

**AN APPRAISAL OF THE COMMUNICATION APPROACHES OF VISION 20:2020  
PROJECTS IN KACHIA LOCAL GOVERNMENT AREA OF KADUNA STATE**

**By**

**JOHN DEH, DORATHY  
MA/ARTS/7360/2011-2012**

**DECEMBER, 2016.**

**AN APPRAISAL OF THE COMMUNICATION APPROACHES OF VISION 20:2020  
PROJECTS IN KACHIA LOCAL GOVERNMENT AREA OF KADUNA STATE**

**By**

**JOHN DEH, DORATHY  
MA/ARTS/7360/2011-2012**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE  
STUDIES, AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILMENT OF  
THE REQUIREMENT S FOR THE AWARD OF MASTER OF ARTS IN  
DEVELOPMENT COMMUNICATION.  
DEPARTMENT OF THEATRE AND PERFORMING ARTS, FACULTY OF ARTS,  
AHMADU BELLO UNIVERSITY ZARIA**

**DECEMBER, 2016.**

## DECLARATION

I, JOHN DEH, Dorathy hereby declare that the dissertation entitled “*An Appraisal of the Communication Approaches of Vision 20:2020 Projects in Kachia Local Government Area of Kaduna State*” was written by me and is a product of my own research. It has not been presented in any previous application for a higher degree. All quotations are clearly indicated and sources of information have been acknowledged by means of reference.

---

**JOHN DEH, Dorathy**

---

**DATE**

## CERTIFICATION

This dissertation entitled “AN APPRAISAL OF THE COMMUNICATION APPROACHES OF VISION 20:2020 PROJECTS IN KACHIA LOCAL GOVERNMENT AREA OF KADUNA STATE” by JOHN DEH, Dorathy (MA/ARTS/7360/2011-2012) meets the regulations governing the award of the degree of Master of Arts in Development Communication of the AHMADU BELLO UNIVERSITY, ZARIA and is approved for its contribution to knowledge and literary presentation.

**Dr. V.B Lagwampa**

Chairman, Supervisory Committee

\_\_\_\_\_ Sign

\_\_\_\_\_ Date

**Dr. Emmanuel Jegede**

Member, Supervisory Committee

\_\_\_\_\_ Sign

\_\_\_\_\_ Date

**Prof M.I Umar-Buratai**

Head of Department

\_\_\_\_\_ Sign

\_\_\_\_\_ Date

**Prof. KabirBala**

Dean, School of Postgraduate Studies.

\_\_\_\_\_ Sign

\_\_\_\_\_ Date

## **DEDICATION**

The research work is dedicated to almighty God the giver of life, my protector and provider. Secondly, to my parents Mr. and Mrs John Deh, and finally, to my late supervisor Professor JenkeriZakari. And also to Late Professor Samuel KafewoAyedime and Dr. Martins AdegbeAyegba of blessed memory..

## ACKNOWLEDGEMENTS

To God almighty, for the gift of life, health and his faithfulness every day. I say a big thank you. My appreciation goes to my supervisors Dr.V.BLagwampa and Dr. Emmanuel Jegede whose direction led to scholastic nature and completion of this research. I say a big thank you for your patience and understanding.

My appreciation goes to the following people: The Head of Department and Dean Faculty of Arts Professor M.I Umar-Buratai, Dr. Emmanuel Gana, Mr Steve Daniel, Dr. RasheedahLiman, MrSylvanusDangoji, Mallam Mohammed Rabiou Isa, MrBankole Bello, Mrs. Jamila Mohammed, Mr. L.Dodo and lots of others too numerous to mention in the Department.I particularly acknowledge Professor Oga Steve Abah for his fatherly advice and guidance. To Professor Emmy Idegu thank you for your encouragement. My sincere appreciation goes to all to the other lecturers and non teaching staff of the Department of Theatre and Performing Arts.

I am most grateful to Mr. and Mrs. Stephen Joseph and family for accommodating and tolerating me throughout the period of study in Zaria, May God almighty reward you. To Mrand Mrs Mathew Danjuma for supporting me throughout the period of this programme. To my sister and her husband Mr and Mrs Edward Kuhiyop only God will reward you.

To all the staff of Kachia Local Government Area and Community members of Dangolymi and Mafofadia whom space will not allow me to mention their names one after the other, I say thank you.

