A Selective Annotated Bibliography on Communication for Development

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Contents:

Bergdall D. (1993)
Methods for Active Participation-Experiences in Rural Development from East and Central Africa
Oxford University Press, Nairobi, Kenya.
The book comprises the first two parts of the final report on "The Method for Active Participation Research and Development Project" (MAP). The MAP project was implemented in Kenya, Tanzania and Zambia from 1988 to 1991.
Part one is a comprehensive review of findings from the project field work. Part two "The MAP facilitators handbook" serves as a practical guide to the participatory techniques developed by the MAP project. It is a useful resource for the training of potential community facilitators and animators in participatory communication for development.

Berrigan F. J**.** (1981)
Community Communications: The role of the community media in development
UNESCO, Paris
The monograph discusses the role of community media in the development process focusing upon the issues of 'access' and 'participation.' The community media methodology is examined in detail with three examples of successful projects - the Audio Cassette Listening Forums Project (ACLF) in Tanzania, the Audiovisual Production Centre for Training (CEPAC) in Peru and the Kheda Television Project in Ahmedabad, India. None of the three examples are offered as models. There are elements in each of them that bear consideration when a community media program is planned.

Bessette G., Rajasunderam C.V. (eds) (1996)
Participatory Development Communication: A West African Agenda
International Development Research Centre (IDRC)
Ottawa , SouthBound, Penang
The core material presented in this book emerged from presentations and group discussions at the "Consultative Meeting on Participatory Development Communication within the West and Central African context" jointly organized in February 1995 by the International Communication Group of Ryerson Polytechnic University and the International Development Research Centre.
The publication also presents the conceptual framework which inspired the formulation of the IDRC Research Program in Participatory Development Communication. The program is currently targeted at West and Central Africa, and more specifically NGO's in nine countries: Mali, Burkina Faso, Senegal, C(te d'Ivoire, Benin, Guinea, Ghana, Nigeria and Cameroon.
Among the themes and issues explored at the Toronto meeting were the following: the use of participatory communication as a tool for grassroots non-formal education, the potential of women and young girls as community communicators; training needs in

participatory development communication; and the challenges to be met in applying participatory methods in development communication.

Bock J.C., Papagiannis G.J. (eds) (1983)
Non-formal Education and National Development: A Critical Assessment of Policy Research and Practice.
Praeger, New York.
The contributions provide alternative perspectives on the role of non-formal education in the national development effort, demonstrating the use of theory and research to influence practice. Part One of the book introduces readers to some alternative social science perspectives on Non-formal Education. Part Two brings together a collection of studies that provide empirical evidence for the thesis laid out in part one. Part Three expands on the theories focused on part one. Part Four examines the role of planning and evaluation in non-formal education activities. Part five examines the theoretical perspectives of the studies presented in this volume and proposes a framework for further research on the development of participative practices in the policy, planning, implementation and evaluation process.

Boeren A. (1994)
In Other Words: The Cultural Dimension of Communication for Development.
Centre for the Study of Development (CESO), The Netherlands.
The book focuses on the cultural and educational aspects of communication for development. It is partly based on literature research and partly on personal experience gained in communication projects in Africa.
The book is divided into four parts. The first part contains two chapters devoted to a description of the context of development communication. The second part describes the intricate link between communication and culture. The third part deals with the educational potential of media. The last part explores the steps involved in the planning and implementation/production of communication events, programs and materials.

Casmir F.L. **(**ed) (1991)
Communication in Development
Ablex, Norwood
The book illustrates the wide variety of thinking and practice that are today at the cutting edge of development communication with a central focus on culture and human beings in culture. It documents development communication experiences in Japan, Korea, Nigeria, Poland, China, Brazil, Latin America (among aborigines), Canada and Germany. The contributions are organised in five parts: conceptual bases for the use of communication in development; communication in the development of contemporary states; Central and South America: Regional Development and Communication Policies; Dealing with the need of Cultural Minorities: Communication and Development within States; The Role of Communication in the Development of Nations and States. Included in Part One i s a contribution by Jan Servaes on new perspectives for communication and development. The tables provided in this chapter serve to clearly outline the important component parts and implications of various new paradigms on development and communication.

