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Communication Support Strategies and Community  
Participation in the Non-Governmental Space of  
Development Efforts: A Research Proposal

By

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"Communication Support Strategies ...."

By

Nipho Masilela

Abstract

The research proposal outlined in this working paper is concerned with the communication activities that occur during the planning and implementation of socio-economic development projects. The proposal seeks to specifically examine communication activities that pertain to creating the conditions for and facilitating dialogue between development professionals and local communities about their respective imperatives, intentionalities, and priorities.

The proposed study is situated in the context of two different approaches to the role of communication in development efforts -- commonly referred to as Development Communication and Development Support Communication. Its primary objective is to draw distinctions between communication strategies and activities that are and are not conducive to the involvement of local communities in project decision-making processes. This objective is to be achieved through a comparative case study in the non-governmental space of development efforts.

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## INTRODUCTION

A fundamental problem that often inhibits development efforts among the poor in Africa is the absence of local community involvement in development project planning and implementation. This proposal focuses on the communication strategies and activities that are used to facilitate local community participation in project decision-making. The primary question that the proposed research program seeks to answer is: does the inclusion of participatory communication planning and implementation activities lead to better results than the use of non-participatory communication strategies alone? Participatory communication, sometimes referred to as horizontal communication, is conceptualized as those communication activities that pertain to creating the conditions for and facilitating of dialogue between development professionals and local communities about their respective priorities, imperatives and intentions. Non-participatory communication, sometimes referred to as vertical communication, is conceptualized as the one-way transmission of persuasive information within the context of an asymmetric and quasi-authoritarian social relationships.

The research program is based on the working hypothesis that effective participatory communication during development project planning is a precondition for successful project implementation. Effectuating participatory communication during project planning is conceptualized as the role played by development support communication staff, while communication during project implementation is seen as the traditional role of project extension communication staff.

The distinction between participatory and non-participatory communication points to the fundamental difference between two different approaches to the role of communication in Third World Development efforts. These two approaches are known as Development Communication (DC) and Development Support Communication (DSC). DC proponents see the essence of their work as creating "climate of development acceptance" in the minds of the Third World masses, sustaining them up, as it were, to become more docile adopters of innovations selected for them by professional change agents. DSC proponents, on the other hand, see their primary mission as

creating a "climate of mutual understanding" between development professionals and local communities by ensuring that each becomes equally knowledgeable of the others priorities, imperatives and intentions to permit more meaningful development decision-making to take place between them.<sup>1</sup>

The research program approaches the research question from the perspective of Development Support Communication because I believe the problem of facilitating community participation is less likely to be responsive to hierarchical, authoritarian solutions than participatory dialogic solutions. The research program therefore addresses a number of subsidiary questions. First, what communication activities distinguish participatory from non-participatory communication planning and implementation strategies? Second, what is the nature of the relationship between participatory and non-participatory communication activities during the various phases of the project cycle? Is there no relationship, correlation without causality, or a causal relationship?

In addressing these questions the program hopes to: (a) contribute to the articulation of a post-diffusion of innovation model for the study of communication activities conducted in support of development projects; (b) distinguish between EC and DSC approaches to programming communication activities; (c) address the practical problem of how does one go about designing communication strategies that facilitate local community participation in project planning; (d) investigate the functions performed by communication support in development project planning and implementation; and (e) shed some light on the relationship between non-governmental organizations (NGOs) and community-based organizations.<sup>2</sup> Answers to these questions are important and useful to students of African development because they identify appropriate communication strategies for facilitating local community involvement in development project planning and implementation.

The first part of the research program - the subject of this proposal - will investigate communication planning and implementation strategies used by two NGOs working among the urban poor in Nairobi, Kenya<sup>3</sup>. It will make distinctions and comparisons between communication planning and implementation strategies based on two case studies. Although the choice of the specific NGOs and projects to be studied has yet to be determined,

some possible choices include the National Council of Churches of Kenya, the Unégu Society of Kenya, and the African Medical Research Foundation, (AMREF).