I am grateful to my siblings Happiness J. Deh, David J. Deh, Emmanuel J. Deh, Rosemary J. Deh, Tirnom J. DehAsabeAdamu and Jemima Illiya (Zangotama )

To my mother and mentor Mrs. Agness U. Gimba for her spiritual, moral and financial support

I am forever grateful to the following people: Mr. GadaniGimba, Mr. ObotImoh, Mr. Sunday Ogbe John, Timothy Kpanja, Sanni Ahmed, SadohKadiri Mathew, SimGarbaGoje, Jerry E. Dock, Bridget Mue and many others that I met in the course of this study who are too numerous to mention may almighty God crown your effort with success.

Special appreciation to Mr. Douglas KurahNok, Mr. and Mrs. Mathew Audu, Dr. Joseph Gyuro. Dr. Philip Hayap, Barr. Sim Grace Auta, DogaraWeyfu-Nom and Mr. ChatjockChom for your support and prayers. To my parents Mr. And Mrs. John Deh, I will forever be indebted to you.

## **ABSTRACT**

.The deployment of communication process in the planning and implementation of any development intervention is crucial to its success and sustainability. How far the communication process allows for the participation of beneficiaries in the planning and implementation of the vision 20: 2020 Project in some selected communities in Kachia Local Government area was the main thrust of this research. In order to achieve this aim, the study adopted the qualitative and quantitative research methods in its appraisal of the selected communities with vision 20:2020 projects covering three critical areas such as health, education and water/sanitation. The data and information gathered in this study showed that the communication approaches used were more exogenous, and this led to a moderate level participation in the planning and implementation of the interventions. The consequences of lack of full participation were manifested in the uneven distribution of development projects as well as lack of sustainability reported in some communities. Based on these findings, the study recommended that communication process in development intervention should be designed in such a way that it allows for the complete inclusion of stakeholders in the community since people's full participation is the way to development, project success and sustainability.



## TABLE OF CONTENTS

Title page	-	-	-	-	-	-	-	-	-	-	i
Cover page	-	-	-	-	-	-	-	-	-	-	ii
Declaration	-	-	-	-	-	-	-	-	-	-	iii
Certification	-	-	-	-	-	-	-	-	-	-	iv
Dedication	-	-	-	-	-	-	-	-	-	-	v
Acknowledgements	-	-	-	-	-	-	-	-	-	-	vi
Abstract	-	-	-	-	-	-	-	-	-	-	viii
Table of contents	-	-	-	-	-	-	-	-	-	-	ix

## CHAPTER ONE: INTRODUCTION

1.1	Background of Study	-	-	-	-	-	-	-	-	-	1
1.2	Statement of the Research Problem	-	-	-	-	-	-	-	-	-	9
1.3	Aim of the Study	-	-	-	-	-	-	-	-	-	10
1.3.1	Objectives of the Study	-	-	-	-	-	-	-	-	-	10
1.4	Research Questions	-	--	-	-	-	-	-	-	-	10
1.5	Significance of the Study	-	-	-	-	-	-	-	-	-	11
1.6	Scope of the Study	-	-	-	-	-	-	-	-	-	11

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	-	-	-	-	-	-	-	-	-	13
2.2	The Conceptualization of Development	-	-	-	-	-	-	-	-	-	13
2.3	Development Communication-	-	-	-	-	-	-	-	-	-	15
2.4	Participatory Communication-	-	-	-	-	-	-	-	-	-	20
2.5	Focus on Participation-	-	-	-	-	-	-	-	-	-	23

2.6	Conceptualization of Planning	-	-	-	-	-	-	-	24
2.6.1	Participatory Planning-	-	-	-	-	-	-	-	25
2.7	Development Plans in Nigeria -	-	-	-	-	-	-	-	26
2.8	Vision 2020- -	-	-	-	-	-	-	-	31
2.9	Approaches of Attaining Development	-	--	-	-	-	-	-	32
2.10	Theoretical Framework	-	-	-	-	-	-	-	37

### **CHAPTER THREE: RESEARCH METHODOLOGY**

3.0	Introduction-	-	-	-	-	-	-	-	41
3.1	Research Design	-	-	-	-	-	-	-	41
3.2.	Population of the Study	-	-	-	-	-	-	-	42
3.3	Sampling technique and Sample Size-	-	-	-	-	-	-	-	43
3.4	Instruments of Data Collection	-	-	-	-	-	-	-	45
3.4.1	The Questionnaire	-	-	-	-	-	-	-	45
3.4.3	In-Depth Interview (IDI)	-	-	-	-	-	-	-	45
3.4.3	Focus Group Discussion (FGD)	-	-	-	-	-	-	-	46
3.5	Method of Data Analysis	-	-	-	-	-	-	-	46

