

**GHANA INSTITUTE OF JOURNALISM
SCHOOL OF GRADUATE STUDIES AND RESEARCH**

**THE ROLE OF DEVELOPMENT COMMUNICATION IN SUSTAINING
DEVELOPMENT PROJECTS: A CASE STUDY OF USAID SYSTEMS FOR HEALTH**

**BY
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**A THESIS SUBMITTED TO THE GHANA INSTITUTE OF JOURNALISM'S SCHOOL
OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTER OF ARTS DEGREE IN
DEVELOPMENT COMMUNICATION.**

CANDIDATE'S DECLARATION

I, the undersigned, declare that this in-depth work is my original work, it was put together by me under the supervision of Dr Joseph Obeng-Baah Where other people's works are used, references are made and full acknowledgement has been given to academic norms. I wish to state that all omissions and shortfalls in this work are entirely mine.

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SUPERVISOR'S DECLARATION

I hereby declare that the presentation of this work supervised by me follows the guidelines on supervision of dissertation laid down by the School of Graduate Studies and Research, Ghana Institute of Journalism.

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10-12-2021
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DATE

DEDICATION

I, first and foremost, dedicate this work to the Almighty God, from whom our blessings flow and the source of wisdom to complete the study. Secondly, I dedicate this paper to my Pastor, Rev. Vincent Domenyo Hoedzoadey for the encouragement and zeal to push me to achieve higher laurels. To my dear children Nana Frempon Boakye and Maame Tiwaa Boakye, my parents Peter Mensah and Esi Nyatepe, my siblings Ruby, Bright and Leonora Mensah, my boss Timothy Karikari, my editor Kenneth Wewora Atogebania, my soul sisters Louisa Kwakye and Cynthia Asantewaa Oware, for their countless help and assistance on this academic journey.

I say God bless and graciously reward them. Finally, to my thought leader, my supervisor Dr Joseph Obeng Baah, words can't simply explain your timely assistance. I am very grateful.

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LISTS OF ACRONYMS

BCC	- Behaviour Change Communication
CBO	- Community Based Organization
C4D	- Communication for Development
CFDPA	- Centre for Development and Population Activities
GIJ	- Ghana Institute of Journalism
GHS	- Ghana Health Service
HPD	- Health Promotion Development
ICT	- Information Communication Technology
ILO	- International Labour Organization
NGO	- Non- Governmental Organization
PRA	- Participatory Rule Appraisal
UN	- United Nations
USAID	- United States AID
UNICEF	- United Nations International Children's Emergency Fund
UNESCO	- United Nations Educational, Scientific and Cultural Organization
WCCD	- World Congress Communication Development

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V.

ABSTRACT

This research study sought to find out the role development communication plays in sustainable development projects in “rural” settlements within the Accra Metropolis. It is imperative to investigate this issue because previous academic researches on the same subject matter could not fill the knowledge gap. This study used an interview guide as a data collection tool to collect data from ten (10) participants. It analyses the data gathered using a descriptive – exploratory approach.

Based on the objectives – the findings indicated that the components of development communication were used in the implementation of rural electrification. Also, organizations use television, radio channels, public announcement information centres, newspaper publications, and out-of-home displays such as billboards, posters, and banners to communicate to the target audience. The role of communication in community development has indeed enhanced the collaboration between the people promoting change and people receiving social change. The outcome also shows that communication helps in the implementation of the electricity and water projects. And that brought significant changes in the lives of the community and individual members within the community. The study recommends that project planners should design and adopt an appropriate communication model towards sustaining projects for project implementers and communities. This will enable players in this field to have a procedure to follow during the implementation of development projects and also know the roles they are supposed to play as far as sustenance of projects are concerned.

CHAPTER ONE

This chapter examines the background to the study, statement of the problem, the objective of the study, research questions, significance of the study, the scope of the study, justification of the study, and organization of the study.

1.0 Introduction

Communication is essential in almost every field of life from home to work. Communication is necessary for the achievement of development projects. In project management, communication

is perceived as the foundation or lifeblood for effective project planning and management (Muller, 2010); (Johannessen, 2012); (Milićević, 2014). A study by Mintzberg (1989 cited in Sońta-Drączkowska, 2015) revealed that American executives spent 78 per cent of their working time on communication. Communication, therefore, serves as the backbone and the glue that holds an organisation together (Olsson & Johansson, 2011). Good communication is important for trading information, coordinating activities, creating mutual understanding, socialising and influencing outcomes (Weldearegay, 2012). Communication also promotes the engagement of stakeholders in a project (Tonnquist, 2008) and the workplace, promotes job satisfaction, performance and retention of project employees. The project management components such as change management, human resources management, project integration management, stakeholder management and several others, rely on communication strategies as well as the project manager's communication skills (Sońta-Drączkowska, 2015). It has been argued that, to resolve problems and disputes, it is imperative to maintain open lines of communication between project stakeholders during and after a project (Anthony, 2010).

Poor communication is a contributory factor to project failure (Project Management Institute, 2013). Effective communication contributes to about a 17 per cent increase in finishing projects within budget, on average, two out of five projects fail to accomplish their original goals and business intent out of which one-half are related to ineffective communications. Consequently, organisations that practice good communication are five times more likely to perform better than organisations without effective communication. Three components characterise the most basic level of communication: a transmitter/sender, a transmission channel/medium and a receiver (Zulch, 2014). The message moves from the sender via the medium to the receiver who finally

decodes it. The process flows in a cyclical fashion beginning with the sender who has a purpose to communicate (Zulch, 2014). All the components must function to avoid misunderstanding. A feedback loop is essential to prevent delay and to affirm the receiver's understanding of the message. Communication may occur within the project, in other areas within a project department, in areas outside the department, in areas in the larger organisation, in external operational areas and among external professionals outside the parent organisation (Tushman & Katz, 1980, in Weldearegay, 2012). Communication may occur before, during and after a project. Thus, communication occurs in all the stages of a project namely initiating, planning, executing, controlling or monitoring and closing (Weldearegay, 2012). Communication enables project managers to identify and formulate development programmes, to dialogue with stakeholders to take into account their needs, attitudes and knowledge (Diouf, 1994). In this way, project beneficiaries become the principal actors in the development process (FAO, 2004).

Development Communication or Communication for Development (ComDev) is the systematic and planned practice of communication through inter-personal mediums and mass media for social change (Castello, 2006). ComDev is premised on the idea that development is about change, and if development initiatives are to be sustainable, they should start with mechanisms that ensure broad participation by all those who have some interest in the intended change (Mefalopulos, 2008). In ComDev, rural people are at the centre of development initiatives and so communication is used in this sense for community mobilisation, participation, building confidence for awareness-raising, decision making and action, knowledge sharing, changing lifestyles, behaviour and attitudes (Adedokun, Adeyemo & Olorunsola, 2010). Communication can be used as a tool to facilitate community participation in a development planning initiative (Adedokun et al., 2010; Quebral, 2012). The idea of project sustainability has been tackled by several authors. For instance,

Silvius and Schipper (2010) have described sustainability in project management as getting the right things done right. Even though there is a plethora of research on project communication, there is a paucity of literature linking development communication with project sustainability in the rural context in Ghana. This study intended as a contribution to bridging that knowledge gap in the literature.

1.1 Background to the Study

In recent years, Ghana has made remarkable progress in increasing access to health services through the Community-Based Health Planning and Services (CHPS) program and implementation of the National Health Insurance Scheme and Free Maternal Health policy among others. However, challenges remain particularly in the areas of in-service delivery and health communication. These challenges emanate primarily from a lack of collaboration and coordination in health promotion. Most health promotion activities were uncoordinated and occur within donor-funded projects (about 98%) to address specific health areas or diseases – for example, malaria, resulting in issues that are not tied to a unified national strategy. Traditional vertical disease focused communication campaigns promote isolated health activities rather than integrating them. Even though the Health Promotion Department (HPD), an important part of the ever-evolving Ghana Health Service (GHS), is committed to changing the paradigm, it is poorly positioned and understaffed thus in need of support and capacity building. The National Health Promotion Policy and National Strategy and Action Plan for Health Promotion – the platform from which this critical service could transition into an effective and embedded function that helps to usher in a new era of health care partnership and enable Ghanaians to optimize their chances for better health has remained at the draft stage. Significant gaps in monitoring and evaluation and knowledge management contributed to a limited capacity to collect and analyze health promotion related data,

especially at the district and community levels for improved programming and decision making. The Government of Ghana, keenly aware that the best management of these health issues and diseases was a strong and effective health system that includes high quality, well-coordinated health communication with USAID, launched the Communicate for Health project in November 2014. It is, therefore, imperative to investigate the role development communication and community people play in sustainable development projects in “rural” settlements within the Accra Metropolis.

1.2 Statement of the Problem

According to Anyanwu (1999), community development depends on the effectiveness of communication as it helps in sharing of ideas and opinions and the diffusion of good ideas while irrelevant ideas are discarded. Effective communication, therefore, enhances the participation of community members towards the achievement of the goals of rural community development. The newer conceptions of development imply a different and, generally, wider role for communication (Rogers, 2003). According to Stone (1989), unless people themselves are the driving force of their development, no amount of investment or provision of technology and other resources will bring about any lasting improvements in their living standards. Most development projects in the form of community boreholes, clinics, schools, warehouses and some farming projects initiated by some NGOs and government in Ghana are in a deplorable state. Most of these projects come in the form of aids or agricultural inputs such as seeds and fertilizers to the target groups without really knowing whether it would be useful for the people (Dzinavatonga, 2008). In other instances, projects such as boreholes have even been abandoned. This may be as a result of some measures which were not put in place to ensure the sustenance of the projects after the implementers have left. These measures, among other things, may include the fact that the communities were not

involved wholly in the design and implementation of these projects to understand the need and to ultimately own them. Many agricultural projects have suffered the same fate of not being sustained. Some of these projects include the “Nerika” Rice Dissemination Project which introduced varieties of rice to increase upland rice production and provided rice miller for farmers in the Ejura area in Ghana, for instance.

Also, similar literature indicates that an Inland Valley Rice Project in Aframso trained and provided farmers with credit facilities to develop local rice during the dry season in the Ashanti region of Ghana. However, some communities still operate and maintain their facilities and are willing to sustain them for future generations. Too many development programs, including community-driven ones, seem to overlook the aspect of communication, which is intended as the professional use of dialogic methods and tools to promote change (Mefalopulos, 2008).

According to (Okafor (2005), when communities participate in their projects, they become empowered which in turn improves efficiency, transparency and accountability which enhances service delivery and also encourages donor’s harmonization. Again, when beneficiaries are not involved from the beginning, they tend to be more suspicious of project activities and, therefore, less prone to support them. Conversely, when communication is used to involve the community in the description of an initiative, their motivation and commitment grow stronger (Okafor, 2005). From the above discussion, the question then is how can development communication be used to ensure the success and sustainability of development initiatives in the Accra Metropolis? Previous studies on the subject matter have not fully answered the question. This study, therefore, intends to provide empirical answers in this regard.

1.3 Research Questions

1. What are the communication channels used by development agencies and the government in project activities in the Accra Metropolis?
2. What is the role of communication in development projects that bring sustainable change in the livelihood of the community people such as Tema Town, Ashaiman, James Town and Teshie-Nugua in the Accra Metropolis?
3. How does effective communication influence development projects in the Accra Metropolis?

1.4 Objectives of the Study

As highlighted in the foregoing sections, communication can be a key tool that can enhance community participation in decision-making concerning their wellbeing. This study, therefore, focuses on the following objectives:

1. To assess how communication influences development projects using Accra Metropolis in Ghana as a case study.
2. To investigate the communication channels used by development agencies and the government during projects implementation in the Accra Metropolis.
3. To examine how communication can promote projects to help bring sustainable change in the livelihood of the community people.

1.5 Justification of Study

Rural people have lived together over the years and do things in common such as eating and sleeping together, going to the farm together, helping themselves when it comes to farming which is popularly termed as “Ndoboa” in the Akan communities among other things (Olukotun, 2008).

The way their houses are even built gives room for consultation and sharing of ideas. Common social amenities like roads, schools, health centres and bridges which are often constructed through communal labour and personal contributions are shared in rural communities. Having lived together all their lives and having shared ideas for a long period, it feels odd, if not unacceptable to some of them when they get to know of projects in their communities and have no idea about either their conception or implementation (Komalawati, 2008). In such instances, the projects are hardly accepted by the communities as their own and such projects in most cases suffer abandonment, limited usage or at best poor maintenance (Olukotun, 2008).