The locus of the author's previous research interests has been the communication strategies used in efforts to bring about local community participation in low income shelter projects in Nairobi. This research interest achieved partial fruition in an MA thesis entitled: "Communication Support Interventions for Community Participation in Urban Shelter Projects" submitted to the Graduate College of the University of Iowa in the Spring of 1987. The thesis looked at conceptions of popular participation in development, theories of urban marginalization, community development approaches to assisting the urban poor, urbanization and urban migrants in Nairobi and included a critical review of the literature on communication support. The thesis concluded by examining the communication activities undertaken at the Dandora Housing Project in Nairobi. The proposed dissertation research study goes beyond this earlier work by studying on-going communication planning and implementation activities up close and will attempt to draw empirically-based distinctions between participatory and non-participatory communication strategies.

#### THEORETICAL RATIONALE

This study is based on an understanding of the process of social change among the urban poor that has as its cornerstones a number of considerations. In the larger, societal context, these considerations are: 1) a characterization of State-urban periphery relations (marginalization theory vs. theories of the "strong State"; and questions of the power, extent and legitimacy of the State's intervention); and 2) the development of an urban consciousness at the periphery of worldwide capitalist development. In the more specific-low-income residential context, these considerations are: 1) the existence of social support networks and employment of community survival tactics; and 2) the dynamics of the "informal sector" and its linkages with the larger political economy.

The premise of this study is that the prevalence of product-oriented and technologically-bound approaches to Third World Development inhibit local community involvement in project decision-making. These approaches which are often subsumed under the rubric of "modernization theory", were the dominant paradigm of organized development efforts in the three decades after the Second World War (Lerner, 1958; Apter, 1965; Huntington, 1968; Schram, 1971). In these approaches to Third World Development, which were seen as primarily consisting of a "transfer of technology", the products and other innovations to be introduced into local communities are decided in advance and imposed in an authoritarian, top-down manner. This dominant paradigm was the framework from within which a number of prominent development scholars, such as Leonard Doob, Lucien Pye, Wilbur Schramm and Mahbubana Rao articulated their thinking on the role of communication in Third World development.<sup>5</sup> From this perspective the role of communication was to assist in bringing about the attitudinal and psychological characteristics that were a precondition for modernization.

The communication strategies used to effectuate these approaches to Third World development have therefore tended to be hierarchical and emphasized the persuasion of local communities to accept already decided innovations. These strategies, the basis for the diffusion of innovations studies, were technologically-bound in addition to being product-oriented. They reflected a confidence in the power of mass media technology to produce desired effects. The mass media were seen as cheap multipliers of information. Mass media exposure was seen as being correlated with indices of modernization. These communication strategies have since fallen into disrepute and the diffusion of innovations studies based upon them have reached a cul de sac.<sup>6</sup>

The anticipated rates of adoption of innovations did not occur. In many cases this was because extension staff did not first ensure comprehension of the innovations they were proffering for adoption. Further, diffusion of innovations studies - which were primarily descriptions and characterizations of the diffusion process - were found wanting in terms of prescribing a way out of this impasse. Despite this, communication practitioners in the Third World, following the line of least resistance (blame-the-victim and not the communication strategies used), persist in utilizing these strategies.<sup>7</sup>



An early articulation of an alternative to these approaches to Third World development, referred to as "Another Development", was undertaken in the context of the 1975 Dag Hammarskjöld Project on Development and International Cooperation. The approaches to and strategies of development articulated under the notion of "Another Development", emphasized endogenous and self-reliant development, which was predicated on the utilization of indigenous knowledge. The approaches and strategies submitted under the notion of "Another Development", have primarily been published in the journal Development Dialogue.<sup>6</sup> Servon (1986) states that the primary characteristics of the approaches and strategies advanced under the notion of "Another Development" are that they are need-oriented, endogenous, self-reliant, ecologically-sound, and based on structural transformation and participatory democracy. This perspective gained currency at the same time as the "basic needs" approach was adopted by the World Bank and USAID in the early 1970's. The basic needs approach to development project programming, also known as "new directions", focuses on how to design effective projects that reach the poorest of the poor.