### **CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

4.1	Introduction	-	-	-	-	-	-	-	47
4.2	Presentation and Interpretation of Data	-	-	-	-	-	-	-	48
4.3	Discussion of Findings	-	-	-	-	-	-	-	63

### **CHAPTER FIVE: SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS**

5.0 Introduction	-	-	-	-	-	-	-	-	-	71
5.1 Summary	-	-	-	-	-	-	-	-	-	71
5.3 Conclusion	-	-	-	-	-	-	-	-	-	72
5.4 Recommendations	-	-	-	-	-	-	-	-	-	73
References	-	-	-	-	-	-	-	-	-	74
Appendix I--	-	-	-	-	-	-	-	-	-	79
Appendix II-	-	-	-	-	-	-	-	-	-	83
Appendix III	-	-	-	-	-	-	-	-	-	85
Appendix IV	-	-	-	-	-	-	-	-	-	87

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of Study

Planning and Implementation are important processes in development intervention, as they facilitate a course of action to achieve a set goal or objectives. Development intervention is interfering in the course of events with respect to developmental processes to improve the lives of people in a community. Effective development interventions require proper planning and implementation. Without a plan and a goal, it could be difficult to achieve any intervention. According to Igbuzor (2009), planning gives a sense of focus and direction to every project. This is the reason why planning cannot be over emphasized. According to Ogbosi (2001), planning and implementation are broad based concepts that encompass several other aspects such as research, dialogue and consultation. The planning and implementation process of every project is vital and crucial to its overall success. However, effective deployment of communication is central to the entire project cycle.

As Melkote and Steves (2001) suggest, communication has a way of affecting and changing one's attitude in the long run, positively or negatively. This is possibly because of the importance that man attaches to communication. Just as man strives for food and shelter, so does the need for communication. Thus, communication is the lubricant that makes the machinery of human relation to function smoothly.

It is innately in man's nature to survive the everyday struggle. From the early age, man has always pushed for a better form of communication at every stage he finds himself. This has brought about the metamorphosis of communication from symbols, cave paintings, sounds, rock carvings, pictograms, festivals, formation of letters, and to the popular media we have today such as Radio, Telephone, Television, Computers and the Internet.

Furthermore, communication and development go hand in hand as the former determines the achievement of the latter depending on the structural frame used (Serveas, 2002). The conventional media gives its audience little or no chance to determine the form and content of the message. Messages and ideas are collated randomly, packaged and transmitted to the mass audience without their contributions and thus the audience becomes passive. In view of this, the audience (receiver) is denied a sense of belonging in the final meaning of the message the sender transmits. However, time has revealed that the lives of people do not get any better even with the rise in GNP, neither with the availability of technology or influx of technological ideas and so on. Man is still hungry, un-employed and inequality has grown even stronger. The weakness of the dominant paradigm paved way for the emergence of the alternative paradigm to development which sought for cultural edification, employment opportunities, greater food output, good health, equality and so on (Salawu, 2006).

The alternative development model suggests a course of development that is need oriented, endogenously defined, with a primary focus on those who have been deprived and exploited. It recognizes the importance of equality, freedom of expression, and creativity. Here, each society is left free to operate according to its values and cultures and articulate its own vision of the future. Hence, the motivational force of development, and then the kind of information that surrounds a people for whom development is targeted is very important. For instance, the need for research before an intervention cannot be overemphasised. Rabinowitz (2015) posits that:

Everyone who has ever worked in health or human services knows at least one horror story about an intervention that either went wrong or never worked for a minute. Often, when the story is told, it becomes clear that the well-intentioned professionals in charge had totally misunderstood or ignored some fundamental fact about the community or the target population. Since they assumed they knew what was needed, they planned the whole thing themselves...and failed miserably.

Laying emphasis on communication process in planning and the implementation of development projects can bring about a successful completion of an intervention project and it can go a long way in improving the lives of the community as well as give a community confidence in interventions. It also makes room for people's participation. This is an aspect of development that experts have clamoured for in the past twenty decades.

The role of communication in facilitating development cannot be overemphasized. This is based on the fact that embedded in communication is the ability to share information and knowledge for the benefit of the parties (the sender/source and the receiver) involved in the process. "Knowledge and information are essential for people to respond to the opportunities and challenges of social, economic and technological changes. But, this will not make any meaning except they are effectively communicated to" (Anaeto and Anaeto, 2010). An effective communication provokes a corresponding response (feedback) from the receiver, while an ineffective communication does not produce the desired result. In essence, for communication to occur there must be a collective understanding of the content of the message and the medium through which it is passed by both the sender and the receiver of the message. Therefore, the strategy used in communication is very crucial in determining the success of the entire process.