This study is focused on the concern that most projects such as boreholes, schools, clinics, warehouses, public toilets and several others are not operational and are poorly maintained by some communities in Ghana especially after the development agents have left. For example, studies have shown evidence of such scenarios in communities including, among others, Kasei, Samari Nkwanta, Bisiw, Kyenkyenkura, Ebuom and Nkwanta all in the Ejura/Sekyedumase Municipality in the Ashanti Region in Ghana (Owusu, 2014). Also, the Accra Metropolis and its environs such as Ashaiman, Tema Newtown, Teshie/Nungua, and Labadi have in recent times been beneficiaries of development projects like clinics, rural electrification, boreholes, toilets facilities, standpipes, and therefore, serves as a good research site for this study. The study investigates the reasons why some of these projects survived while others failed within the Accra Metropolis and the role communication played in each case. The study specifically examines the importance of communication in promoting project sustainability and social change. The findings of the study are to help project implementers appreciate the need to communicate to project beneficiaries throughout the lifecycle of a development intervention. The study will add to knowledge. It is to, again, inform project implementers and policymakers on the importance of

choosing the right communication channels to reach their target beneficiaries in both the design and implementation of development projects.

1.6 Scope of the Study

Communication is more than transmitting information. It entails advocacy, social mobilization and behaviour change. Mefalopulos (2008) posits that communication is about generating new knowledge and consensus to facilitate change. Communication is not only about raising awareness, informing, persuading, or changing behaviour. It is also about listening, exploring, understanding, empowering, and building consensus for change. This study focused on how communication can be used to ensure the sustainability of development initiatives. It focused on sponsored projects and programmes in some communities in the Accra Metropolis and its environs such as Tema New Town, Ashaiman, Teshie-Nugua, Labadi, James Town, and Amansaman in the Greater Accra Region of Ghana.

1.7 Organization of the study

This study is divided into five chapters. Chapter One introduced the research topic, its scope and the statement of the problem and overarching questions of the research. It also discussed the justification and main objectives of the study. Chapter Two outlined what communication for development is and how it is directly linked to community participation. It also presented a review of the literature on the subject and the theoretical underpinnings of the study. Chapter Three discussed the methodology used. Chapter Four presented an analysis and discussion of the field data based on the findings. Chapter Five summarized the major findings and offered suggestions for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a discussion of the key concepts in the study including the concept of communication, the meaning of development communication, the process of communication. Channels of communication and participatory communication and participation as well as an overview of community development communication. This chapter also reviews the existing literature on the role of communication in the rural development context. The theoretical framework is also discussed.

2.1 Understanding Key Concepts

The conceptual framework of the study gives an overview of the issues relating to the topic in the study. This part of the work, therefore, reviewed the relevant literature on the subject. Development projects come with the intended aim of improving the lives of the beneficiary community. The people's involvement in these projects is central to community ownership and, therefore, the long-term sustainability of the project. The projects are therefore communicated to the people of the community. There are various of communication. This study, however, focuses on development communication. Development communication consists of three components of communication which include advocacy, social mobilization, and behaviour change

communication. These functions are performed through multiple channels of communication including television, radio, newspapers, film show and interpersonal communication. If the right channel of communication is used to carry development messages to the target beneficiaries, participation becomes more likely and meaningful. The four forms of participation by World Bank (2005) are considered here: sharing, consultation, collaboration and empowerment. When implementers communicate well with the community members, participation is high and sustainability is achieved. Thus, communication will encourage communities to participate from the inception of the project to its completion. Their involvement will give them a sense of ownership which will encourage the continued use of the project and thus its sustainability. A project is considered to be sustainable when beneficiaries can contribute before, during and after the project. There must be a form of training for them to be able to maintain the project after donors have left as well as the willingness to sustain it. Lastly, the continuous use of projects by beneficiaries shows a project is sustainable and this can partly be achieved through the use of communication.

2.1.1 The Concept of Communication

Communication as a discipline has attracted several definitions by different scholars in the field. Also, communication, according to (Clevenger, 1959), is an active information sharing process. (Mefalopulos, 2008) defined communication as the transmission of information and messages. However, (Bertalanffy, 1968) claimed that communication is frequently concerned with the flow of information inside a system. O'Reilly and Pondy (1979), who defined communication as the sharing of knowledge between two or more persons or groups to reach a shared understanding, agreed with Bertalanffy's (1968) definition. (Warnock, 2007.) introduced a new dimension by viewing communication as the ability to give information, to make one's voice heard and to

participate in discussion and debate. (Keyton, 2011) also viewed communication as the process of transmitting information and common understanding from one person to another.

For many people, the term communication is traditionally associated with either boosting an institutional profile or facilitating information flows within an organization. Mefalopulos (2008) categorized communication by focusing on its purpose and main functions in development organizations.

From Table 2.1 below, Mefalopulos identified four types of communication which included corporate, internal, advocacy and development communication. Corporate communication is the type of communication that informs audiences about the mission and activities of an organisation through the use of the media. Internal communication is the sharing of information among staff in an organisation or institution to ensure all staffs are aware of issues about the institution. Advocacy communication is the type that helps to bring change to the lives of people using the available and the right medium. It is usually achieved through the involvement of chiefs, religious leaders and Community Based organisations (CBO's). Development communication focuses on bringing change to people by involving the relevant stakeholders.

Table 2.1: Common Types of Communication in Development Organizations

Type	Purpose/definitions	Main functions
Corporate communication	Communicate the mission and activities of the organization, mostly for audiences.	Use media outputs and products to promote the mission and values of the institution; inform selected

		audiences about relevant activities.
Internal communication	Facilitate the flow of information within an institution/ project.	Ensure timely and effective sharing of relevant information within the staff and institution units. It enhances synergies and avoids duplication.
Advocacy communication	Influence change at the public or policy level and promote issues related to the development	Raise awareness on hot communication methods and media to influence specific audiences and support the intended change.
Development communication	Support sustainable change in development operations by engaging key stakeholders.	Establish conducive environments for assessing risks and opportunities; disseminate information; induce behaviour and social change

Source: Mefalopulos, 2008

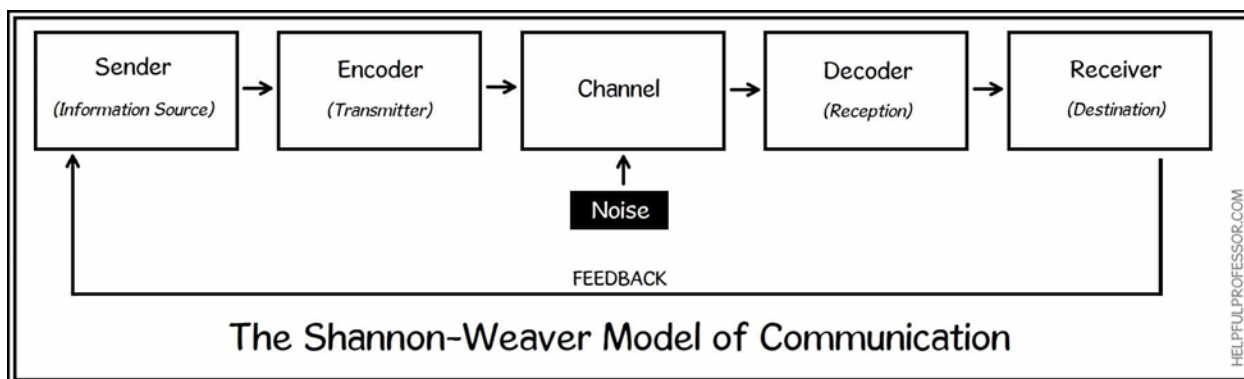
2.1.3 The Process of Communication

(Keyton, 2011) defined communication as the process of transmitting information and common understanding from one person to another. (Lunenburg, 2010) draws attention to Keyton's definition that unless a common understanding results from the exchange of information, there is no communication. For the message to be understood, effective communication must take place. Effective communication described in Shannon's communication model (1954) shares meaning and understanding between the person sending the message and the person receiving the message. For effective communication to occur there is the need to understand the communication process. The communication process is a simple model that demonstrates all the factors that can affect communication (Keyton, 2011).

Lunenburg (2010) explained the process of communication in Figure 2. 1. Lunenburg (2010) stressed that two common elements in every communication exchange are the sender and the receiver. The sender initiates the communication; he/she is the person who is sending the message. The receiver is the individual to whom the message is sent; who is making sense of it, or understanding and translating it into meaning. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, nonverbal or written language. The message is sent through a medium or channel, which is the carrier of the communication. The medium can be in a form of face-to-face conversation, telephone call, e-mail, or written report. The receiver decodes the received message into meaningful information. Noise is anything that distorts the message and examples can be different perceptions of the message, language barriers, interruptions, emotions and attitudes. Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood.

Keyton (2011) indicated that the elements in the communication process determine the quality of communication and a problem in any one of these elements can reduce communication effectiveness. In the view of Keyton’s assertion, information must be encoded into a message that can be understood as the sender intended and selection of the particular medium for transmitting the message must be critical since there are various forms of channels.

Figure 2.1 The Communication Process (Shannon-Weaver Model of communication)



Source: Cheney (2011)

2.1.2 Meaning of Development Communication

A significant way of involving project beneficiaries to become primary actors in any successful development program is through development communication. As a result, any meaningful development process must include development communication. Because of the widespread misunderstanding of the notion, it is important to explain the concept of development communication. For the purpose of this study, development communication can be defined as the systematic and planned use of communication for social change using interpersonal channels, ICTs, audio-visuals, and mass media. Indeed, if development programs are to be long-term, they must begin with systems that enable broad participation from everyone interested in the desired

change. When a section of society is overlooked in the pursuit of development services, the results can be devastating.

The World Bank has (2006) defined development communication as the integration of strategic communication in development processes and programmes based on a strong understanding of indigenous realities. This shows that local contexts play a crucial role in development and development communication. Mefalopulos (2003) emphasized that development programs and interventions will not achieve desired results unless they are accompanied by an ongoing culturally and socially relevant communication discourse between development service providers and recipients. Development communication, according to Owusu (2014), is a conscious effort by stakeholders to share information using appropriate strategies to create a common understanding that supports and sustains the goals of social, economic, political, and cultural development. This means that development communication focuses on making purposeful efforts to convey information among stakeholders using appropriate approaches and instruments with the primary goal of improving people's social, economic, political, cultural, and environmental aspects. C4D is a social process that aims to generate a shared understanding among all project participants so that coordinated action may be conducted. According to this definition, C4D is a process, not an event. C4D strives to achieve a shared understanding among development stakeholders on the kind of efforts required to achieve development.

Regardless of the communication techniques and methodologies used in the process of development, it must be stressed that if there is no common understanding among stakeholders then development communication has not been effectively achieved. Development communication is defined by Servaes (2002) as the study of social change induced by the use of communication research, theory, technologies, and procedures to achieve development. This means that

development communication is concerned with stakeholders' meaningful use of communication approaches, principles, and techniques to enhance people's lives in all aspects. The World Bank explains C4D as involving the creation of mechanisms to broaden public access to information on reforms; strengthening clients' ability to listen to their constituencies and negotiate with stakeholders. It also involves empowering grassroots organisations to achieve a more participatory process and undertaking communication activities that are informed by research with the view to enhancing the conditions of people. Communication for development, according to the Food and Agriculture Organization (2005), is a social process centred on dialogue that employs a variety of instruments and methodologies. Listening, creating trust, sharing knowledge and skills, developing policies, arguing, and learning is all part of the process of achieving long-term and significant change. As a result, C4D is a widely-used term that includes information dissemination and stakeholder interaction at all stages of development. It is well-planned communication strategies, procedures, and methodologies that can promote and build partnerships and ties that help to effectively handle development problems while also ensuring their participation. This necessitates all development institutions, particularly in poor countries, to think about how to advance C4D, share experiences, build common understandings, and agree on mutually beneficial policies and efforts for a better life. The deliberate use of communication to promote development is what development communication is all about. It is concerned with the use of communication to alter or improve people's lives. The role of the development communicator is critical in describing the development process to the general public in such a way that it is accepted. To achieve this objective, a development communicator has to have a greater understanding of the process of development and communication. The development communicator is expected to possess knowledge, skills and professional techniques and clearly grasp their use and should also know

the audience. A development communicator also prepares and distributes relevant development messages and information to all stakeholders in such a way that they are received and understood, accepted and applied to bring about development.