Chauhan S.S., Stone R.U. (1994)
Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques
The Centre for Development and Population Activities (CEDPA),Washington D.C., USA
This manual focuses on interactive, learner-centered training methods and the principles of adult learning. It is organised into 12 sessions which build upon each other in terms of information and are sequenced in logical presentation order for an actual training workshop. The sessions are designed to move participants through the four components of the experiential learning model: experience, reflection, generalization and application. The Manual documents the participatory training approaches and activities that CEDPA has used in many programs to strengthen the capacity of health, family planning and other development organizations. It has been pilot-tested at Regional Training of Trainers Workshops in Bangladesh, Kenya, Tanzania, Nepal and Ukraine.

Deacock, A. & van Poelje, R. (1996)
Artists As Experts: A Participatory Methodology to Produce Traditional and Popular Media
FAO, Rome
This is a training kit which both practitioners and trainers of development communication will find useful. It is a compilation of population communication experiences in the production of songs, dances, theatre plays, poems and other forms of cultural expression which maybe employed in development activities. The kit is a result of the authors' desire to synthesize from their learnings in the field a carefully structured yet truly participatory production process. The kit contains a manual, a computer diskette and a video. The manual is in two parts: "Working with Artists", a training process in ten steps, concentrates on the training of workshop facilitators; "The world's a stage", shows step-by-step, day-by-day, the production process with artists. The diskette contains files of training support materials (in Word Perfect 5.1, and in English) which trainers can easily translate or adapt to meet the specific needs of local groups. A video tape which illustrates two workshop experiences in two different cultural settings. "Communication for production and environment" depicts the participatory production process in Malawi, where artists worked on the relationships between population and environment. "Drumming for Prosperity" focuses on the training of facilitators in Uganda and highlights the production methodology at district level.

Fugelsang A., Chandler D. (1987)
Development Communication Case Study. The paradigm of communication in development: From knowledge transfer to community participation-lessons from the Grameen Bank
FAO, Rome
The Grameen Bank grew out of an action research project in Jobra village near the University in Chittagong, Bangladesh. The objectives of the project were to extend credit to landless poor men and women, to eliminate the exploitation of money lenders and to create opportunities for self-employment. In 1983 the Project was transformed into an independent bank. It is called Grameen Bank which in Bangla means Village Bank. The Case Study describes and analyses the communication aspects of the Grameen Bank. According to the authors "the driving force in Grameen Bank's progress for the benefit of

the poorest is undoubtedly person-to person communication." The analysis of the communication aspects of the Grameen Bank is preceded by a short outline of the evolution of the concept of development communication.

Gatt-Fly (1983)
Ah-hah! A new approach to popular education
Between the Lines, Toronto
Gatt-Fly is a project of Canadian churches that carries out research, education and action in solidarity with peoples organizations in Canada and the Third World. The Ah-hah seminars organized by the project use innovative approaches to learning. The aim of the seminars is to get participants to piece together their individual experiences in a way that clarifies their understanding of political and economic systems. They use the device of drawing a picture of the world as it is experienced by seminar participants. Starting with a particular situation, the picture grows to illustrate the connections between personal lives and broader social and economic structures. The book describes the principles and techniques developed by Gatt-Fly over eight years of practice in participatory education for social change.

Hope A., Timmel S. (1984)
Training for Transformation: A Handbook for Community Workers *(3 Vols)*
Mambo Press, Zimbabwe
The training methods described in the book integrates insights from five major sources: Paulo Freire's work on critical awareness; Human Relations Training; Organizational Development; Social Analysis and the Christian Concept of Transformation.
The book has been reproduced in three parts for easy use by field workers. Each part belongs with the other two parts. It is designed to assist community workers in the field who are encouraging the development of self-reliant creative communities.
Training programmes using the participatory approaches described in the book have proved to be effective with community groups in Africa and India. The three volumes of Training for Transformation provide very useful resource material for the training of community development workers and facilitators.