The significant roles communication play in aiding development have been grasped by governmental and International Non-Governmental and Organizations agencies thus leading to the development of multiple communication approaches to effectively engage communities in development initiatives. However, the challenge of the absence of the desired participation from the people has continued to make the vision of realizing sustainable development to remain elusive. This is because most communication strategies used by these organizations

have not been able to break the barrier between the development facilitators and the prospective beneficiaries, the community people (Mefalupolus, 2003).

Top-down models of communication that have gained notoriety for forcing innovation (development) upon the people and being insensitive to their culture, unfortunately characterize the strategies mostly used by government institutions, NGOs and other development agencies in communicating development. Consequently, this effort has continued to be made and huge resources expended in communicating development to the people without commensurate results necessitating the need for an alternative way to communicate development with the people's inclusion especially in the planning and implementation processes.

In Africa, the effect of inadequate planning is noticeable. The level of poverty especially in Nigeria has been attributed to poor planning. According to the World Bank (2014), the world attained the first Millennium Development Goal target in order to cut the 1990 poverty rate by half in 2015, five years ahead of schedule, in 2010. Despite this progress, the number of people living in extreme poverty remains unacceptably high. In 2011, 17 percent of people in the developing world lived at or below \$1.25 a day. That is down from 43 percent in 1990 and 52 percent in 1981. Following this, it means over one billion people still live on less than \$1.25 a day despite numerous intervention programmes to improve economic conditions and standard of living of the people. This is why Asaju & Albert (2012) stated that, projects can easily come to their precipices or experience some form of challenges if a working and comprehensible communication process is overlooked.

Owing to the state of poverty in developing countries, governments, donor agencies and international funding organizations such as USAID, WHO, etc have evolved development plans and interventions to solve poverty. For instance, the national development plan of

Nigeria launched in 2009 as an economic plan was designed to help Nigeria become one of the top 20 economies in the world by the year 2020. It was called Vision 20:2020. The concern of this study is to consider the ideas and goals of Vision 20:2020 and how the programme has impacted on Nigerians through an appraisal of the communication approaches of the said vision in some selected communities in Kachia LGA of Kaduna State.

The Vision 20:2020's Economic Transformation Blueprint (ETB) for Nigeria was first published in 2009. According to the document, the visioning process involved active participation of a broad spectrum of Nigerians and stakeholders in a way that will lead to stimulating Nigeria's economic growth and launching the country into a path of sustained and rapid socio-economic development. The blueprint articulates Nigeria's economic growth and development strategies for the 11-year period between 2009 and 2020. The grand vision is "a large, strong, diversified, sustainable, and competitive economy that effectively harnesses the talents and energies of its people and responsibly exploits its natural endowments to guarantee a high standard of living and quality of life of its citizens" (Oshikoya, 2015).

According to Oshikoya (2015), the Vision 20:2020 has three pillars. First, it aims to guarantee the productivity and well-being of the people. Under this pillar, the blueprint sets out people-oriented goals, focusing on pro-poor policies and programmes in agriculture, with special focus on small-scale rural farmers; universal basic education, vocational and technical education; enhancement of primary health care system; and improving the availability and affordability of housing. The targets and current reality under this pillar include: a poverty target rate of 21% by 2015; that is two out of 10 Nigerians, as against the current six out of 10; a life expectancy rate of 60 years in 2015, as against the current 52 years; infant mortality target of 30 per 1,000 live births in 2015 as against the current 85; a medium Human Development Index (HDI) in 2015 as against the current low HDI of 152 as defined by



UNDP. The HDI is a composite index, which measures progress in three basic dimensions of human development: a long and healthy life, knowledge and a decent standard of living.

The second pillar aims at optimizing the key sources of economic growth via economic diversification, transformation of production and exports structure from primary commodities to processed and manufactured goods, and enhancing efficiency and productivity in value adding sectors for global competitiveness. Its third pillar emphasises fostering sustainable social and economic development. The principles underlying this pillar include a redistributive fiscal policy to improve revenue profiles and fiscal sustainability of states and local governments; providing public sector goods of critical infrastructure; and strengthening transparent and accountable democratic governance.