A development communicator employs a variety of communication technologies and strategies to foster consensus among stakeholders to improve people's socioeconomic circumstances. The use of communication to promote development is the emphasis on development communication. Development communicators are people who write or produce programs on development issues with the sole purpose of developing a shared understanding among stakeholders about the development process and what is expected of them. Without proper communication research, development communication activities can never be successful. As a result, thorough communication research must be undertaken before a development communication plan is established. Communication professionals should not create communication campaigns or strategies unless they have all of the necessary information to make an informed conclusion. Further research is required as a development communicator to collect essential data, uncover gaps, or validate project assumptions. Failure to do this will be problematic to one's cause as a development communicator. Researching issues of importance to people will also enable one to have a fuller understanding of what needs to be achieved and how best to achieve it. A development communicator must also have specific and in-depth knowledge of the theory and practical applications of the discipline to be successful. In addition to the various communication theories, models, and applications, development communicators should be educated on the fundamental principles and practices of other interrelated disciplines including anthropology, marketing, sociology, ethnography, psychology, adult education, monitoring and evaluation, and social research. Knowledge versatility is essential for effective development communication. Naivety in

any of the interconnected domains will be devastating not only for development communication's image but also for the overall development process.

Again, development communication is not exclusively about behaviour change. The various areas of intervention and the applications of development communication go beyond the traditional notion of behaviour change. Development communication, according to Umebali (2006), focuses on probing issues such as socioeconomic and political factors, identifying priorities, assessing risks and opportunities, empowering people, strengthening institutions, and promoting social change within complex cultural and political environments. Because of the complexity of the concept of development, development communication is a very broad concept whose significance is expressed in broader societal developments. Changes in all aspects of society must be of interest to development communication specialists. Because of the complexity of the concept of development, development communication is a very broad concept whose significance is expressed in broader societal development, C4D is even more vital for rural development, given the wide range of development issues that people in rural regions experience, which necessitates a shift in development paradigms and trajectories. To aid in the improvement of people's living conditions, particularly in rural areas, communication should be used primarily for increasing people's participation and community mobilization, decision-making and action, confidence building for raising awareness, sharing knowledge, and changing attitudes, behaviour, and lifestyles (FAO, 2014).

2.1.4 Components of Development Communication

Effective development communication, as described by (UNICEF, 1999), is based on the combined use of three strategic components. Advocacy, social mobilization, and communication for behaviour change (or behaviour development) are the three components. In the topic of

communication development, there are numerous definitions for these three fundamental components.

Advocacy Communication: Advocacy is communication targeted at leadership and the powers that be to take actions to support programme objectives (UNICEF, 2008) Leadership includes political, business and social leaders at national and local levels. The advocacy component of development communication, according to UNICEF (2008), informs and motivates appropriate leaders to create a supportive environment for the programme by taking actions such as changing policies, allocating resources, speaking out on critical issues and initiating public discussion. Participation is relevant in this context as the voice of the community helps direct advocacy objectives and activities. Mefalopolus (2005) points out that advocacy is mainly applied to promote a specific issue or agenda, generally at a national level which is often directed at changing policies or supporting policy-making changes, either addressing policymakers directly or winning the support of the public opinion. The first task of advocacy as stressed by UNICEF (1999) is often to raise awareness in general, yet its ultimate objective is to spark action either from decision-makers or their constituents. The aim is to gain commitment and active support for a development objective and prepare society for its acceptance over the long term.

According to Servaes (2000), the basic goal of advocacy is to promote public policies that assist the resolution of a problem or issue. It entails concerted efforts to sway the political climate, policy and program decisions, public views of social norms, financing decisions, and community support and empowerment on specific problems. Furthermore, Servaes (2008) viewed advocacy at the policy level, as that which is used to assure the high level of public commitment necessary to undertake action by fostering a knowledgeable and supportive environment for decision making, as well as the allocation of adequate resources to attain the campaign's goals and objectives.

Social Mobilization Communication: Social mobilization as defined by UNICEF (2008) is a process of harnessing selected partners to raise demand for or sustain progress toward a development objective. Social mobilization solicits the participation of institutions, community networks and social and religious groups to use their membership and other resources to strengthen participation in activities at the local level (UNICEF, 2008). Consultation with the community is needed here to ascertain which institutions (social, political and religious) will have the most influence on the primary participants. Similarly, the Centre for Development and Population Activities [CEPA] (2000:p.45) opined that “Social mobilization involves planned actions and processes to reach, influence, and involve all relevant segments of society across all sectors from the national to the community level, to create an enabling environment and effect positive behaviour and social change.”

According to McKee (1992) social mobilization differs from social marketing because it aims to muster national and local support for a general goal or programme through a more open and uncontrolled process with the idea of using as many channels as possible at an accelerated rate.

Behaviour Change Communication (BCC): Behaviour change communication involves face-to-face dialogue with individuals or groups to inform, motivate, problem-solve or plan, to promote behaviour change (UNICEF, 2008). BCC according to the International Labour Organization (ILO, 2008:37) is an “interactive process for developing messages and approaches using a mix of communication channels to encourage and sustain positive and appropriate behaviours.” ILO further argued that BCC has evolved from information, education and communication (IEC) programmes to promote more tailored messages, greater dialogue and increased ownership together with a focus on aiming for and achieving health-enhancing results.

According to Boulevard, (2002), cited in the Family Health International Journal contend that communication for behaviour change aims to foster positive behaviour; promote and sustain individual, community and societal behaviour change; and maintain appropriate behaviour. Its underlying assumption is that individual attitudes and behaviours can be changed voluntarily through communication and persuasion techniques and the related use of effective messages. BCC shifts the emphasis from making people aware to bringing about new attitudes and practice; it tries to understand people's situations and influences, develops messages that respond to these concerns and uses communication processes and media to persuade people to increase their knowledge and change risky behaviour (UNICEF, 1999). The study will use the above components of communication as indicators to measure how communication is used in sustaining developments projects.

2.1.6 Participatory Communication and Participation

Participatory communication is defined in this study as a dialogue-based method that allows for the sharing of information, perceptions, and ideas among many stakeholders, so facilitating empowerment, particularly for the most vulnerable and disenfranchised (Tufinio, 2013). Participatory communication is not just the exchange of information and experiences: it is also the exploration and generation of new knowledge aimed at addressing situations that need to be improved. According to (Galway, 2000) by the mid-1970s, communication practice had begun to reflect broader trends in global development, with top-down techniques giving way to participatory approaches in practice and rhetoric. Chambers (1994) and others have written about the necessity for development "reversals" so that local people, particularly the impoverished, can be active

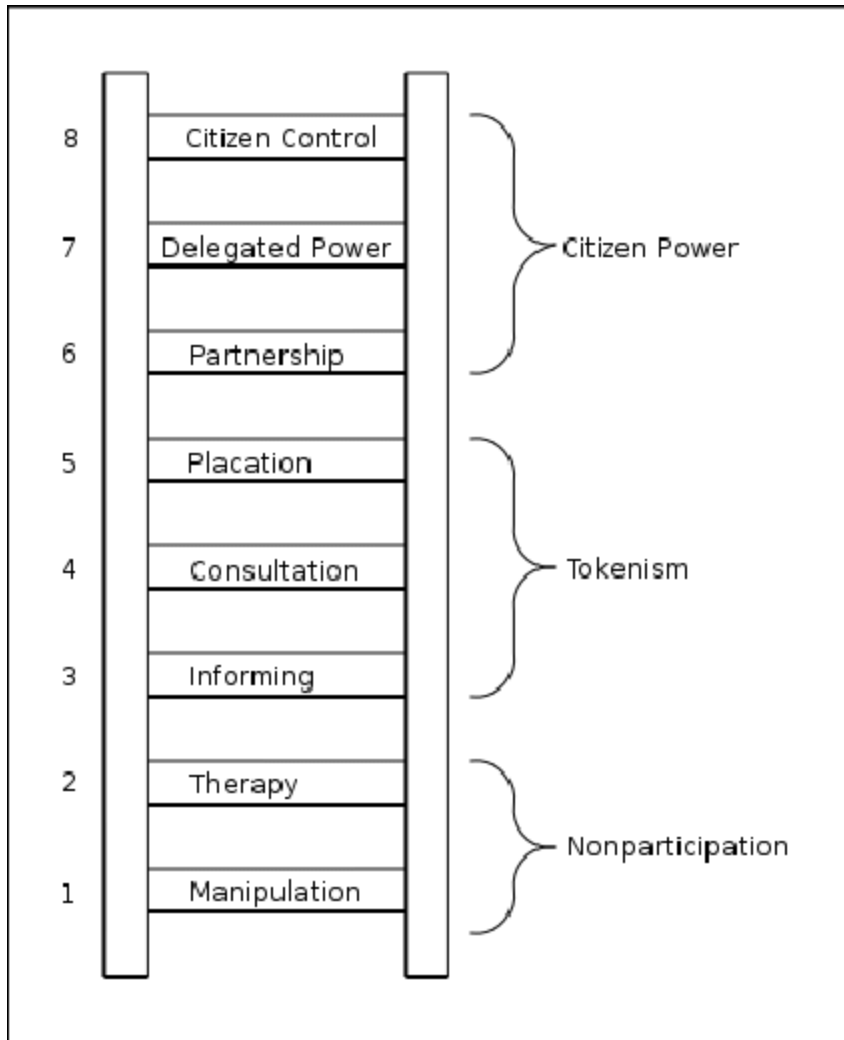
participants in their own development. Individuals and communities are empowered to take control of their lives through participatory communication programs (Galway, 2000) asserted.

As stressed by the World Congress on Communication for Development [WCCD] (2006), the participatory approach became a key feature in the applications of ComDev to Sustainable Development at the end of the eighties where ComDev was conceived as the planned and participatory use of communication methods and tools that facilitate the sharing of knowledge and information, participation and change of attitude and practices aiming at achieving development goals agreed among all stakeholders. The 9th UN Roundtable on Communication for Sustainable Development held in Rome in 2004 recommended types of research that addressed how to achieve and sustain the process and outcomes of communication for development. This required a participatory approach, a shared framework between development agencies and local stakeholders and community involvement in design, implementation and dissemination (FAO, 2005).

Warnock et al (2007) suggest that, at its heart, development if it is to be sustainable, must be a process that allows people to be their agents of change: to act individually and collectively using their ingenuity and accessing ideas, practices and knowledge in the search for ways to fulfil their potential. Communication, by its very nature, is the essential ingredient in ensuring meaningful participation, capable of resulting in the active exchange of knowledge and perceptions needed to successfully define problems and plan solutions (Mefalopulos, 2008). As Wilkins points out, communication extends beyond 'communicating' and into a sociological dimension where it plays a role in shaping realities (1994). Before even thinking about transmitting messages, communication is required to grasp, contrast, and share the reality of many stakeholders (Anyaegbunam et al., 1998).

Warnock et al (2007) indicated that increased power and ability to communicate is what poor people wish for themselves as much as the more tangible development benefits targeted by the MDGs. When 40,000 poor people were asked by the World Bank in 1999 what they desired most, having 'a voice' was one of the most frequent replies; not being able to have a say in decisions that affected their lives was identified as a key element of poverty in itself (World Bank 1999).

The World Bank (1995) identified four types of participation which include information sharing, consultation, collaboration and empowerment. Information sharing and consultation were considered low-level forms of participation, while the two others were also considered high-level forms. These types of participation identified by World Bank (1995) are consistent with the other classification derived by the literature reviewed by Mefalopulos (2003) which included passive participation, where stakeholders attend meetings to be informed; participation by consultation, where stakeholders are consulted but the decision making rests in the hands of the experts; functional participation, where stakeholders are allowed to have some input, although not essentially from the beginning of the process and; and empowered participation where relevant stakeholders take part throughout the whole cycle of the development initiative and have an equal influence on the decision-making process. Similarly, Arnstein (1969) wrote about citizen involvement in planning processes in the United States and described the levels of participation which she referred to as the ladder of citizen participation (Tammi, 2008). This is illustrated in figure 2.2



Source: Arnstein (1969) adopted by Tammi (2008)

This ladder (Figure 2.2) of citizen participation by Arnstein (1969) is explained by Tammi (2008) below:

Firstly, Manipulation and Therapy which is the 1 and 2 respectively are both non-participative. The aim of this two according to Arnstein, (1969) is to cure or educate the participants. Again, the 3 which is informing is the most important first step to legitimate participation, but too frequently the emphasis is on a one-way flow of information and there is no channel for feedback. Accordingly, Consultation, which is the 4, is again a legitimate step attitude survey where

neighbourhood meetings and public enquiries take place. But Arnstein still feels this is just a window dressing ritual. In furtherance, 5, which is placation is where there is a co-option of handpicked 'worthies' onto committees; thus those citizens who are perceived to be well to do are allowed to be on some committees. It allows citizens to advise or plan for projects but power-holders still retain the right to judge the legitimacy or feasibility of the advice. In addition, Partnership (6) is where power is redistributed through negotiation between citizens and power holders. Here planning and decision-making responsibilities are shared through joint committees. Last but not least, delegated power (7) is where citizens holding a clear majority of seats on committees with delegated powers are allowed to make decisions. The public now has the power to assure accountability of the programme to them. Lastly, citizen control (8) is where the have-nots handle the entire job of planning, policymaking and managing a programme e.g. neighbourhood corporation with no intermediaries between it and the source of funds (Arnstein 1969; Tammi, 2008).