The communication activities suggested by these alternative approaches to Third World development are goal-oriented and strategy-bound. They are goal-oriented in the sense that they emphasize achieving comprehension - on the part of all parties - of respective priorities, imperatives and intentions; and choose communication strategies, media and techniques accordingly. The communication activities suggested by these alternative approaches are strategy-bound because they give priority to local community participation in the decision-making processes and insist that local communities participate in the designing and implementation of project support communication activities.

### Participatory Communication Strategies

One result of early efforts at the articulation of this alternative conception of the role of communication in development was the conference on "Self-Management, Access and Participation in Communication" held in Belgrade (October 18-21, 1977) under the auspices of UNESCO.<sup>9</sup> The conference marked the beginning of a shift from a top-down conception of communication activities undertaken in support of development, to a "co-equal" conception in which local communities and development professionals would engage in third party facilitated dialogue<sup>10</sup>. Concurrent with the deliberations in Belgrade, the concept of "participatory communication" was being explored under the auspices of the International Centre for Higher Studies in Communication of Latin America (CIESPAL)<sup>11</sup>. The work undertaken by CIESPAL was premised on a recognition of the dependent character of the theory of communication and methodologies of research being utilized in contemporary Latin America. CIESPAL proposed the search for theoretical and methodological alternatives and "prioritized research into two issues: the role of communication in education and in popular organization and mobilization"<sup>12</sup>. In furtherance of these objectives CIESPAL sponsored the First Latin American Seminar on Participatory Communication in November 1978 in Quito, Ecuador. In the decade or so since the deliberations under the auspices of UNESCO and CIESPAL, communication scholars interested in Third World development have further refined this alternative conception of the role of communication in development (Rogers, 1976; Berrigan, 1979; Koderin, 1982; Gushi and Campbell, 1983; Tehrani, 1985; Servino, 1986; Neir and White, 1987; Jayawera and Amunugma, 1987; Jacobsen, 1989). African-communication scholars have also contributed to this reformation<sup>13</sup>.

The articulation of participatory communication strategies has been depicted as a shift from vertical to horizontal communication strategies. Thus in contrast to product-oriented approaches to development, which rely on non-participatory (vertical) communication strategies, goal-oriented approaches argue for participatory (horizontal) communication strategies. Luis Ramiro Beltrán E. (1978) in his seminal article entitled "Farewell to Aristotle: Horizontal Communication", argues that vertical communication

consists of the one-way transmission of information within the context of an asymmetric and quasi-authoritarian social relationship. The intention is the persuading of a passive and alienated audience, with the ultimate effect of maintaining the status quo.

Vertical communication is counterpoised against horizontal communication. Horizontal communication is defined as "... the process of democratic social interaction, based upon the exchange of symbols, by which human beings voluntarily share experiences under conditions of free and egalitarian access, dialogue, and participation".<sup>14</sup> This conception of communication as dialogue, which is rooted in the works of Martin Buber, Karl HJaspers and Carl Rogers, was brought to the fore with the publication of Matson and Motague's book The Human Dialogue: Perspectives on Communication (1969). Articles by Richard Johannesen (1971) and John Stewart (1978) highlight attention to the concept of dialogue in interpersonal communication.<sup>15</sup> Vertical communication strategies are located within a diffusion of innovations paradigm, are hierarchical in nature, are based on a dyadic model of the communication process, and primarily utilize big media. Horizontal communication strategies on the other hand are located within a participatory decision-making paradigm, are dialogic in nature, and are based on a triadic model of the communication process.<sup>16</sup>

#### Development Communication or Communication Support

This dichotomy between the types of communication activities conducted in support of development projects in the Third World is reflected in the emergent distinction between the areas of academic and professional practice known as Development Communication (DC) and Development Support Communication (DSC). Typical DC studies have tended to study the design, implementation and effects of persuasive communication campaigns. The disenchantment with these studies prompted the articulation of DSC among communication practitioners working primarily in development agencies within the United Nations system - specifically UNICEF and FAO.