Kamara S., Denkabe A. (1993)
A handbook on participatory approach to training-Volume One: Project Planning, Management and Animation
Freedom Publications, Accra
This handbook is based on the training experiences of the CUSO-CCPD (Canadian University Services Overseas - Committee on Churches' Participation in Development) Training Programs initiated in 1988 to strengthen the institutional capacity of the NGO community of Northern Ghana. More specifically the program was designed to improve the skills of the NGO personnel in project planning and management, agricultural extension, health, sanitation and gender in development. It spells out the underlying principles which shaped the project training process and provides useful hints on how the success of that experience could be replicated elsewhere.

Kavinya A., Alam S., Decock A. (1994)
Applying DSC methodologies to population issues: A Case study in Malawi
FAO, Rome
This case study written by the all-woman team which shared the technical responsibility for "THE FAMILY LIFE EDUCATION PROJECT" in Malawi, documents the population communication methodologies used by the project and the lessons learned.
According to the authors, the single most positive and crucial factor in the Project was the participatory approach taken by the project. The various stages of the whole process are described in detail showing what methods were adopted and how all these affected the final outcome.

Keehn M. (ed) (1982)
Bridging the gap: A participatory approach to Health and Nutrition Education *Save the* **Children. U.S.A.**
This manual is addressed to nutrition and health educators who are interested in trying out new participatory ways of working at the community level. It's purpose is to describe simple techniques by which field staff can be trained to approach local communities more sensitively.
The techniques and materials described in the Manual are referred to as 'experiential'. They have been field tested in more than one country and in some instances by more than one agency.
Each of the four main chapters of the manual illustrates the specific ways in which key educational considerations can be applied in the training of staff to conduct nutritional education.

Kennedy T. (1989)
Community Animation-An open-ended process in MEDIA DEVELOPMENT, 3/1989, 5-7. World Association for Christian Communication. London.
The focus of this contribution is on the philosophy behind the Community Animation Approach and the vital and difficult role of the field worker/community animator in community communication.
It is argued that the community animation approach is not an ideology or technique that can be memorized and then applied universally in a series of rigidly defined steps. It is a process in time to be used in an open-ended and responsible manner

Maclure R.A. (**1988)
Intervention and Dependency: A Case Study of Animation Rurale Programs in Burkina Faso
Gallimard, Paris
'Animation Rurale' programs have been traditionally conceived as a method of development intervention which combines non-formal education and the promotion of new participatory rural institutions.
This is a case study of the dynamics and inherent contradictions of three Animation Rurale programs in Burkina Faso. It demonstrates that the Animation Rurale programs far from generating behavioral processes and structures conductive to autonomous

commun ity-based management have instead stimulated new dimensions of dependency.

Mayo J., Servaes J. (eds) (1994)
Approaches to Development Communication: An Orientation and Resource Kit
UNESCO
UNFPA
The kit is modular in design with six major components: Introduction; Concepts; Profiles; Case Studies, Extracts from audio-visual sources and Reference Materials.
The core module on Concepts outlines the conceptual context and framework for different approaches to development communication. It focuses on the ways in which the main theories related to development communication have been put into practice. The module on Profiles provides brief descriptions of agencies concerned with development communication programs and projects. Case Studies highlight a range of development communication strategies in different world regions. The module in videocassette provides ex tracts from audio-visual sources demonstrating the various ways in which development communication theories have been put into practice. Reference Materials include a select bibliography and a database on diskette containing short descriptions of some 300 development communication projects around the world.
The kit would be useful as an orientation guide and source of information for communication planners, policy makers and students in University Development Communication Courses.