Finally, Pretty et al (1995) presented interesting typologies of participation as they identified seven different kinds of applications that were based on the way development organizations interpret and apply participation in their field. Pretty et al (1995) started from passive participation, where people are considered to be participating merely by showing up at meetings, and ends up with self-mobilization, where the stakeholders take full control of decisions regarding their lives. In between these two extremes, there is a range of possibilities, none of which can be considered to be fully participatory (Mefalopulos, 2004). Table 2.3 illustrates the various typologies of participation as explained by Pretty et al (1995). All the typologies of participation given by various authors and writers imply that people are the objects of development and it is their involvement in the direction and execution of projects that are of concern. For development planning, this study seeks to

identify the types of participation used by development agencies and partners in involving beneficiaries in projects and what channel of communication is used to achieve each of the types of participation explained.

Table 2.3: Typology of Participation: How People Participate in Development Programmes and Projects.

Typology	Characteristics of each Typology	The Use of Communication
Manipulative Participation	Participation is simply a pretence, with 'people's representatives on official boards but who are unelected and have no power.	This type of participation uses little communication as few people are involved
Passive Participation	People participate by being told what has been decided or has already happened.	Communication is involved only when project implementers want to announce their decision to implement the project without listening to the people's responses.
Participation by consultation	People participate by being consulted or by answering questions.	External agents define problems and information gathering processes, and so

		control analysis. Communication is not intense.
Participation For Material Incentives	People participate by contributing resources. Farmers may provide the fields and labour, but are not involved in either experimentation or the process of learning.	Communication happens only when communities are needed to contribute but are not involved in the actual planning and implementation of the projects
Functional Participation	Participation is seen by external agencies as a means to achieve project goals people may participate by forming groups to meet predetermined objectives related to the project.	Communication is used in this process to involve people in an interactive way where decision making is shared but are not involved in major decision making.
Interactive Participation	People participate in the joint analysis. Participation is seen as a right, not just the means to achieve project goals.	Communication is involved right from the beginning of the project as decisions are made by both the community and project implementers.
Self-mobilization	People participate by taking initiatives independently of	Decision making is solely by communities. It uses

	external institutions to change systems and develop contacts with external institutions for resources and technical advice.	communication as communities take the initiative and communicate to external agencies for support.
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Source: Adapted by Pretty (1995)

2.1.7 Overview of Community Development Communication

The beginning step in defining community development is to define “community.” As mentioned previously, the community can refer to a location (communities of place) or a collection of individuals with a common interest or tie whether nearby or widely separated (communities of interest). A review of the literature conducted by Mattessich and Monsey (2004) found many definitions of the community such as People who live within a geographically defined area and who have social and psychological ties with each other and with the place where they live. (Mattessich and Monsey, 2004: 56) A grouping of people who live close to one another and are united by common interests and mutual aid. (National Research Council, 1975 cited in Mattessich and Monsey, 2004: 56).

A combination of social units and systems which perform the major social functions (and) the organization of social activities. (Warren, 1963 cited in Mattessich and Monsey, 2004: 57) These definitions refer first to people and the ties that bind them and second to geographic locations. They remind us that without people and the connections among them, a community is just a collection of buildings and streets. In this context, community development takes on the mantle of developing stronger “communities” of people and the social and psychological ties they share. Indeed, this is how community development is defined in much of the literature. Discussions that

reflect this aspect focus on community development as an educational process to enable citizens to address problems by group decision making (Long, 1975 cited in Mattessich and Monsey, 2004). Or, they may describe community development as involvement in a process to achieve improvement in some aspect of community life where normally such action leads to the strengthening of the community's pattern of human and institutional relationships (Ploch, 1976 cited in Mattessich and Monsey, 2004).

All of these concepts of community development focus on the process of teaching people how to work together to solve common problems. Other authors define community development more in terms of action, result, or outcome: local decision making and program development resulting in a better place to live and work (Huie, 1976 cited in Mattessich and Monsey, 2004); or a group of people initiating social action to change their economic, social, cultural and/or environmental situation (Christenson and Robinson, 1989 cited in Mattessich and Monsey, 2004: 57). These conceptions show that community development should be considered as both a process and an outcome. Therefore, a working definition of community development in simple but broad terms is a process: developing and enhancing the ability to act collectively, and an outcome: (1) taking collective action and (2) the result of that action for improvement in a community in any or all realms: physical, environmental, cultural, social, political, and economic.

2.2 Theoretical Framework

The theoretical framework is the framework that holds or supports a research study. As a result, this section discusses and describes the theory that explains why the research problem under investigation exists, as well as the fundamental motivation for the study. This study is, therefore, guided by a "Development Communication Theory," which is the conceptual model to establishes the research paper sense of structure.

2.2.1 Theories of Mass Communication

The study of communication has led to the formulation of many theories such as structural and functional. The proponent of the theories believes that social structures are real and function in ways that can be observed objectively; and cognitive. Whereas, behavioural theories tend to focus on the psychology of individuals; interactionist theories view social life as a process of interaction. Interpretive theories, on the other hand, look at the uncover ways people understand their own experience. Critical theories are also concerned with the conflict of interests in society and the way communication perpetuates the domination of one group over another (Kalyani, 2003). The earliest theories were those propounded by Western theorists Siebert, Paterson and Schramm in their book *Four Theories of the Press* (1956). These theories include Two-Step Flow Theory, Uses and Gratification Theory, Diffusion of innovations theory and Development Communication Theory. Proponents of the Two-Step Flow theory; Lazarsfeld, Berelson and Goudet propounded those ideas that often flowed from the radio and newspapers to opinion leaders and from them to the less active sections of society. Uses and Gratification Theory was propounded by Katz in 1970 (Servaes, 1999) and this theory was concerned with how people use media for the gratification of their needs (McQuail, 2005). Diffusion of innovations theory was pioneered in 1943 by Bryce Ryan and Neil Gross of Iowa State University. This theory traces the process by which a new idea or practice is communicated through certain channels over time among members of a social system. The theory again describes the factors that influence people's thoughts and actions and the process of adopting new technology or idea (Baran and Davis 2000).

Critics of the Diffusion Model argued that the theory is a vertical or one-way perspective on communication and that development will accelerate mainly through active involvement in the process of the communication itself (Servaes and Malikhao, 1998). Research has led to the

conclusion that more is learned from interpersonal contacts and from communication techniques that are based on them. On the lowest level, before people can discuss and resolve problems, they must be informed of the facts (Servaes and Malikhao, 1998). With this assertion, a new theory of communication was introduced; development communication theory. The theory states that “there is no development without communication” (Mefalopulos, 2003). It is, therefore, based on the above analysis of communication theories. This study applies Mefalopulos’ (2003) conceptualization of development communication.

2.2.2 Development Communication Theory

This study focused on Development Communication Theory (also referred to as Communication for Development (ComDev) and will be used interchangeably in this study). The underlying principle of development communication as argued by Mefalopulos (2003) was that there can be no development without communication. This theory has been developed from many perspectives and scholars and practitioners differ in the language they use to define it, but the purpose of development communication runs consistent in the various conceptual definitions. their intent is constant. It is the role of ComDev in empowerment processes that help distinguish it from other forms of communication. The term "development communication" was coined in 1972 by Nora C. Quebral, an academic and a pioneering figure in the discipline of ComDev in Asia. She is often referred to as the “Mother of Development Communication” and gave birth not only to an academic discipline but to a new crop of scholars in the field as well; notable among them include Felix Librero, Antonio Moran and Alexander Flor, (Garcia, 2007). Quebral (1972) defined the field 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 potential” (Deane, 2004).

2.2.3 Significance of Development Communication Theory

Development communication has gone through a chequered history and its essence is in its history. According to authors such as Agunga (1997); Anyaegbunam, Mefalopulos, and Moetsabi (1998); Fraser and Restrepo-Estrada (1998); and Mefalopulos (2003) the history of development has included failures and disappointments, many of which have been ascribed to two major intertwined factors: lack of participation and failure to use effective communication. Other recommendations to integrate communications into the development project included the treatment of communications as a resource, thereby integrating communications with economics (Jussawalla and Lamberton, 1982). The foregoing point is emphasized by Servaes (2003), who states that “the successes and failures of most development projects are often determined by two crucial factors: communication and people’s involvement.”

Mowlana (1990) observed that ComDev programmes started with a focus on nationalism and patriotism, however in the post-World War II period a theoretical ideology was formed based on the modernization paradigm. This ideology tried to resolve Third World problems by facilitating the transformation through information transmission in mass media of pre-modern and “backward” attitudes and practices of “traditional” societies into modern, rational and Western ways of life (Mowlana, 1990). The modernization approach in communication was epitomized by Daniel Lerner’s influential “passing of traditional society” thesis (1958) which posited that mass media exposure allowed people to develop a sense of “empathy”; the ability to envision and accept new ideas beyond one’s local conditions and traditions (Deane, 2004)

Development communication or Communication for Development (ComDev) has its roots in modernization theory; the development thinking and practice that rose to dominance in the post-Second World War era (Fraser and Restrepo-Estrada, 1998). The existing assumption at the time

was that ‘traditional’ practices in developing countries should be abolished and replaced or complemented with that of modern societies. The mass media were seen as having the potential to act as key agents of change by spreading modernization into remote traditional communities and replacing the structures of life, values and behaviours with one seen in modern Western Societies (FAO et al, 2011).

Critics of the modernization paradigm started to criticize the ideology in the 1960s which led to an alternative theoretical model rooted in a political-economic perspective: the dependency theory (Mefalopulos, 2008). The proponents of dependency theory criticized some of the core assumptions of the modernization paradigm mostly because it put the responsibility and the blame for the causes of underdevelopment exclusively on the recipients neglecting external, social, historical and economic factors. They also criticized the dominant paradigm as being Western-centric, refusing or ignoring any alternative route to development (Mefalopulos, 2008). Dependency theory was aimed at lobbying for a more balanced flow of information at the international level but could not yield the objectives the proponents envisaged. There were however little indications that they lobbied for more horizontal forms of communication within countries (UNESCO, 2007).

The dependency theory used the mass media as a means of communicating the values and practices of the developed nations to the underdeveloped countries. It was perceived that the media helps induce change. As noted by Mefalopulos (2003), although the dependency theory gained a significant impact in the 1970s, in the 1980s it started to lose relevance gradually in cycles with the failure of the alternative economic models proposed by its proponents. By the late 1970s, it was evident that members of the public were not passive recipients of information, and that media alone could not change people’s mindsets and behaviours (FAO et al, 2011).

At this time, the “Another Development” perspective began to influence communication thinking and practice (Rogers, 1956; FAO et al, 2011). This development is what is referred to as participatory development. Proponents of participatory development argued that community participation in the design and implementation of development programmes had become essential as communities experienced the reality of development (UNESCO, 2007). Mefalopulos (2008) opined that the participatory model is less oriented to the political-economic dimension and more rooted in the cultural realities of development; and that development focus has shifted from economic growth to include other social dimensions needed to ensure meaningful results in the long run.

UNESCO (2007) observed that by the late 1980s the notion of participatory development, particularly participatory rural appraisal, in which poor communities are directly engaged in defining their problems and solutions, had gained root within many development organizations, especially non-governmental organizations (NGOs). Similarly, FAO et al (2011) revealed that a horizontal multi-directional communication method that made use of a mixture of channels and emphasized the importance of dialogue was being given priority. Additionally, FAO et al (2011) stressed that these included facilitating trust and mutual understanding as well as amplifying the voice of the poor people and enable them to identify ways of overcoming problems to improve their well-being.