There are now two distinct schools of thought on the question of communication for development. The old, well established university-based "Development Communication" school<sup>7</sup> and the still evolving, initially development agency-based "Development Support Communication" school. The divergence between these two schools surfaced in two conferences held in 1987: the Expert Consultation on Development Support Communication (Rome, June 8-12, 1987) called by the Food and Agriculture Organization (FAO) of the United Nations, and the seminar on Communication and Change (Buenos Aires, July 29 to August 1, 1987). The expert consultation called by FAO was intended to critically examine FAO's 16 year experience with Development Support Communication - the present state of the art, and the policy and programming implications for the future.<sup>12</sup> The 1987 seminar on communication and change was a follow-up of similar conferences held in 1964 and 1975 under the direction of Wilbur Schramm and Daniel Lerner. The two volumes that came out of these conferences: Communication and Change in Developing Countries (edited by Lerner and Schramm in 1967) and Communication and Change, the Last Ten Years - and the Next (edited by Schramm and Lerner in 1976); are regarded as two of the most significant books in the field of development communication. The 1987 seminar was called to review the lessons learned in the intervening period concerning the relationship between communication and development, and set an agenda for research and policies in the field of communication and development.

Each conference discussed the role of communication in operationalizing community participation in Third World development efforts and in the process articulated differences between DC and DSC approaches<sup>13</sup>. The discussions crystallized the notions of DC reflecting an information advocacy of top-down authoritarianism - the dominant paradigm of externally directed radical social change - while DSC was seen as cleaving more to an advocacy of participatory knowledge-sharing between development professionals and local communities - the basic needs paradigm of an endogenously controlled synchronization. Further characteristics of the difference showed DC as intervening at the national and international level, while DSC operated at the grassroots; DC practitioners tended to initiate their own independently financed and managed development projects whereas DSC practitioners chose a support role which called for them to piggy-back on development projects funded and managed by such hard sciences as agriculture and health; the DC approach was almost totally reliant on the big mass media of radio, television and newspaper while the DSC approach leaned more to a small media mix of video, film-strips, traditional theater and on group and interpersonal techniques involving extension personnel.

In order to facilitate effective community participation in project decision-making and planning, communication support seeks to create understanding between the beneficiaries and their benefactors about their respective needs, goals, knowledge, and problem-solving skills. The problem is to create a communication environment which enables development planners and technical specialists with all their worldly sophistication and special idiom of communication to enter into practicable knowledge-sharing as co-equal discourses with the urban and rural poor. Too often, as Ascroft et.al. point out, "development organizers, daunted by a host of socio-cultural problems constraining the operationalization of knowledge-sharing, have characteristically opted for a line of least effort: the one-way, top-down transfer of unilaterally-selected techniques and technologies by whatever means possible, confident in the knowledge that failures can always be blamed on the victim." (Ascroft et.al., 1987:8)

The proposed dissertation research extends the existing body of work on DC/DSC by grounding hypotheses about community participation in project decision-making in an urban African setting, and subjecting participatory communication planning activities to analysis which gives voice to the participants. The relationship between DSC and DC is seen as ideally complementary, not necessarily competitive or mutually exclusive, often times both being necessary for ultimate project success. DSC taking the lead role in communication planning and DC taking the lead role in communication broadcasting. Local community participation in communication activities is a critical concern of and primary criteria for DSC. Communication campaign effectiveness is a critical concern of and primary criteria for DC.