McKee N. (1992)
Social Mobilization and Social Marketing in Developing Communities:
Lessons for Communicators
Southbound, Penang
The book examines the concepts of social mobilization, social marketing and community participation in the context of developing communities. It provides lessons from a number of communication programs in public health, nutrition and family planning which have used approaches based on these concepts.
Part Three of the book -A Synthesis of Lessons learned- contains useful insights on the methodology of "Visualization in Participatory Planning" (VIPP). The VIPP method seen as an important and participatory way to ensure that research results are used fo r program purposes has proved useful in the training and orientation of field development workers. It has also been used successfully to bring a wide range of partners together "in a social mobilization planning process."

McIntyre P. (1996)
Facts for Life: Lessons from Experience
United Nations Children's Fund, U.S.
The book documents the variety of ways in which "FACTS FOR LIFE" (jointly published in 1989 by UNICEF, WHO and UNFPA) has been used by parents, caregivers and communities in many countries.
"FACTS FOR LIFE" (subtitled A Communication Challenge) was designed to help people communicate health information in a way most likely to result in change.
"FACTS FOR LIFE"-LESSONS FROM EXPERIENCE looks critically at issues and

lessons and suggests methods by which work with FACTS OF LIFE can be evaluated. A significant aspect of this UNICEF publication is the emphasis on participatory approaches to Health Communication.

Moffat L., Geadah Y., Stuart R. (1991)
Two halves make a whole: balancing gender relations in development
Canadian Council for International Co-Operation, Ottawa.
This practical guide is divided into three sections. Section one provides an overview of the theory and practice of gender training as well as analytical tools for program, project and policy application. Section two gives suggestions for designing and implementing gender and development programmes and provides sample training exercises. Section three describes the use and value of case studies as a learning tool, followed by eight case studies.

Prowwess/Africa (1989)
"Training in Community Participation" Report of an African Regional Workshop for Program Staff
Prowwess/UNDP. New York
PROWWESS stands for Promotion of the Role of Women in Water and Environmental Sanitation Services - an inter-regional project based in the United Nations Development Programme (UNDP). PROWWESS/AFRICA was established in mid-1988 to place increased emphasis on African women's participation in water and environmental sanitation services. The report provides a summary of the first regional Training of Trainers Workshop held in Tanzania, Sept. 1988. The main focus of the report is on the participatory training methodologies used at the workshop.

Quebral N. (1988)
Development Communication
University of the Philippines at Los Banos,
Philippines
The chapters in the book (most of them written between 1983 and 1987) record reflections on the practice and teaching of development communication in the Philippines and South East Asia seen against its beginnings in the 1970's. Part one of the book focuses on Development Communication in the 1980's. The chapters in this section examine development communication as a concept, as an academic field, as practice and as a link with other disciplines. Part two deals with Development Communications in the 70's. Among the articles included in this section are Development Communication in the Agricultural Context and Development Communication - Status and Trends.
Written by a distinguished practitioner and teacher who pioneered development communication in Asia, the book highlights significant aspects of the state-of-the-art of development communication in Asia.

Riano P. (ed) (1994)
Women in Grassroots Communications, Furthering Social Change
Sage, Thousand Oaks, U.S.A.
The book documents the diversity of grassroots communication experiments carried out by Third World women. It explores the informal and formal communication networks women use in their own communities.
Part one of the book reviews the various frameworks for addressing the relationship between women, participation and communication. Part two deals with the social roles of women in their communities. Part three focuses on the process of media production a nd issues of media competency, identity, representation, evaluation and group process. Part four examines the connection between women's participatory communication practices and wider socio-political initiatives.
The book contains useful research material for those involved in Community Communication.

Chin S.Y.**(**1993)
Asian Development Communication in the 1990s in Cultural Expression in the Global Village,
Nostbakken D., Morrow C. (eds)
Southbound, Penang
International Development Research Centre, Ottawa
This contribution originally presented at the International Institute of Communications Pre-Conference symposium on Cultural Expression in the Global Village held at Montreal in Sept. 1992 is in two parts.
Part One is an overview of the evolution of development communication concepts from a broad regional perspective. It highlights some salient aspects of the state-of-the-art of development communication in Asia with the central focus on broadcast media.
Part Two is devoted to a discussion of development communication alternatives for the nineties. It presents a thesis that the state-of-the-art of the discipline will be the cumulative result of four sets of factors: advances in communication technology, exigencies of broader development imperatives; shifts in communication concepts and revisions in political policies.