2.3 Review of Related Literature

2.3.1 The Communication Channel used for the Development Communication

According to (DeVito, 1986), a communication channel is the "vehicle or medium via which signals are transmitted." The message may be delivered visually or audibly using this channel. The

message that is carried from project implementers to target beneficiaries and vice versa is considered a signal in this study. A communication channel, as described by Duggal (2011), is a medium via which a message is delivered to its intended audiences, such as print or broadcast (electronic) media. According to Mefalopulos (2008), development planners must know the available channels, their potential reach, and the intended result of the communications to design effective messages; hence, channels must be chosen to fit the participants and the communication task. As Colle (2007) suggests, a well-thought-out development communication program is defined by having a rational mechanism for selecting communication channels and target groups that are compatible with the voluntary nature of the behaviour change being promoted.

UNICEF, (2008) contends that channels must be selected to fit the participants and the communication task; analysis of these channels will help to prevent the use of a communication channel for the wrong reasons. It is therefore important to consider the characteristics of available communication channels before applying them to a target audience. Mefalopulos (2008) posited that many factors should be considered before a specific channel is used. These factors include objectives of the communication intervention – thus whether the communication is to raise awareness, for advocacy or mobilization purposes. Characteristics of the audiences- this looks at the literacy rates and the preferred information sources.

Essentially, the development communication specialist should always be aware of the strengths and weaknesses of each channel (Mefalopulos, 2008). However, in many instances, multimedia campaigns have been demonstrated to be more effective than one-medium campaigns in achieving the intended results (Coldevin, 2003). In this study, the medium of communication is defined as how information is delivered to beneficiaries of development projects. Some communication experts and institutions such as Mefalopulos and UNICEF have categorized some characteristics

of the various channels of communication but the typology conceptualized by UNICEF (2008) is adopted for this study because it summarized that of Mefalopulos and gave a detailed understanding of the various channels. This is illustrated in Table 2.2.

Table: 2.2: Characteristics of Communication Channel

Channel	Reach	Type of message (Simpler/Complex)	Participatory
Television	Can reach very large audiences simultaneously if electricity and sets are available and reception is adequate.	Because of its broad scope, it is primarily used to provide general information/news/entertainment to nationwide audiences.	Community-based programmes allow people to identify themselves with issues being discussed. Live call-in shows help participation by cross-sector of audiences.
Films	Can reach medium-sized audiences depending on the availability of projection facilities and electricity.	Can be used/made for general or specialized audiences. Complex messages and scenarios can be depicted.	Generate discussion following screening which is participatory.

	Can reach broad literate audiences rapidly.	Specific technical information and news.	Illiterate folks cannot read and understand the content. It involves little interaction between readers and stakeholders
Interpersonal Communication	Groups or other individuals	Good for specific, complex intimate information exchange	Highly participatory if not made top-down.
Folk media including Interactive Popular Theatre (IPT)	Small to medium scale reach. With mobile units, the reach can be higher. Good for areas hard-to-reach for general media	Simple easily understood messages with local flavour and with entertainment.	Discussion with the audience during or at the end of the performance enhances participation.

Adapted from UNICEF, 2008

2.3.2 The Roles of Development Communication in Community Development

First and foremost, communication in community development conscientizes members of participating communities. A key concept in Freire's (1968) approach is conscientization, meaning how individuals and communities develop a critical understanding of their social reality through reflection and action. This also involves examining and acting on the root causes of oppression as

experienced in the here and now. Communication has the potential to stimulate the conscientisation of members of the participating communities in community development initiatives. Communication, indeed, has great potential to conscientize members of the participating communities to understand that they have the capabilities to identify their problems, community needs and prioritise them appropriately. The encouragement of local community initiatives in identifying community problems and proffering appropriate solutions and subsequent prioritization of community needs is based on using communication effectively to stimulate awareness creation among members of the participating communities. Understandably, the value of community-based organizations (CBOs) and group solidarity as a means of promoting people-oriented community development projects can equally be attributed to a general critical awareness of members of the participating communities to understand their prevailing realities. This awareness creation among members of the participating communities in community development initiatives owes much to the work of the famous Brazilian educationalist, Paulo Freire who was the originator of the concept of conscientization in society.

Freire (1985) also refers to awareness creation as conscientization in his critical thinking of stimulating consciousness among members of participating communities to enable people to understand and respond appropriately to prevailing situations in any social setting in the society. Freire further contends that a person does not change his or her reality without first understanding it.

According to Aruma (1998), developing a new awareness in society is difficult. To instil a new culture of consciousness and conscientization in the human environment, a great deal of dedication and sacrifice is required. As a result, non-scientists in various social circumstances rely heavily on conscientisation to comprehend the reality of their life in their local surroundings. According to

Freire (1985), conscientisation plays an important role in awakening the consciousness of the silent majority to the challenges that individuals face in their various communities. Conscientization, as a communication process in community development, repositions human thinking to clearly understand that people have problems in their various communities and that the power to address such problems lies in their immediate environment, rather than from outside their communities in society. The power of conscientization in a communication process reminds members of participating communities as target populations or audiences in community development that they have a responsibility - a responsibility to identify their problems, a responsibility to address those problems appropriately, and a responsibility to prioritize those problems to improve people's lives.

(Aruma, 2009) rightly notes that conscientisation is employed to conscientize human minds in various communities to understand the urgent need to engage in meaningful community development projects. Conscientisation, according to (Nzeneri, 2010) is a process that aids people in developing themselves, their consciousness, and critical knowledge of their problems and environment. In that sense, the basic goal of conscientisation in the communication process is to reposition human thinking so that individuals can become more conscious and aware of their difficulties in their diverse communities.

Also, development communication ensures the provision of relevant information. The provision of relevant information is another role of communication in community development in the participating communities. Without the provision of relevant information in communication, people will not be stimulated to take action in community development that will improve the living conditions of members of the participating communities in the society. Pratt and Boyden (1985) assert that the purpose of providing the information is, indeed, to enable people to make decisions. However, such information will usually stimulate people to take action in promoting community

development initiatives as a process whereby the efforts of the people concerned are united with those of governmental authorities, donor agencies, non-governmental organizations (NGOs), corporate organizations, wealthy individuals among others stakeholders in community development drive must endeavour to be relevant to the target population. In the view of Pratt and Boyden (1985), the information has to be relevant in the sense that it must be precisely the information that people need if they are actually to take the intended action. Indeed, the information must be precise and relevant enough to enable people to take the intended action that will address their problems and impact positively on improving their poor living conditions in the participating communities.

Additionally, communication creates opportunities for dialogue and discussion. Development communication enables mutual dialogue and discussion with relevant stakeholders in the community. These conversations play an important role in the community development process. People in various participating communities cannot be engaged in dialogue and discussion to facilitate the resolution of community development issues without communication between members of the participating communities and groups working to stimulate community development in the communities, between corporate organizations' community development workers and members of the host communities of the concerned companies, between funding agencies and field workers who work with project participants in various participating communities. Communication can be used in community development in dialogue and discussion sessions, especially during community consultations, community engagements and meetings to conscientize members of participating communities to understand the realities of the problems in their localities. It is usually observed that communication in dialogue and discussion is guided by the disposition of the audience in the meeting. Through the process of discussion, new ideas and

opinions are, indeed, highlighted to entrench the new ideas and opinions or sometimes to change views and attitudes in the meeting (Okwor, 2009). During community engagements, development partners, corporate groups, and financial agencies frequently use discourse and discussions to reach project participants at the local community level and resolve obstacles that obstruct community development. For the benefit of the audience and target demographic, it is common to observe that communication in debates and discussions is done through verbal expressions.

Okwor (2009) further states that this indicates that ideas and opinions are exchanged among the participants in speech and the course of the discussion, new ideas and opinions emerge. The emergence of new ideas and opinions in certain cases positively influence the views of the target audience in the course of the discussion.

Development communication facilitates the exchange of information and ideas among people. People receive a significant role of communication in facilitating individuals-oriented community development programs by providing an opportunity for sharing information and ideas among people from various communities. Indeed, community development depends significantly on communication, especially in the sharing of relevant information and ideas necessary to enhance community development activities in the beneficiary communities. Community development consists of a transaction between the community development practitioners or change agents and project participants in the participating communities. (Garrison, 1989) sees communication as a process of shared experience that is undertaken voluntarily. Communication provides people with opportunities to share information and experience relating to community development activities such as participatory rural appraisal (PRA), explanation of community development process, community needs identification and prioritization, community development planning, implementation, management and evaluation. To guarantee the sustainability of community

development projects, the project participants must be adequately involved at all the stages of the projects beginning from project identification and conception to implementation. The sharing of information, ideas and experience among various communities encourages other communities to address similar situations in their localities (Pratt and Boyden, 1985). The sharing of information, ideas, and experience is part of human culture which must be used adequately to address prevailing similar problems in another social environment in the society. Communication as an indispensable tool in all stages of community development communication as an indispensable tool for human existence in the human environment applies to all stages of community development starting from conscientisation for awareness creation to community needs assessment, identification of community needs and prioritization, community development planning, implementation of community development projects and programmes, management of community development projects and programmes, project monitoring and evaluation. Communication, therefore, provides a conducive environment for the promotion of community development in the human environment. Onah (2012) states that communication tries to create an enabling environment for a development programme and project in the society, communication is very critical for the promotion of community development in the society.

In community development, communication serves as a unifying factor in building sustainable change initiatives. Communication is an important unifying factor in community development activities in various communities in the human environment. Communication is a unifier of community development activities in various communities in society. While commenting on a similar subject, (Onah, 2015) views the function of communication as a unifier of organizational activities. Indeed, communication as a unifier of community development, activities must be clearly understood by the project participants and relevant stakeholders in various communities in

a human environment. There is no community development without communication in the human environment. Onah (2015) asserts that through communication the following are achieved in community development in various communities: Conscientisation of members of various participating communities, attitudinal change, re-orientation, social mobilization for promotion of community development, ideas are communicated or made available for promotion of community development, information is made available to people for use, and promotion of achievement of community development objectives and goals. In the view of Onah (2015), through communication, the social inputs are provided into the social systems, change of behaviour is apparent, information appears to be more productive and effective, change is achieved, objectives and goals of organizations are achieved as well as total quality management or total quality assurance is also achieved. Furthermore, good communication is very vital for successful community development projects in various participating communities in the human environment. Without good communication in community development, it will be difficult to achieve good results in such human development initiatives to improve people's living conditions in society. (Batchelor, 2010) asserts that effective communication as a basis for the promotion of good working relationships and resolving conflicts is very important for stimulating productive team working in society. The implication of this is that communication provides an opportunity for people to resolve conflicts amicably and engage in the promotion of good relationships that stimulate group action which ultimately leads to the success of community development initiatives that help to improve people's living conditions. Good communication provides an opportunity for people to listen to each other inhuman environment. (Batchelor, 2010) states that the importance of good communication is listening to other people in society. The successful community development project is about good communication in the human environment. Onah (2012) notes

that objectives of communication help to create an enabling environment for a development programme in society. An important objective of communication is, therefore, to provide an enabling or conducive environment for the promotion of community development in various communities in society.

The objectives of communication help to generate ideas, information, suggestions, or solutions that will enable people to address specific human concerns to improve people's living conditions in a human environment. The author further notes that the objective of communication help to create demands for specific services in society. A good objective of communication must, indeed, motivate the target audience to identify, assess, prioritize, accept, act and choose the desired approach to address prevailing issues of common concern for the ultimate purpose of improving people's living conditions in various participating communities in the human environment. Communication, indeed, applies to all areas of human interaction in the development process. The Industrial Society (1993) states that communication promotes common undertakings and group commitment. Communication applies to all areas of human understandings or endeavour in a human environment. Essentially, the function of communication is highly indispensable in a human environment.

In light of the above discussions. It can be said that development communication allows people in beneficiary communities to understand the problems confronting them. The extent of how to address the problem through collective action to improve their living conditions. Development communication helps communities to break out of the culture of silence and address the problems and issues of concern in their various communities. In community development, the project participants must build confidence and trust in themselves. Effective development communication

empowers members of participating communities through the provision of relevant information to be able to address prevailing community development challenges in their various communities.