The blueprint notes that over the years, Nigeria has experienced modest economic growth driven primarily by the non-oil sector. The oil boom and associated income derived from oil exports have not translated into sustainable development and wealth for its citizens. The key challenges facing the sustainable social and economic development of Nigeria are the weak infrastructure base, especially power and transport, corruption, macroeconomic instability, security of lives and property, over-dependence on oil revenues and poor governance.

The domestication of the Vision 2020 development plan by Kaduna State came in the form of The Kaduna State Development Plan 2014-2018 aimed at “Improving the lives of Kaduna State citizens” and has harmonized all previous plans developed by the State (KADSEEDS I & II, KSDP 2011-2013, Vision 2020 and the White Paper) in order to build a culture of continuity from previous administrations and propel the state on a path of sustainable socio-economic development. Special appreciation should be given for the efforts of all sectors/MDAs that participated in putting up this comprehensive plan for the State,

through harmonization of all interventions going on in each sector/MDA (Kaduna State Government, 2013).

A further review of this development plan saw the change in timeline to now cover 2016-2020. This five-year State Development Plan; 2016 – 2020 has its foundation in the Kaduna Restoration Master-plan. It outlines the aspirations of the new state government to restore Kaduna to its former glory, including a strategic framework to realize the vision, resource projections to guide and prioritize expenditure, and an implementation plan to deliver results and monitor progress. To achieve the vision of Making Kaduna Great Again this administration focused on four areas namely Economic Development, Social welfare, Security and Justice; and Governance (Kaduna State Government, 2016).

By 2020, this plan projects Kaduna as a prime destination for business investment, achieving strong and inclusive growth that creates wealth for all. Education for all and a healthy population with improved life expectancy will have been attained. Kaduna State Government will turn the tide on insecurity, becoming a place where every citizen can live and move freely without fear of harm. The State government will set the standard for transparent decision making, citizen engagement, and a competent and responsive public service. This Plan will be linked to the budget through the Sector Implementation Plans (SIPs) with strengthened budget and expenditure management systems and processes. Government business is to be conducted transparently and with full engagement and accountability to the citizens of Kaduna State (Kaduna State Government, 2016).

In addition, all 23 Local Government Areas in Kaduna State are expected to develop stepped down versions of this State Development Plan (SDP) to enhance planning synergy between the two tiers and ensure plan and expenditure coordination. To ensure that local government planning and development is fully harmonized with the State Development Plan-

SDP and that monitoring and evaluation of their programmes is effective, stronger mechanisms to strengthen planning and budgeting between the two tiers are currently being considered.

It is pertinent to note that development presupposes that the nature of communication process affects planning and implementation. Thus it is apt to posit that, nations are only able to move sure-footedly towards admirable national growth when national development initiatives, messages are clearly articulated, planned and communication is inclusively designed for the people. Hence, the need to investigate the communication approaches of vision 20:2020 projects planning and implementation in some selected communities within Kachia Local Government Area of Kaduna State.

Kachia Local Government is one among the 23 local government areas in Kaduna State. It is one of the oldest local government areas created in the 70s by the Military administration of General Yakubu Gowon. Kachia local government area is located in the southern part of Kaduna state. The LGA consists of 3 major ethnic groups which include Adara, Jaba, kuturmi and a few minorities like Bajju, Hausas, Fulani and Gbagyi.

These ethnic groups are predominantly Christian with a few Muslims and traditional worshipers. Most of the inhabitants of the LGA are farmers with Ginger as the major cash crop and source of income (Akuto, 2009).

## 1.2 Statement of the Research Problem

Pivotal to any well-conceived development plan is the contribution of citizens or stakeholders for whom the plan is designed. The success or actualization of any development plan as found by scholars in recent times hinges on the allowance of the people to participate through endogenous participatory communication approaches so as to make development

interventions and beneficiaries have a sense of ownership and thereby create the room for citizens' involvement in all aspects of the project (Okwori, 2010; Salawu, 2004; Mefalupolus, 2003). Where national development plans are designed without proper integration of the people into such plan, the consequences will be those of low participation, poor sense of ownership, unevenness in the distribution of projects and the lack of sustainability of the projects.

A critical focus of this research is the domestically packaged development plan, that is, the Kaduna State Development Plan 2014-2018, 2016-2020 taken from the Vision 20:2020. The concern of this study bothered on the communication approach used in the delivery of project alongside the vision. The extent of stakeholders' participation and its consequences on implementation and sustainability of projects within some selected communities in Kachia Local Government Area of Kaduna state. On this premise, a research of this nature becomes pertinent.