#### RESEARCH DESIGN AND METHODOLOGY

The primary question that the proposed research program seeks to answer is, does the inclusion of participatory communication planning and implementation activities lead to greater project success among the urban poor than the use of non-participatory communication strategies alone.<sup>20</sup> Participatory communication is conceptualized as communication activities that pertain to creating the conditions for and facilitating dialogue between development professionals and local communities about their respective priorities, imperatives and intentions. Non-participatory communication is conceptualized as the one-way transmission of persuasive information within the context of an asymmetric and quasi-authoritarian social relationships. In addition the research addresses a number of secondary questions. First; what communication activities distinguish participatory from non-participatory

communication planning and implementation studies? Second, what is the nature of the relationship between participatory and non-participatory communication activities during the various phases of the project cycle? Is there no relationship, correlation with no causality, or a causal relationship? Third, what are the most effective communication techniques for achieving participatory communication? This research program seeks to answer these questions by examining the communication strategies currently pursued by NGO's working with the urban poor in Nairobi. Possible sites for this study are the low-income residential areas that surround Nairobi like Kibera, Mathare, Dajengo, Saruni and Korogocho.<sup>41</sup>

The research design to be utilized to investigate the communication planning and implementation strategies used by NGO's in Nairobi will be a comparative case study based on the naturalistic inquiry paradigm (Lincoln and Guba, 1985). According to Lincoln and Guba, the naturalist paradigm "has other aliases as well, for example: the post-positivistic, phenomenological, subject, case study, qualitative, hermeneutic, and humanistic" (1985:7). Lincoln and Guba contend that the naturalistic paradigm can be summarized by the following axioms. On the nature of reality- realities are multiple, constructed, and holistic. On the relationship of the knower to the known- knower and known are interactive and inseparable. On the possibility of generalization - only time- and context-bound working hypothesis (idiographic statements) are possible. On the possibility of causal linkages- all entities are in a state of mutual simultaneous shaping, so that it is impossible to distinguish causes from effect. And finally, on the role of values - inquiry is value-bound (Lincoln and Guba, 1985:37).

These axioms have implications for the conduct of research. Lincoln and Guba state that research conducted utilizing this paradigm is done in a natural setting uses human instruments, incorporates tacit knowledge, uses qualitative methods, purposive sampling, inductive data analysis, grounded theory, emergent research design, negotiated outcomes, idiographic interpretation, and a case study reporting mode.

The proposed research study will be designed as a case study because its purpose is to get an understanding of process of and context within which communication activities intended to bring about local community participation in project decision-making occur. It is further concerned

with gaining this understanding from the point of view of persons engaged in the process. Two cases will be studied in an attempt to show the distinctions between and different dimensions of participatory and non-participatory communication strategies. The unit of analysis for the proposed research study will be the particular non-governmental organizations of concern. Working from the assumption that differences in intentions, imperatives and philosophies of development found among NGO's are reflected in their utilization of different communication strategies, the study will examine two NGOs and their respective communication planning and implementation activities.

The following decision criteria will be used in the purposive sampling of NGOs: 1) that the NGO selected be either an indigenous NGO or a local chapter of a foreign NGO 2) that it be involved in planning and implementing projects at the local level 3) that it have on-going social and economic development projects among the urban poor in Nairobi that are predicated on a notion of community participation in the project decision-making process 4) that it have a formal structure and process for planning and implementing projects; and 5) have staff who engage in communication, extension, or community development activities.

Cohen and Uphoff (1980) in an attempt to clarify the concept of participation development projects have outlined a useful framework of the dimensions and contexts of "rural development participation". The following dimensions of community participation will be used in the proposed study to develop a general description of the kind of community participation occurring in the NGO projects being studied. Firstly, the context of participation. This will entail specification of 1) the community's social and residential history 2) the community's economic linkages 3) existent community organizations; and 4) the history and characteristics of the development project under consideration.

Secondly, the type of participation? The type of participation of concern in this study being involvement in the project decision-making process.

Thirdly, the question of who participates? Participants being categorized along the following lines: 1) gender, 2) education, 3) property ownership, 4) income level, 5) length of residence.