2.3.3 Influence of Effective Communication on Community Development

Community development is the process of helping a community to strengthen itself and develop towards its full potential. Communication is a key component of sustainable development. Mobilizing community members for community development purposes is important but members of communities can only be mobilized when communication is effective. Adequate community communication leads to effective collaborative efforts in the issue of development. Communication will help engage citizens in development. To bring about social change among the marginalized and vulnerable population groups, participation must be fostered through communication; as such will lead to the transformation of the community. This is to say that communication is a central or mediating factor facilitating and contributing to the collective change process (Sarvaes and Liu 2007). Effective communication will help in the movement of people from the individual-centred deficit model of learning, behaviour development and change to a collective and community-focused model of participation, appreciation and equity. Community is precipitated on the fact that daily interaction of citizens is essential to collective action and that effective communication serves to stimulate and direct such interactions.

Furthermore, communication concerning community/rural development means an interactive process in which information, knowledge and skills relevant for development are exchanged between community members. This information is provided either personally or through media such as radio, print, telephones and cybernetics. Effective rural communication aims to put and influence rural people in a position to have the necessary information for decision making and the applicable skills to improve their livelihood. In communication for development, rural people are

at the centre of any given development initiative and so communication is used in this sense for people's participation and community mobilization, decision making and action, confidence building for raising awareness, sharing knowledge and changing attitudes, behaviour and lifestyles (FAO 2006). Communication for development is defined as the planned and systematic use of communication through inter-personal channels, ICTs, audio-visuals and mass media. - Communication is to be used to collect and exchange information among all those concerned in planning a development initiative to reach an agreement on the problems facing development issues and seeking options for their solutions. - To mobilize people for development activities and to assist in solving problems and misunderstandings that may arise during the development plan. To enhance the pedagogical and communication skills of development agents to have effective dialogue with their audience ([http://www/newchalinitiative.net](http://www.newchalinitiative.net)).

From the rural development perspective, communication constructed as a social process designed to bring together every community member is a two-way process where people are both senders and receivers of information and creators of knowledge. Communication for development focuses on two areas namely: information dissemination and motivation training of field workers and rural members. The full potential for development can only be realized if knowledge and technologies are shared effectively and rural people involved in the process are motivated to achieve success. Communication is important for rural development in the face of various challenges facing rural development. Such challenges are characterized by (a) A dearth of information, (b) Conflicting messages (difficulty in knowing what is relevant/correct information), (c) A lack of well-developed Information and communication technologies (ICT) infrastructure and low levels of ICT skills. (www.fao.org/sk/knl_en.htm). When talking of communication for rural development, it should be noted that in reality, the electronic media are largely available in institutions and

companies, the contents of which are in languages that the rural populace does not use or communicate in, such have little relevance to their needs and their users require training. However, it is assumed that the availability of new information technologies and media like the internet, rural radio, mobile phones and TV open more channels for communication and give the chance for wide access to information and limited extent to interactive communication. For electronic communication to be effectively used in rural development, the issue of connectivity, content and context must be addressed and assured to realize the potential of information technologies (Thussu, 2000). Adedokun (2008) sees development as the power of people to solve their problems with their wisdom, experience and resources to eliminate poverty, pestilence and starvation. Akinpelu (2002) argues that the target of development is about people and not the material accumulation surrounding them or of the economic growth of the nation. Akinpelu sees development as the process of enhancing man's knowledge, skills, attitudes, boosting his self-confidence, self-reliance, and self-pride to face the world. For all these to come about, there is a need for effective communication. Community development involves the coming together of a group of people in a community planning and acting together to bring about the satisfaction of their needs with a view to bringing about desirable change in the lives of the people through their cooperative efforts and by actively taking part in measures designed to improve their conditions of living (Adedokun 2008).

The coming together of these people in a cooperative way presupposes that there must be effective communication between and among the people. Without effective communication, there would be misgiving and misunderstanding and this would always result in conflict, lack of cooperation and subsequently lead to underdevelopment. For Braimah (1988), effective communication is an essential tool for the establishment and maintenance of a good social and working relationship. It

involves a constant change of ideas and interactions among people for the solution of their problems and they see effective communication as an essential prerequisite for every aspect of group functioning. With all these facts, effective communication cannot be brushed aside if rural development is to be accomplished because to Anyanwu (1999), community development depends on the effectiveness of communication as it helps in sharing of ideas and opinions and diffusion of good ideas while irrelevant ideas are thrown out. Effective communication enhances the participation of every community member towards the achievement of the goals of community/rural development. It makes people participate actively in matters of development. Communication is a powerful trend to facilitate participating development. It is about encouraging community participation with development initiatives through the strategic utilization of various communication strategies. Community development involves strengthening the capacity of individuals within the community to accomplish the community's set goals. The communication process brings together all stakeholders in community development in a dialogue of ideas on development needs, objectives and actions (Manyozo, 2006). This is to say that as an agent with a community or as a development practitioner or as a leader in the community, you are first a communication actor and so the way you approach the local community, the attitude you adopt in interacting with community members, the way you understand and discuss issues, the way you collect and share information, all involve ways of establishing communication with people. The way communication is established and nurtured will affect how involved people will feel about the issues raised and how they will participate or not in the development initiative (Quebral, 1973). Effective communication is two-way communication, it should not be one-way dissemination of information, nor should it consist of telling people what they should or should not do. It should not be viewed as a way to motivate people to participate in activities in which they did not have input.

Communication is expected to be used to facilitate community participation in a development initiative. When communication is used for community development purposes, it is based on the one hand on participating process and the other hand on media and interpersonal communication which facilitates dialogue among different stakeholders around a common development goal, to develop and implement a set of activities to contribute to its solution, or its realization and which supports and accompanies this initiative. Communication for community development means moving from a focus on informing and persuading people to change their behaviour or attitudes to a focus on facilitating exchanges to solve a commonly identified problem. This in essence would lead to a common development initiative to experiment with people and to identify what is needed to support the initiative in terms of partnerships, knowledge and material conditions. The above can be linked to communication as described by Udoakah (1998). To him, communication is a process through which needs, emotions, desires, goals and sentiments are expressed among human beings using codes, symbols and languages understood by the parties involved in the process. In the process of community development, therefore, communication is important as it involves the study of people relating to themselves and one another in groups, societies, influencing one another and being influenced, informing one another and being informed, teaching and being taught, loving and being loved, entertaining and being entertained (Adepoju, 2000). Communication from the above summary of what communication is about can be said to be an educative process and one which leads to an effective community development process.

Again, the influence of effective communication in community development was emphasized by Manyozo (2006). The author said that when community groups are more closely involved in communication strategy, it helps them take ownership of the initiative of development rather than seeing themselves as beneficiaries of development. The study also revealed that communication

tools such as video, posters and radio aid in the process of community development. Planning of community development involves preparing and transmitting messages and this could only be made effective and suitably adapted to targeted groups with effective communication. This is because community development is a social action process in which people of a community organise themselves for planning and action.

Effective communication is also an essential ingredient, which would go a long way in fostering community participation through the process of self-help. The community development process provides the opportunity of involving and motivating people of the community to define, identify, analyze and solve problems that they feel are important. This is predicated on good communication. Alamgir (1989) is of the view that active communication and participation facilitates shared decision-making to find sound and feasible solutions to local problems. Therefore, there should be a need for effective communication in the community and among community members to bring the required development to their community. Alamgir study further revealed that daily interaction among community members is a factor for the development and this means in all the community members do to exchange ideas and opinions, there is a need for use of words and so words must be put to use in such a way that everybody in the community would come to a proper understanding of what to do to bring about community development. Adepoju (2000) supporting the appropriate use of words in communication-believes that words are the instruments and the tools of the trade-in community development hence the importance of choosing and arranging words in such a way as to bring out the idea being expressed as exactly as possible out of one mind and into another. On the whole, the study examined the impact of communication on community development.

Lastly, (Aruma, 1998) asserts that community development projects require effective communication to be very successful in the participating communities, It is, therefore, appropriate to keep communication channels open among project participants to keep them abreast of the community development projects. Every social development initiative involves communication, as (Pratt, 1985) correctly points out: Communication between members of a community and a group; development workers and the people with whom they work; funding agencies and field workers, and so on. Communication is the exchange of ideas, including information, emotions, hopes, and fears, and it is an integral aspect of all human activities.

Similarly, a study conducted by Akindele (2015) showed that for communities to be developed, there is a need for effective communication. With effective communication, people will have the power to solve their problems. The study also found that with effective communication, mobilization of community members would be easy as they would have been made to understand the reasons for their being mobilized and this will subsequently lead to active citizen participation in the programmes of community development. The study additionally revealed that effective communication is crucial in nurturing community development; that with good communication strategies, community members would take ownership of development initiatives in their hands. The study concluded that communication is important in community development and that it must be fostered for people to participate actively in the process of community development.

2.4 Chapter Summary

This chapter reviewed related works on the research objectives. The roles of development communication in community development, the communication channel used for the development communication, and the influence of effective communication on community development. The study concentrated on development communication theory which states that there can be no

development without communication. Three components of development communication were identified in this chapter; these were advocacy, social mobilization and behaviour change communication (BCC). These three components of communication are the basis for which this study will evaluate the role communication plays in sustainable development projects. Again, the channel of communication is the medium through which information is transmitted to the target audience. These are normally in the form of interpersonal communication, use of radio, television, drama and a host of others. All these channels of communication have their strength and weaknesses and development planners must know which channel to use for the types of project beneficiaries they are dealing with.

CHAPTER THREE

METHODOLOGY

4.0 Introduction

This chapter explains the methodology for the study as it gives an overview of the procedures that were used and the reasons for using such procedures. The research aims and objectives guided many of the significant choices through the duration of the research project (Saunders, 2007). This chapter, therefore, explains the processes that were used to collect, analyse and present data on the role communication plays in sustainable development projects in Accra Metropolis, Ghana. Areas

discussed include research design, data type and source, sampling technique, unit of analysis, selection of study areas, determination of the sample size, data collection instruments and processing tools, analysis and presentation of data, and the research process.

3.1 Research Design

The research employed an exploratory qualitative approach to gathering data. Daniele & Hammond et al, (2008) explained the research design as a non-numerical examination and interpretation of phenomena in their normal and natural settings. The exploratory method investigates a problem that is not clearly defined. It is conducted to have a better understanding of the existing problem, but will not provide conclusive results. For such research, the author argues that the researcher starts with a general idea and uses this research as a medium to identify issues, that can be the focus for future research. The writer believes that an important aspect of the exploratory qualitative method is that the researcher should be willing to change their direction subject to the revelation of new data or insight. For example, such research is usually carried out when the problem is at a preliminary stage. It is often referred to as a grounded theory approach or interpretive research as it is used to answer questions like what, why, and how.

The researcher used an exploratory qualitative method because it explores the behaviour, perspectives, and experiences of people. The study used a set of interview guides to ascertain the opinions of respondents who matter to the research outcome. We used interactive means of gathering the respondents' opinions. It was done by asking purposeful questions on the interview guide and in the form of conversation between the participants.

A research design provides the appropriate framework that indicates specifically how data relating to a given problem should be collected and analyzed to expand knowledge and understanding. This study employed the case study approach. According to (Yin, 2014) case study research is an

empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used. (Neville, 2007) postulates that case studies offer an opportunity to study a particular subject, for example; one organization in-depth, or a group of people, and usually involves gathering and analyzing information; information that may be both qualitative and quantitative.

3.2 The Study Area – Accra Metropolis/USAID Ghana

The total population of Accra Metropolis according to Ghana Statistical Service (2014) updated report is 2,291,352 million people made up of 1.188 million females and 1,103,352 males giving a population density of 12 persons/km². It covers a total land area of about 894 km² (345.18 square miles) which is about 25% of the total landmass of the Greater Accra Region. Its population growth rate is 4.2% per annum due to rampant rural-urban migration as against 2.7% for the national. The average household size is 10 persons. The population is dominated by the labour force (15 to 64 years) and a small proportion of the elderly persons (above 64). The proportion of the population below age 15 is about 44.7% while that of the elderly represents about 6.3%. On the other hand, the proportion of the labour force (between 15 and 64 years) stands at 49% of the total population. The sex composition of the population indicates that there are 49.2% males and 50.8% females in the metropolis. Also, USAID is a leading United States international development and humanitarian organization. The not-for-profit organization aims to efforts to save lives, reduce poverty, strengthen democratic governance and help people progress beyond assistance.

