of interactivity defines the roles.

4.4 Roles of the New Media in Development

The enormous benefits derived from them have and will continue to bring them to the fore in nearly every facet of life's activities. The experiences of the developed and fast developing countries demonstrate clearly that information and communication technologies (ICTs) can be exploited to improve various aspects of human life. Some of these areas identified by Tihamiyu (2003) are:

- a. Poverty alleviation through creation of a more skilled work force and building capacity through the use of ICTs in literacy improvement, in mass information dissemination, in long distance education, and within formal educational systems.
- b. Stimulation of local economies, small/medium enterprises (SMEs) and employment opportunities through value added ICTs.
- c. Improvement of quality of health care through the use of ICT-based diagnostic and health status monitoring instruments in hospitals and health centres.
- d. Provision of educational opportunities, particularly long distance education for people who would otherwise have been excluded by limited opportunities.
- e. Improvement in agricultural productivity and commerce by using ICTs to better predict and report weather conditions, to process agricultural research data, to disseminate agricultural productivity and marketing information to rural communities, and to enable direct communication between farming communities and produce markets or stage centres.
- f. Provision of unlimited access to academic resources, online books, journals, research findings, CDs, e-books and participation in e-conferencing or video-conferencing, joining Usenet groups etc.

- g. Access to significant individuals from across the globe for research collaboration, thus leading to production of knowledge globally and spread of knowledge on an interpersonal scale.
- h. Creation of more dynamic family relations by breaking the barrier of distance and time, thus meeting the people's social and psychological needs. The use of social networks like Facebook, My Space, and Twitter etc. has been very successful in connecting people and improving social relations.
- i. Improving public administrations by making easier economic planning through faster intra- and inter agency communication and coordination.
- j. Enhancing participatory governance: (the idea of public sphere) by deploying ICTs to provide information channels (e.g. websites, radio or TV, phone in programmes) for governments, legislative houses, opinion leaders, and by using ICTs to facilitate timely access by citizens to government information, etc.
- k. Enhancing anti-corruption efforts by providing access to information on government earnings and expenditure, thus making government accountable for the nation's expenses.

4.5 Criticisms against New Media Technologies

As Tools in Communication for Development

- a. Capital intensive
- b. It expand information and communication imbalance between the capitalist and the subjects
- c. Displacement of the indigenous culture
- d. Information overload: having access to too much information than necessary such that it generates confusion.
- e. Loss of information credibility (widespread of fake news and rumours)

Self-Assessment Exercises 1

1. In what ways do the new media contribute to dissemination and sharing of development information?



4.6 Summary

New media technology and information portals reached through telecommunication networks provide a modern way for people to access, on demand, a wide array of information including establishing

direct contact with distant expert sources and government officials. They will deliver the expected benefits with proper utilisation and management for development purposes.

In this unit so far, you have learnt that Major new media that are used in communication for development The new media are great avenues not only to communicate development but also to persuade and ginger to action the stakeholders and actors in the development efforts. The criticism on the new media as tools for communicating development.



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4.8 Possible Answers to SAEs

Answers to SAEs 1

the new media contribute to dissemination and sharing of development information by

- a. Stimulation of local economies, small/medium enterprises (SMEs) and employment opportunities through value added ICTs.
- b. Improvement of quality of health care through the use of ICT-based diagnostic and health status monitoring instruments in hospitals and health centres.
- c. Provision of educational opportunities, particularly long distance education for people who would otherwise have been excluded by limited opportunities.