- . Fourthly, the type of involvement in the project decision-making process. This consists variously of involvement: 1) in defining the decision situation, 2) in specifying alternative courses of action, 3) in choosing the preferred alternative course of action, 4) in determining the means for implementation, and 5) in evaluating the consequences of action.
- . Fifthly, the question of why they participate. This will entail specification of the basis of participation (impetus and/or incentives).
- . Sixthly, the extent of participation (range of activities and time involved).

Since participatory communication is conceptualized as communication activities that pertain to creating the conditions for and facilitating dialogue between development professionals and local communities about their respective priorities, imperatives and intentions; a conceptual model (McLeod and Chaffee, 1973) will be used to conceptualize the relationships between the two groups. In this model both the organization and the public have ideas/cognitions (their respective priorities, imperatives and intentions), evaluations of these ideas, and perceptions about each others ideas. Congruence refers to the extent to which each group thinks the other group's idea or evaluation is similar to their own. Accuracy is the extent to which one group's perception of the other group's idea or evaluation approximates the other group's actual idea or evaluation. Understanding represents the extent to which the two ideas are the same. Agreement represents the extent to which the evaluations are the same.

The study will consist of the following phases: conceptualization, choice of data sources, choice of data collection methods, conduct of the case study, and preparation and negotiation of the report (Middleton, 1985). The central problem in the conceptualization phase will be delimiting the parameters of the process to be studied. In the initial stages of this study, the research will be guided by the a priori conceptual map provided by Cohen and Uphoff (1980). Once in the field criteria will have to be established to confront the likelihood of an ever-increasing set of relevant process and variables. The primary sources of data will be the key actors- project planners, communication extensions staff, leaders of appropriate community based organizations, and key informers in the local community in the cases being studied. Where possible direct observation of communication planning and implementation activities will be made.<sup>22</sup> Available documents and existing statistical data will be subject to secondary analysis.

The primary data collection methods to be used in this study will include in-depth interviewing of key informants; the direct observation of



planning and implementation process; the analysis of documents (i.e. plans, budgets, administrative guidelines, and evaluation reports; and the analysis of communication materials produced (audio-visual and print materials). The database to be created in the field will consist of: 1) interviews of key informants, 2) direct observations of planning and implementation processes, 3) analysis of documents (plans, budgets, administrative guidelines, evaluation reports), and 4) samples of communication materials produced and used.

Ideally, several rounds of interviews will be conducted and group interviews set up. The following decision criteria will be used for selecting interviewees for each case study: 1) involvement in government regulation of NGO activity, 2) involvement in planning and implementing NGO communication strategy, 3) community participant in the development project, 4) community non-participant in the development.

be If possible key indicators of participatory communication activities will be identified and utilized. The conduct of the study will involve the construction of interview guides or open-ended questionnaires; the recording of interviews (on cassette tape or notebooks); the maintenance of a field journal to record observations and keep track of interviews; and the copying, or if possible, collection of communication materials utilized. The conduct of the study will entail constant comparison and inductive analysis of data. Key to the establishing of internal reliability will be the triangulation of data sources while in the field. The preparation and negotiation of the initial field report will be done while still in the field so that ideas, insights and conclusions being generated can be checked with key actors in the communication and planning process.

The analysis of data, which will begin while still in the field, will be analyzed along lines which traditionally characterize ethnographic inquiry. The analysis will be inductive rather than deductive, generative rather than verificatory, subjective rather than objective, and emphasize construction rather than enumeration (Goetz and LeCompte, 1981). Lincoln and Guba (1985) discuss the issues of the credibility, transferability, dependability, and confirmability of the finds of naturalistic inquiry and suggest a number of techniques for enhancing the trustworthiness of such research findings. In order to enhance the transferability (generalizability) of the working hypothesis generated by the study to other contexts the study, will provide "thick description" of the research context, processes and participants. In order to enhance the trustworthiness (reliability and validity) of the working

hypothesis generated by the study, the researcher will:

. Maintain field journals that will include: 1) a log of day-to-day activities  
ie. calendar of appointments; 2) field notes of interviews and observations; 3)  
a methodological log encompassing records of methodological decisions (research  
techniques, interviewees), a record of hypotheses and questions to be followed  
up, expectations of what will happen next, and commentary on the perceived  
influence of my own biases.