3.3 Population and Sample Size

A population is a group of potential participants to whom a researcher wants to generalize the results of a study. (Sommer, 2007) state that the entire group of people or cases of direct interest to the investigation is called the population. The target population is the population to which the researcher ideally would like to generalize his or her results. Welman (2005) states that the population is the study object and consists of individuals, groups, organizations, human products, and events, or the conditions to which they are exposed. (Mugenda & Mugenda) also defined population as the total collections of elements about which a study wants to make conclusions. A research problem, therefore, relates to a specific population. The sub-group selected from a given population is called the sample size (Daniel, 2018, p. 20-22).

A population refers to the entire collection of all units of analysis from which the researcher hopes to draw specific conclusions. As a result, the study concentrates on the project officers as a target audience at USAID in Accra Metropolis, where ten (10) research participants were interviewed using a semi-structured interview guide. (Swetnam) (2000) defines a sample as a subset of a population that has been chosen to participate in a research endeavour.

3.4 Sampling Techniques

(Hammond, 2018) defined sampling as the process of selecting units from a population of interest so that studying the sample, results will be generalized back to the population from which they were chosen.

Sampling could also be described as the process of using a range of techniques or methods to select a sub-group from the target population from which data are used to generalize results out of the targeted population. (Evans et al, 2000) argue that a sample is a small part or quantity to show what the whole is like and it is the size of its number of observations. Mostly, samplings are carried out due to the inability of the researcher to survey the entire population.

The study was undertaken using the exploratory qualitative method; purposive sampling techniques. The term purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. A non-random technique does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by knowledge or experience.

On the other hand, Hammond, et al., (2018) describe convenience sampling also known as haphazard sampling or accidental sampling as the type of non-probability or non-random sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the study.

3.5 Data Collection Instruments

An interview guide is a list of questions the interviewer would want to ask the interviewee or research participants (Hammond, 2018). The order of the questions and the level of degree to which you diverge from your set defined list of questions vary based on the type of interview the researcher chooses to conduct. The interview guide, an interactive or exploratory qualitative interview approach was employed where the data was gathered through audio recording using a modern audio-recorder and note-taking/structured interview guide. The interviews conducted were transcribed and interpreted based on the exact information given by respondents. The research data collection was gathered between 1st September and 31st September, 2021.

3.7 Data Analysis

Hammond et al, (2018) defined data analysis as describing and interpreting data gathered on issues, situations or problems, situations, or problems. The authors further explained that, mostly, data

analysis involves the processes of treating huge data or a mass of data to summarize, simplify, and interpret them. The authors argue that data analysis is very necessary because data do not make any meaning until they are scientifically processed and analyzed. There are two types of data analysis: quantitative and qualitative data analysis.

Lune (2004) refers to qualitative data analysis as the processes and procedures that are used to analyze data and provide some level of explanation, understanding, or interpretation.

They argue that qualitative data analysis typically occurs simultaneously with the data collection; therefore, meaning and understanding often develop slowly over time in a non-linear fashion as the project progresses. With the qualitative method, the semi-structured interview guide was developed and interviews were thoughtfully conducted using the target sample size. The data gathered was transcribed and interpreted using a narrative report approach, and presented on thematic outlining.

3.8 General Ethics and Consideration

In the quest of enhancing the research process for every study, the concept of ethics and consideration in research development have gained very much importance in the field of research today. According to (Welman, 2005), ethical consideration and ethical behaviour is explained as important in research, as they are in another field of human activities. This aspect of research guides the reservation of the right of the respondents as human beings should be respected at all times (Yin, 2003). Base on this, the respondents were assured that their right or privacy would be preserved to facilitate the responses without fear or any intimidations, in furtherance to this, the ethical consideration for the study was shown in table 3.1 below. This was based on the ethical principles in conducting research, in furtherance; the following in table 3.1 was used for this study as far as ethical consideration was concerned.

Table 3.1: Ethical Considerations

Competence	Plagiarism	Falsification of results
A researcher should embark on research involving the use of skills in which he or she has adequate training, in doing so this could probably reduce the risk of causing harm to the subject, thus abusing a subject's goodwill, damaging the reputation of the research as well as organizations and may involve wasting time and other resources.	(Ahadzie, 2014) explains plagiarism as the use of other researcher's data or idea without the necessary acknowledgement and permission from the author(s), having said this, all necessary acknowledgements were done for the research or this study to be ethical as possible, where necessary citations are made to acknowledge other authors, whose ideas were portrayed in this study.	This unethical conduct in research work is where the researcher falsifies results or misleads results in the aim of achieving a research goal. This research stands to be free from all unethical conduct and for that matter results were actual findings from the field survey and were carefully analyzed to produce the results for this study.

Source: Welman (2005).

The Research Process

After developing the research idea, the research topic was adopted and a review of relevant literature on the concept and theories of communication and sustenance of development projects began. The review looked at the various types of communication and settled on the communication for development also known as ComDev. The components of communication as well as the various channels were also examined. Various theories explaining the influence of effective

communication on community participation and development as well as communication channel used for the development communication was drawn from the reviewed literature. The next step of the process identified the data sources and adopted the appropriate data collection instruments which included an interview guide/questionnaire for the USAID organization. The design of the data collection tools followed with the selection of the study areas and the determination of sample size for the study.

3.9 Chapter Summary

The chapter looked at the methodology which entails the research design, a summary profile of Accra Metropolis and USAID Ghana, population and sample size, sampling techniques, data collection instruments, sources of data, and the method of data analysis. The study adopted an exploratory qualitative method where the interview guide ought to find responses from the employees of the not-for-profit organization (USAID), the data were analyzed using a thematic approach.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter summarized the sample part responses by categorizing them using the thematic analysis approach, and these were grouped into distinct themes for data analysis.

4.1 Demographic Profile of Participants

Gender, age, level of education, and department in which respondents work were among the demographic characteristics of research gathered at the USAID employees. The interview was completed by nine (9) people out of a total of ten (10) people. Four of them were females, while the other five were males. In terms of respondents' ages, it was discovered that the minimum age was twenty-three years and the maximum age was forty-three years. In addition, the study found that the respondents' educational qualifications ranged from first degree to master's degree. Public Relations and Communication Affairs, Research/Planning, Monitoring and Evaluation were the departments in which the sampled respondents for the study worked.

4.2 Objective One: Communication channels used by development agencies and government

4.2.1 The communication channels use to improve day-to-day activities

In reviewing other academic literature, Mefalopulos (2008) indicated that for effective design to occur, development planners must know the channels available, their potential reach and the intended result of the messages. Thus, channels must be selected to fit the participants and the communication task and also prevent its use for wrong reasons. Given this, the study explored the channel used by implementers to contact respondents before implementing the projects. The paper also seeks to understand factors that lead to the selection of those channels and their effectiveness.

The findings show that the USAID uses television, radio channels, public announcement information centre, newspaper publications, and out-of-home displays such as billboards, posters, and banners to communicate to the communicate audience, according to the participants. According to the participants, communication via this media is quite effective because the

community members understand the communication cues spoken. (Participant 2). **Interpersonal communication**

Interpersonal communication was also employed to contact people of all levels of education and knowledge, according to the participants. This suggests that project managers primarily employed interpersonal communication to communicate with community members about their projects. The level of education of participants and the choice by the organization to use interpersonal communication best fit the target beneficiaries. Interpersonal communication allowed the executing organization to outline the advantages of their projects and how it will help develop the communities to the opinion leaders they met. (Participant 2).

Participants indicated that project managers met the community leaders more than once before the implementation of the projects, especially for the borehole and standpipe projects. Also, institutions on the other hand stated that they mostly wanted to meet opinion leaders personally to inform them about the projects and also to seek their advice as to where the projects will be sited. For example, one participant shared that some NGOs who partner with USAID mostly first of all contact the opinion leaders personally and then after getting their approval, use vans, theatre and sometimes *gongong* to inform the entire community about the essence of the projects and the reason for them to embrace it. Participant 7 shared that given the educational level of the members of the beneficiary communities, the kind of channels of communication used (interpersonal and folk media) the community of the projects by the implementing institutions were strategically appropriate since it is easier to communicate in these channels with audiences who have virtually no formal education as observed by UNICEF (2008).

4.2.2 Understanding the Communication used in the Project

Many authors who have written about communication state that understanding a communication message by the receiver is good for the sender because that shows how effective the communication has been. Keyton (2011) defined communication as the process of transmitting information and common understanding from one person to another. Against this background, the study sought to further find out if communities understood the information they received so far as the projects implemented were concerned. Information gathered from participants revealed that a majority of community members understood the message about the projects communicated to them. The participants further explained that the community or the local people understood that the projects by USAID brings development to their communities. However, Participant 6 shared that community members who did not understand the communication around a project mostly felt that the community elders-led communication and interpretation team does not communicate with clarity – this makes the conversation apprehension to understand.

A review of the literature showed that for communication to be understood, effective communication must first take place. Effective communication as described in Shannon's communication model (1954) is to share meaning and understanding between the person sending the message and the person receiving the message. Participant 9 shared that local inhabitant clearly understood the information about the projects because they warmly received them and were ready to help in any way, they could to assist the project managers to implement projects.

It can, therefore, be concluded that organizations leveraged appropriate communication channels such as television, radio, newspapers, interpersonal/face-to-face conversation to proactively engage the community people.

4.3 Objective Two: Role of communication to promote development projects

4.3.1 Communication promotes development projects

The contributions of communication towards a development project are essential for the sustainability of development projects. Alemneh (2002) has argued that this communication contributes to building commitment to the sustainability of a project. Based on this worldview, the study sought to find out the core role communication play to develop projects in the less-privileged community. Also, understand whether or not communication helps the project manager's organization to create awareness and conscientize people as well as opportunities this communication creates for them.

One of the sampled participants said:

The role of communication in community development has enhanced the collaboration between the people promoting change and people receiving social change. In essence, the impact of communication in the communities where the project was executed has seen an improvement in the lives of the local people. The members of the participating communities and the people have actualized their dream through the implementation projects. (R5 September 6 2021).

Another participant had this to say:

In project management, evaluation, and monitoring, it is always important to keep communication open among all project participants and organizations involved in community development. The participant emphasized that can only be achieved with engaging communication. It should be dialogic communication that triggers the participating communities to embrace the message conveyed. In the view of Fasel (2000), communication is imperative to make projects implementation easy to ensure that all participants in the society understand and even communicate the message's value to others. The sampled respondent affirms that the role of communication has

indeed elicited collective action of project participants in a community development project in the participating communities.

The participant further explains that the conscientization of the people to understand the need of the development project in the community plays a very important role in the organization's implementation. This is because there would be no meaningful influence if there was no method to make individuals aware of the worth of the amenities in their goods. According to Freire (1985), conscientization plays a pivotal role in awakening the consciousness of the silent majority to the challenges that individuals face in their various communities. comprehend the realities of their existence in their immediate surroundings. (Participant 7)

4.3.2 Communication fosters mutual dialogue

Data from the sampled participant affirmed that the practice of dialogic communication fosters better relationships between the participating communities and project managers. In reviewing the literature, Okwor (2009) states that this type of communication indicates ideas and opinions are exchanged among the participants in speech and the course of the discussion, new ideas and opinions emerge. The emergence of new ideas and opinions in certain cases positively influence the views of the target audience in the course of the discussion.

4.4 Objective Three: Effects of Internal CSR on Employee Engagement and Productivity

4.4.1 Communication Influence development project

Development projects according to the Commonwealth Youth Programme (CYP) (2007) is an action that brings about situational change to address development problems and to increase the capacity of poor people in less developed countries to control their own development. One objective of the study was to identify communication's influence on the project in bringing change

to the lives of people in a community. The study revealed that the use of communication in the implementation of the electricity and water projects had brought a drastic change in the lives of the community and the individual members.