### **1.3 Aim of the Study**

The aim of this research is to enhance the use of participatory communication approaches in facilitating planning, implementation and sustainability of vision 20:2020 projects in Kachia Local Government Area of Kaduna State.

#### **1.3.1 Objectives of the Study**

The following objectives were pursued in the study:

1. To investigate the communication approaches deployed in the planning and implementation process of the Vision 20:2020 in selected communities in Kachia Local Government Area of Kaduna State.

2. To examine the strength of such communication strategies and their influence on the study locations.
3. To determine the level of participation of the stakeholders in the process of planning and implementation of the Vision 20:2020 in Kachia L.G.A. of Kaduna State.
4. To establish how effective communication approaches can be used in enhancing development plan especially in the Local Government Areas.

#### **1.4 Research Questions**

The following are the research questions of this study:

- 1 What are the communication approaches deployed in the planning and implementation process of the Vision 20:2020 in selected communities in Kachia Local Government Area of Kaduna State?
- 2 What are the strength of such communication strategies and their influence on the study location?
- 3 What is the level of participation of the stakeholders in the process of planning and implementation of the Vision 20:2020 in Kachia L.G.A. of Kaduna State.?
- 4 How can effective communication approaches be used in enhancing development plan especially in the Local Government Area under study?

#### **1.5 Significance of the Study**

This research is important to several people such as government at all levels, non-profit organizations, donor agencies and policy makers by unravelling the planning and implementation process of vision 20:2020 projects in health, education and water/sanitation. The findings of this research shed more light on peoples' participation, which will go a long

way in underscoring the need for community participation as an important tool for any project success and particularly if the continued efforts of Nigeria to be among the first 20 economies of the world must come to realization.

Also the findings of this study focus on the communication strategies that have been employed in the strive for effective planning and implementation of projects in education, health and water/sanitation in Kachia Local Government Area which can be replicated in other sectors. In addition, to the above, this study adds to the body of existing knowledge on development communication, participatory development, project planning and implementation.

## **1.6 Scope of the Study**

This study is limited to selected communities within Kachia Local Government Area of Kaduna State. The communities involved are Dangoylmi and Mafofadia. The focus of the research was geared at understanding how education, health, water and sanitation were distributed in the communities investigated. Secondly, the research is basically interested in the examination of the nature and extent of stakeholders' participations in the planning and implementation of the vision 20:2020 within the study locations as stipulated above. Vision 20:2020 is built around several and diverse projects, but however, the concern of the study is on water/sanitation, health and education initiatives. The research is not focused on the technical details of project construction but the overriding emphasis is on the use of communication in engaging the people for their realization. The emphasis of the study is communication approach to the entire intervention effort.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter reviews related literature in accordance with the variables of the study such as communication, development, development planning and participation. It also includes communication planning and participation planning. The review of these variables creates the basis for appreciating what other scholars have done and the gaps that this study intends to fill.

#### 2.2 The Conceptualization of Development

Development is a key priority in every country. Countries in the world are categorized according to the level of development they attain. This had led to the categorization of countries into “underdeveloped”, “developing” and “developed” countries. This shows how important development is to a nation. For the purpose of this study, it is important to understand the meaning of development and underdevelopment; this will assist the researcher to articulate issues on national development plans especially in Nigeria.

There is a plethora of definitions and explanations concerning the concept of development and underdevelopment. Development, according to Rogers (1969) can only be given the rightful coloration in terms of change, new innovation and meanings it brings to the lives of the people, while the dependency perspective to development according to Todaro and Smith (2003) considers the capacity of national economy, whose initial economic condition has been more or less static for a long time, to generate and sustain an annual increase in its Gross National Product (GNP) at a fairly progressive level. Scholars have argued that macroeconomics of Gross Domestic Product (GDP) and Gross National Product is usually not an adequate indicator to measure the quality of life in any society. It is the microeconomics that helps in the decent assessment of the value of live and living in societies. As such,



development is not just about the quality of the economy but invariably about the quality of human lives in a society.

Development is viewed as modernization. Ake (2001) submits that development is an off-shoot of capitalism and the two concepts are jointly reinforcing which supposes that an original state of backwardness or underdevelopment is characterized by, among other things, a low rate of economic growth that is at least potentially amenable to alteration through the normal process of capital. Using the paradigm of development, government for instance will prefer a primary healthcare system that is very efficient but not necessarily affordable by the people. An external assessment of such that service is being delivered and institutional growth is happening even when the service cuts out a dominant part of the population. Ake (2001) further suggests that an ordinary increase in per capita income without a corresponding equity and fairness in the distribution of socio-economic good could bring about disparity, poverty, disease, hunger, illiteracy, high level social malaise, examination malpractice, corruption in both high and low places etc. The poor and ordinary people in the country are the ultimate victims in all of these.