. Use triangulation of sources and methods to validate sources of information  
against each other ie. a second interview with an informant who has a  
different perspective or the use of observation techniques in addition to interviews.

. Develop and maintain an audit trail of the data gathering, data reconstruction  
and data analysis techniques used: of the type of files maintained; and  
evidence of the raw data.

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FOOTNOTES

1. Joseph Ascroft and Siphos Masilela (1989) "From Top-Down to Co-equal Communication: Popular Participation in Development Decision-Making" A paper prepared for the seminar on "Participation: A Key Concept in Communication for Change and Development held at the University of Poona, Pune, India. February 20-27, 1989.
2. For a discussion of communication support planning activities and issues in development projects and programs see Heli Perrett (1983) "Planning of Communication Support (Information, Motivation and Education) in Sanitation Projects and Programs". TAG Technical Note No.2. (UNDP). Washington, D.C. The World Bank.
3. Although the role of NGO's in Kenya's development has been the subject of a number of studies, see Kabiru Kinyanjui (ed) (1985) "Non-governmental Organizations: Contributions to Development" Occasional paper No.50, Institute of Development Studies, University of Nairobi; IDS (1989) "Preliminary Workshop Report". A workshop organized by the Institute of Development Studies and the Kenya National Council of Social Services. 14th-16th August 1989, Nairobi, Kenya; and Ng'ethe et.al. (1990) "Non-governmental Organizations: Local Capacity Building & Community Mobilization" IDS Working Paper No.469, April 1990, University of Nairobi. - these studies do not specifically address the communication strategies used by NGOs in their interactions with local communities.
4. Relying primarily on publications published under the United Nations Research Institute for Social Development's Popular Participation Programme. For the theoretical parameters of the Popular Participation Programme see Andrew Pearce and Matthias Stiefel (1979) Inquiry into Participation: A Research Approach UNRISD, Geneva.
5. Leonard W. Doob (1961) Communication in Africa: The Search for Boundaries New Haven: Yale University Press, Lucien W. Pye (ed) (1963) Communication and Political Development New Jersey: Princeton University Press, Wilbur S Schramm (1964) Mass Media and National Development, California: Stanford University Press, Lakshmana Rao (1966) Communication and Development Minneapolis: University of Minnesota Press.
6. Everett M. Rogers (1976) "Communication and Development: The passing of the Dominant Paradigm" Communication Research Vol.3, No.2, April 1976 p.213-240.
7. Emile G. McAnany (1984) "Diffusion of Innovations: Why Does it Endure?" Critical Studies in Mass Communication Vol.1 No.4 December 1984, p.439-442.
8. See Development Dialogue 1980 No.1 "Another Development: Perspectives for the Eighties".