The study enquired whether these changes were achieved among other factors with the help of communication. It also evidences the respondents indicated that the changes experienced in all the selected communities were social changes. With the introduction of the pipe and borehole communities had access to potable water which had helped prevent water-borne diseases such as guinea worm which used to be a plague in these communities. It can be said that the projects through the use of behaviour change communication brought about the changes as project managers employed the strategy and educated the people on the need to realise that access to potable water is the key to good health. The communication, therefore, helped to persuade the communities from drinking infected water such as the rivers and streams. (Participant 2)

Further sampled participants show:

Again, one sampled respondent said effective communication influences development projects. Because the introduction of electricity in the communities per the previous projects undertaken has opened more avenues for job creation since lots of businesses sprung up. The community people have come to understand the need to embrace modern development. Small business operators had also increased their income as they stayed longer in the evenings to sell their products; this confirms Barnes (1988) assertion that rural electrification does have a significant impact on rural industry and commerce. This was to some extent achieved with the help of communication. (Participant 4)

4.4.2 Effective communication establish and maintenance projects

The effective operations and maintenance of a project affect its sustainability over time (Sohail, Cavil & Cotton, 2005). It is argued that projects survive when the beneficiaries can operate and maintain them. Results from the respondent revealed that the operations and maintenance of community development projects infrastructure like electricity were at the behest of the Electricity Company of Ghana (ECG). Communities were, however, expected to monitor and provide feedback to the ECG for sustained services. Hence, project managers, community residents and other service providers continue to foster good conversation relationships to improve projects. (Participant 4)

Furthermore, a participant also affirmed that:

A respondent emphasized that effective communication tools outdoor signals and the rest help to communicate the relevance of projects. Not alone does it ensure the community residents understand the benefits of the projects. But it also motivates the service providers to render quality maintenance of the various projects established in the community. For example, in the case of electricity projects, the respondent argued that the repairs and maintenance were done by professional electricians licensed by the Ghana Energy Commission. However, it was also revealed that the community people are not included in the project, the training of local electricians to manage the household wiring and households were not sensitised about the use of the electricity. Because of these impediments, discussants indicated that some poor households who had received electricity connection, later had their lines disconnected because they could not manage their consumption of electricity leading to the accumulation of heavy bills. (Participant 4)

A sampled participant concluded:

Per the previous project, they have executed. There were alleged reports of some electricians selling ECG meters to households while some demanded money from households before connecting them. Because of lack of information, some households who were yet to be connected were got angry about the process and could not understand why they were left out. Training and capacity building of project beneficiaries is directly linked to project utilisation and sustainability. (Participant 3)

4.5 Chapter Summary

This chapter looked at the findings from the interview conducted. It outlined the demographic characteristics of participants and discuss the data thoroughly. It was revealed that the communities had projects in the form of rural electrification and water supply as reviewed in the literature. These projects were provided by some non-profit organizations and in partnership with government agencies. The findings also show that project managers of the various projects adopted the interpersonal, radio, television and other development communication approach in its formulation and implementation communication to make people aware of the projects. Again, behaviour change communication in project implementation has brought social change to the lives of communities as they were used to inform members to adopt the new development and refrain from old practices.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The findings obtained from the field data on the role communication plays in sustainable development projects in the Accra Metropolis was presented and analysed in the previous chapter (Chapter Four). This chapter, which happens to be the final chapter of the study, concludes by providing a summary of the major findings from the study. This is done concerning the concepts identified from the literature reviewed in Chapter Two, as it provided an understanding of the role communication plays in sustainable development projects in the metropolis. Recommendations and possible areas for further research are also outlined in this chapter.

5.2 Summary of Findings

The purpose of this research was to explore the role communication plays in sustainable development projects in the Accra Metropolis. Qualitative research methods, including article reviews, semi-structured interviews were used to collect data about the specific research objectives: to assess how communication influences development projects using Accra Metropolis in Ghana as a case study; to investigate the communication channel used by development agencies and government during projects implementation in the Accra Metropolis, and to examine how communication can promote projects to help bring change in the livelihood of the community people. In achieving these objectives, two projects were considered. These projects were rural electrification and rural water supply. The findings are therefore summarized in fulfilment of the objectives.

76.

5.2.1 Communication channels used by development agencies and government

UNICEF (2008) proposed that channels must be selected to fit the participants and the communication task, and analysis of these channels will help prevent the use of a communication channel for the wrong reasons. Against this backdrop, the channel used to communicate to communities was explored. The study established that the components of development communication were used in the implementation of rural electrification. The findings further show that the organization uses television, radio channels, public announcement information centre, newspaper publications, and out-of-home displays such as billboards, posters, and banners to communicate to the communicate audience, according to respondents. According to the responders, communication via this media is quite effective because the community members understand the communication cues spoken.

The findings also indicated interpersonal communication was employed to contact people of all levels of education and knowledge, according to the sampled respondents. This suggests that project managers primarily employed interpersonal communication to communicate with community members about their projects. The level of education of respondents and the choice by the organization to use interpersonal communication best fit the target beneficiaries. Interpersonal communication allowed the executing organization to outline the advantages of their projects and how it will help develop the communities to the opinion leaders they met. The research outcome, again, revealed that local inhabitants understood the information about the projects because they warmly received them and were ready to help in any way, they could to assist the projects managers to implement projects.

77.

The finding is in line with Shannon's communication model (1954). The research model described effective communication as the sharing meaning and understanding between the person sending the message and the person receiving the message. It can be therefore concluded that organizations leveraged communication channels such as television, radio, newspapers, interpersonal/face-to-face conversation to address the community people. This portion of the sampled interview indicates that communication used between the project managers and opinion leaders, as well as community members, were effective.

5.2.2 The role of communication fosters mutual dialogue

The study findings revealed that the role of communication in community development has enhanced the collaboration between the people promoting change and people receiving social change. In essence, the impact of communication in the communities where the project was

executed has seen an improvement in the lives of the local people. The members of the participating communities and the people have actualized their dream through the implementation projects. In the reviews of literature, Fasel (2000) studies affirmed that communication is imperative to make projects implementation easy to ensure that all participants in the society understand and even communicate the message's value to others. The sampled respondent affirms that the role of communication has indeed elicited collective action of project participants in a community development project in the participating communities. Also, the study's outcome shows that the role of communication regards to practice ensure dialogic communiqué that fosters better relationships between the participating communities and project managers.

78.

This assertion confirms Okwor (2009) research; which states that dialogic communication indicates ideas and opinions are exchanged among the participants in speech and the course of the discussion, new ideas and opinions emerge. The emergence of new ideas and opinions in certain cases positively influence the views of the target audience in the course of the discussion.

5.2.3 Influence of Effective Communication on Community Development

The study revealed that the use of communication in the implementation of the electricity and water projects had brought a drastic change in the lives of the community and the individual members. The study enquired whether these changes were achieved among other factors with the help of communication. It also evidences the respondents indicated that the changes experienced in all the selected communities were social changes. With the introduction of the pipe and borehole communities had access to potable water which had helped prevent water-borne diseases such as guinea worm which used to be a plague in these communities. It can be said that the projects

through the use of behaviour change communication brought about the changes as project managers employed the strategy and educated the people on the need to realise that access to potable water is the key to good health. The communication, therefore, helped to persuade the communities from drinking infected water such as the rivers and streams. The findings were in line with Manyozo (2006) studies. The research emphasized that the influence of effective communication in community development is significant. The author said that when community groups are more closely involved in communication strategy, it helps them take ownership of the initiative of development rather than seeing themselves as beneficiaries of development.

79.

The study also revealed that communication tools such as video, posters and radio aid in the process of community development. Planning of community development involves preparing and transmitting messages and this could only be made effective and suitably adapted to targeted groups with effective communication. This is because community development is a social action process in which people of a community organise themselves for planning and action.

5.3 Recommendations

The outcome of the research established that communication in the communities before implementing the projects was still a problem. This is due to how the communication has been carried out and these problems are a hindrance to achieving sustainability in development projects. Given the above findings and taking cognizance of the fact that there need to be holistic approaches to sustainable development projects of which communication has a role to play, the following are recommended:

Firstly, project planners should design and adopt an appropriate communication model towards sustaining projects for project implementers and communities. This will enable players in this field to have a procedure to follow during the implementation of development projects and also know the roles they are supposed to play as far as sustenance of the project is concerned.

Secondly, communities can sustain their projects if they are highly involved in the projects. It is highly recommended that the collaboration and empowerment form of participation be encouraged by development agencies. With these forms of participation communities can come out with what their needs are and because they will initiate it themselves, they will be accountable and take responsibility for its sustenance. It is again recommended that communities and for that matter households should cultivate the habit of embarking on self-initiated projects and also set up a committee to manage initiated projects. They should be their agent of change.

Thirdly, project implementers should adopt the social mobilization element of development communication by reaching out to opinion leaders who tend to reach out to a large number of community members to inform them about the projects. This will help all members to become aware of the projects as these leaders have a greater influence on the people

Fourthly, institutions such as World Vision Ghana, The Municipal Assembly and other stakeholders in development planning together with communities must have sustainability strategies on projects they implement. These sustainability strategies must include communication strategies that should indicate how the various stakeholders will be involved in promoting a project's sustenance and also how the strategies will be communicated to the communities. These strategies should also be made available for all stakeholders to be aware of the roles they will play as far as the sustainability of projects is concerned.

Finally, it is recommended that appropriate cost-sharing and recovery could improve the sustenance of electricity and water supply. Communication should be used to raise awareness on the importance of tariff payment and users should be encouraged to set a reasonable tariff that enables them to recover sufficient reserve funds for repairs and maintenance of the projects. The dominant occupation of the selected communities according to the survey is farming. It is therefore recommended that the communal spirits which include ‘nnoboa’ should be encouraged to help raise funds to repair projects when they develop faults. Regulations or subsidies should be put in place for people who cannot afford to pay the set tariff.

5.4 Conclusion

The study set out to explore among other things the role communication plays in sustainable development projects in the Accra Metropolis. This was against the backdrop that most development projects are not sustained and do not achieve their intended objectives. The study revealed that though project implementers contacted the community before implementing the projects, the components of development communication; social mobilization, advocacy and behaviour change communication were not employed to reach out to the entire community. The electrification project in various parts of the city has been destroyed because aside from other things that were not put in place, the communities were not involved from the inception to completion of the project. Again, it has been established that both implementers and communities face lots of problems in sustainable development projects. It is therefore necessary that a communication strategy model be developed and adopted by all stakeholders in the field of development planning to curb the challenges.

In a nut shell, a project’s sustenance depends on many caveats but the study focused on how communication can play a role in sustaining these development projects. Findings from the field

survey, therefore, has suggested that communication plays a very important role so far as the development projects are concerned as it helps involve community members to be an agent of their development. The theory of development communication that “there is no development without communication” has been proven in the case of Accra Metropolis, Ghana.

81.

5.5 Limitations of Study

The time available for this research was not enough to adequately exhaust all issues available. This was so because the study was an academic study. The study is still constrained; however, the researchers have committed a lot of effort into its planning and execution.

5.6 Further Research Areas

Taking into account the study's shortcomings, there are still opportunities for additional research. Because the study focused on the role of communication in development projects within Accra Metropolis. It would be prudent for further studies to research the subject matter from the region's perspective. In future studies, the authors should use the mix-research method, either qualitative or quantitative alone for analysis. This approach will likely prove different results of the topic.

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APPENDIX 1

GHANA INSTITUTE OF JOURNALISM (GIJ)

INTERVIEW GUIDE

**THE ROLE OF DEVELOPMENT COMMUNICATION IN SUSTAINING
DEVELOPMENT PROJECTS: A CASE STUDY OF USAID SYSTEMS FOR HEALTH**

Dear participant,

This study is being conducted on the above topic for academic purposes and the researcher would be grateful if you could provide answers to the questions below. This interview guide will contribute towards the research which is a thesis to be submitted to the Department of Development Communication at the Ghana Institute of Journalism in partial fulfilment of the requirement for the award of the Master of Arts in Development Communication. You are assured of full confidentiality of all information that you provide.

SECTION A: Demographic Profile of Respondents

1. Gender of respondent.....
2. Age of respondent.....
3. Level of education.....
4. Indicate which department you work with

SECTION B: Communication Channels Development Agencies and Government use during project activities

5. What communication channels does your organization employ during the development project?

.....
.....

6. How effective is the above-mentioned communication channels to the project's success?

.....
.....

7. What factors do you consider to select communication channels?

.....
.....

Section C: The Role of Communication to Promote Development projects

8. What are the core roles of communication to promote development projects in the less-privileged community?

.....
.....

9. How does communication help your organization to create awareness and conscientize people?

.....
.....

10. What specific opportunities does communication create for your organization during and after development projects in communities?

.....
.....

SECTION D: The Influence of Effective Communication on development projects

11. In your opinion, why do you think effective communication influences development projects?

.....
.....

12. How can organizations use effective communication as an essential tool for the establishment and maintenance development projects?

.....
.....

Thank you!