Furthermore, Development is thus the process by which people create and recreate themselves and their life circumstances to realize higher levels of civilization in accordance with their own choices and values (Ake, 2001). In this context, development can be seen as multidimensional process involving major societal changes in terms of social structures, popular attitudes and national institutions, as well as the acceleration of economic growth, the reduction of inequality and eradication of extreme poverty.

In addition, Sen (1989) views development as encompassing the economic, political, social, cultural and environmental dimensions. While economic and social progress and the elimination of poverty are the objectives of development, it includes also freedom from fear

and arbitrary arrest; free speech, free association and the right to vote and be voted for. In his contribution to the meaning of development, Seers (1969) argues that, the questions to ask about a country's development are; what has been happening to poverty, unemployment and inequality? This definition is centered on the improvement of the living condition of the citizens and it means that an economy could grow without developing. It also means that poverty could be at least alleviated to a reasonable degree, i.e. the living condition of the percentage/sex of the population that constitutes the poor, unemployed and subjugated is being considered and enhanced.

On the issue of underdevelopment, there are different views by different scholars on this concept. Rodney (1972) wrote that underdevelopment is not the absence of development. This is because every community has developed in one way or another and to greater or lesser extent; underdevelopment therefore makes sense only as a means of comparing levels of development. It is very much tied to the fact that human, social and economic development has been uneven, and from a strict economic sense of the word, a section of human race has advanced further in terms of technology, manpower and wealth far more than others. This is the direct result of underdevelopment.

### **2.3 Development Communication**

Development communication is an approach to communication which provides communities with information they can use in bettering their lives, which aims at making public programmes and policies real, meaningful and sustainable. Such information must be applied in some way as part of community development but it must also address information needs which communities themselves identified as lacking or inadequate. The outcome of this approach is to make a difference in the quality of life of communities.

Nora Quebral, a leading academic in this field defines development communication as follows:

- Development communication is the art and science of humans
- communication applied to the speedy transformation of a country
- and the mass of its people from poverty to a dynamic state of economic
- growth that makes possible greater social equality and the larger
- Fulfilment of the human potential. (Quoted in Development Communication - rhetoric and reality (Mefalopulos, 2003).

The discipline of communication offers the development process a number of inputs:

- a way to survey a new environment especially by establishing consultative vehicles
- a way of raising consciousness and awareness amongst communities of issues pertaining to a better life for all - something to aspire to
- a way of promoting feedback - a dynamic two-way process can be set up between people and ‘developers’
- a way to teach new skills
- a national dream and a vehicle for programmes directed at nation building.

Key elements of the development communication approach

- It is responsive: it does not provide ‘useless’ information - that which people did not want to know, but which central planners deemed as crucial. People understand their own needs better and through this approach communication becomes a tool in the planning and development process, not a mechanism to persuade communities once unpalatable decisions have been made (‘in their best interests!’)

- It hinges on feedback: it is not a one-way process but involves dialogue mechanisms about the information which was transferred. It is also fundamentally about consultative processes being managed at community level.
- Innovation and creativity: the message must not be dull and boring but show clearly how the information transmitted will make a difference in the life of the recipient - it must not in still doubt or disbelief, but trust and confidence (look for local adopters). Development Communication workers should, however, balance creativity with an understanding of what communities would be prepared to accept and where consideration has been given to the norms and prevailing values of that community.
- Independent validation: it is not about ‘government speaks’. This approach builds participatory mechanisms and functional networks involving NGOs, CBOs, and Traditional Leadership structures while also encouraging links with networks from across the country and indeed all over the world. These can either prove or disprove the validity of the information transmitted.
- It’s about sustainability and continuity: it is not about dumping information in a community and never going back for months.
- It’s about establishing common ground with communities who are to be the recipients of the information/message: it is not about the public servant who swoops in and out of a community in his or her GG like some ‘phantom expert’ to ‘educate and uplift’ communities. The standards, norms, values, habits of the community are paramount. (This may mean that those accustomed to a liaison style hinging on comfortable hotels with prepared meals and warm fluffy duvets will need to make some adjustments to their style!)