9. For a discussion of the deliberations of the Belgrade Conference see Jeremiah O'Sullivan-Ryan and Marie Kaplan (1980) "Communication Methods to Promote Grass-roots Participation" Monographs on Communication and Society No.6. Paris: UNESCO.
10. For a discussion of this notion of co-equality see Joseph Ascroft and Sipho Masilala (1989) op.cit.
11. See for instance Josiane Jouet (1980) "Participatory Communication in the Third World: A Critical Outlook" a paper presented in the First Seminar on Participatory Communication, CIESPAL, Quito, Ecuador.
12. Jose Marques de Melo (1988) "Communication Theory and Research in Latin America: A Preliminary Balance of the Past Twenty-five Years" Media Culture and Society Vol.10, No.4, October 1988 p.411.
13. See Erasmus Moun (1989) "Delivering Relevant Development Information to the Rural Poor" Media Asia Vol.16 No.1, p.10-15. S. Adefemi Sonaike (1988) "Communication and Third World Development: a Dead End?" Gazette (The Netherlands) Vol.41 p.85-106. Kwame Boafo (1985) "Utilizing Development Communication Strategies in African Societies: A Critical Perspective" Gazette (The Netherlands) Vol.35 p.83-92. In addition since 1986 the African Council on Communication Education has been publishing a journal Africa Media Review and Africa Media Monograph Series that often address the question of the role of communication in development efforts.
14. Luis Ramiro R. Beltran (1979) "Farewell to Aristotle: "Horizontal Communication" International Commission for the Study of Communication Problems Report No.48. Paris: UNESCO.
15. Richard Johannesson (1971) "The Emerging Concept of Communication as Dialogue" Quarterly Journal of Speech 57 1971 p.373-82. John Stewart (1978) "Foundations of Dialogic Communication" Quarterly Journal of Speech 64, 1978 p.183-201.
16. Other studies of communication in the Third World that have utilized the concepts of vertical and horizontal communication include: R. White (1983) "Community Radio as an Alternative to Traditional Broadcasting" Media Development Vol.30 No.3, p.4-9. J. Diaz-Bordenave (1980) "Latin America Initiates a new Approach to Rural Communication" Educational Broadcasting International Vol.13, No.4 p.163-167. M. Silberman (1979) "Popular Participation Through Communications" Media Asia No.6 p.95-101.

17. For an example of this school of thought see Robert Hornik (1988) Development Communication: Information Agriculture, and Nutrition in the Third World White Plains, New York: Longman Inc. Also Herbert F. Lionberger and Paul H. Gwin (1982) Communication Strategies: A Guide for Agricultural Change Agents, Danville, Illinois: The Interstate Printers & Publishers, Inc.
18. FAO (1987) "Report of FAO Expert Consultation on Development Support Communication" 8-12 June 1987, Rome; Food and Agricultural Organization.
19. Prof. Joseph Ascroft from the University of Iowa attended both conferences and the discussion of the differences between DC and DSC approaches in this paper is drawn from a paper by Joseph Ascroft and Sipho Masilela (1989) op.cit.
20. From the point of view of local communities and development professionals, project success is defined in terms of attainment of their respective goals. From my perspective of a communication support practitioner, project success is defined in terms of comprehension on the part of all parties of their respective priorities, intentions and imperatives.
21. These particular low-income residential areas were the sites for a study by Frank O. Ugbajah (1985) "Media Habits of Rural and Semi-Rural (Slum) Kenya" Gazette (The Netherlands) Vol. 36p.155-174; that examined the broadcast and print media that residents of these areas had access to, and the type of content they paid attention to.
22. In differentiating between types of participation and non-participation in the planning process. Arnstein (1969) constructs a typology of eight levels of participation which range from non-participation (manipulation and therapy), through tokenism (informing, consultation and placation), to citizen power (partnership, delegated power and citizen control). Sherry R. Arnstein (1969) "A Ladder of Citizen Participation" Journal of the American Institute of Planners Vol. 35 No. 4 p. 216-224. Burke (1968) identifies five types of citizen participation strategies: education therapy, behavioral change, staff supplement, cooptation, and community power. Edmund M. Burke (1968) "Citizen Participation Strategies" Journal of the American Institute of Planners Vol. 34 No. 4 p. 287-294.
23. Communication support planning and implementation activities encompass: the identification or establishing of institutional structures to perform the desired functions; the definition of concrete objectives; the identification and segmentation of audiences to be reached; the making of decisions on the timing of activities and overall time frames; the selection of communication channels and methods to be used; the making of decisions on communication style, technique and content; the setting up of procedures for pre-testing, monitoring and evaluating messages and medium reach; and the costing of communication activities. See Heli Perrett (1982) "Using Communication Support in Projects: The World Bank's Experience" World Bank Staff Working Papers No. 551. Washington D.C.: International Bank for Reconstruction and Development.