Chin S.Y., Quebral N. (1991)
"Asia-Pacific Project for Broadcasting in Development: Evaluation Report"
Canadian International Development Agency
The Asia-Pacific Project for Broadcasting in Development initiated in 1986 was based on a partnership between the Asia-Pacific Institute of Broadcasting Development, the Ryerson International Development Centre (now Ryerson International) and the National Broadcasting Organizations of India, Indonesia and Papua, New Guinea. The main focus of the Report is on the many lessons learned from the six-year project.
The Introductory Note - Review of Development Communication Models by Dr. Nora Quebral - situates the project and the Development Broadcasting Unit (DBU) prototype developed by the Project within the larger body of work and experience in the field of development communication.
This analysis of the conceptual and historic context for the project combined with Chin Saik Yoon's reflections on adapting the project approach to development broadcasting in different settings gives the "report" the character of an insightful study on t he many challenges involved in the practice of development communication.

Srinivasan L. (1990)

Tools for Community Participation- A Manual for Training Trainers in Participatory Techniques*.*

PROWWESSS/UNDP

This manual focuses on the SARAR approach to participatory training used by the UNDP-based inter-regional project- 'PROMOTION OF THE ROLE OF WOMEN IN WATER AND ENVIRONMENTAL SANITATION SERVICES' (PROWWESSS) in numerous projects and workshops. The project was initiated to facilitate the development of new approaches to women's participation in the water and sanitation sector.

The SARAR approach places emphasis on the development of human capacities to assess, choose, plan, create, organize and take initiative. The techniques and activities included in the Manual are described in a "how to" step by step fashion. The application of the SARAR methodology can be gleaned from "field insights" interwoven throughout the text of the Manual.

Unicef (1996)

"Workshop on Strengthening Participatory Attitudes in Communication and Development - Facilitator's Manual"

Program Communication and Social Mobilization Section

Program Division

UNICEF, New York

The Manual is designed for use by teams of facilitators involved in planning and presenting workshops for Unicef staff and country level collaborators working on programs related to the needs of children and women. It uses methods rooted in the participatory approach to learning.

The Manual is organized in five main 'clusters' of participatory exercises: Getting Started; Making Choices in Development; Working with Adults; Principles of Participation and Problem - Solving; Designing and Institutionalizing Participatory Processes. Optional exercises for specific purposes are also included. Each exercise includes a description of the sequence of activities and suggested questions to stimulate discussion among workshop participants. The Annexes provide useful information on Preparations for the Workshop, General Notes on Facilitating and descriptions of activities intended to serve as "energizers", "Ice-breakers" and "Openers".

Vella J. (1989)

Learning to Teach

Training of Trainers for Community Development

OEF International/Savethe Children, U.S.

This simple hand-book explains the concepts and techniques of participatory training for community development. It is designed to develop facilitating skills, and to plan workshops.

A useful primer for trainers designing and leading a participatory workshop related to development issues.

White A., Sadanandan Nair K., Ascroft J. (eds) (1994)
Participatory Communication - Working for Change and Development
Sage, New Delhi, India.
This volume explores the strengths, weaknesses and complex nature of participatory communication in diverse settings. It is a judicious blend of theoretical models and case studies on participation, development and the communication process.

The contributions clarify the role of dialogical communication as a crucial tool of participation. They are organized in four parts: Perspectives on Participation; Participatory Approaches and Models; Participatory Decision Making and Action; and Participatory Message Making.

Part One devoted to Perspectives on Participation, specially the section on "Caveats" would be of particular interest to development communicators engaged in planning participatory communication projects.