- It's about community participation: development programmes which plan for communities or supply information which planners feel communities need, fail to be relevant initiatives and more often than not fail to be sustainable. A primary emphasis of this approach is to plan with communities, create structures which offer communities and develop equal power, and use communication methods which are fundamentally participatory in nature. This often requires that government planners, developers or community workers have to listen to the advice of communities and change the views they themselves hold.
- It's about access and visibility of government where government is no longer a distant and unknown entity in community development experiences. This approach reverses the practice of communities having to travel long distances and at relatively great cost to access government Services and information. This is made worse when government is not clearly and properly identifiable and access is difficult because of inaccessible buildings, unfriendly and unprofessional staff etc. The development communication approach brings government employees face to face with communities so promoting accountability at local level. This is not possible when civil servants are remote and impersonal.
- It's about the use of simple and relevant language where concepts are packaged in the experiences of communities, in their own language and where communities themselves have played a major role in the development of material for development communication programmes.

The development communication process

- Step 1: Proximity to the receiver
- Step 2: Establish credibility

- Step 3: Consultation
- Step 4: Involve receivers in planning (message design or info product)
- Step 5: The message is developed and the programme runs
- Step 6: Evaluate the message/programme
- Step 7: Next phase of planning

All these steps are made to ensure inclusiveness and participation of the people which is very crucial to the effectiveness of any development programme. However, there is the need to first understand the evolution of development communication as it is today.

### **Communication Effects Approach**

The earliest models of mass media effects conceptualized the impact of the mass media as direct, powerful and uniform on individuals living in modern, industrialized societies termed as *mass societies* by sociologists. The bullet and hypodermic needle theories were colourful terms used to describe the concept of powerful mass media effects. The early models developed by Lasswell, Shanon and Weaver, Berlo, Schramm and so on, conceptualized communication as a linear and one-way process flowing from powerful source to passive receiver (Inkeles 2009).

Even though, post Second World War researches showed a rather weak nature of the mass media in affecting important behavioural and attitudinal changes among receivers, the shift in emphasis regarding the role of the mass media from one of dominant and powerful influence to that of minimal effects did not make any significant difference to formulations advocating the use of the mass media for development in Third World Countries. Here, the orientations of communication as persuasion were transferred to fields such as agricultural extension, health, education and public relations. The mass media were perceived by administrators and policy makers in the Third World as important means of bringing about

quick behavioural change among their people, particularly in favour of the modernizing objectives of the state. The powerful effects idea still constitutes an important theoretical model for a lot of premises regarding the nature and role of the mass media in developing nations. That is, it is still believed that the mass media are effective repositories of innovation. This is better understood in the light of Diffusion of Innovation theory.

#### **2.4 Participatory Communication**

Participatory communication started to gain ground in the late 1980s/early 1990s, when a number of scholars worked increasingly within this perspective, among them Wang and Dissanayake (1984), Servaes (1991), Modi (1991) White, Sadanandan and Ascroft (1994). Servaes (1991) addressed openly the need for a new paradigm in communication for development and Melkote (1991) discussed possible alternative paradigms, both being aware of the need for a new, more participatory communication model. The common ground for all these scholars is the focus on a more horizontal flow of communication, away from the traditional top-down model that basically envisioned a sender, a message and a receiver. The emphasis is more on a user and bottom-up oriented approach in order to involve people in the decision-making process (Servaes, 1996).

Participation is also raising other questions and the issue of power and empowerment assumes higher relevance. Ascroft and Masilela (1994) summarize the main obstacles encountered by this approach in its initial stages into three major problems. First, the birth of what was then called Development Support Communication was the credibility and acceptance with which this approach was received. Most development specialists, especially extensionists, failed to see the advantages of adopting such an approach and tended to be more suspicious than relieved by the new concept. The second problem concerned the location of DSC services, which were placed under information divisions, rather than under planning or

broader development units. In this way communication was still conceived as a media-driven activity, rather a people-based one.

Finally, the third problem was the lack of personnel specifically trained in this field. There was a lack of specific curricula in this field in practically all countries around the world, developed or developing ones alike. For years, the heads of the development communication units and divisions had a multiple background ranging from agricultural extension, to mass communication, rural sociology or even international law. They all had to adopt and promote this discipline by applying its principles through a painful process of learning by doing, having very limited sources and models to guide them.

Definitely, the main characteristic of participatory communication is the horizontal exchange of information among all parties involved (Anyaegbunam et al., 1998; Coldevin, 2001; Fraser & Restrepo-Estrada, 1998; Jacobson & Servaes, 1999; Melkote, 1991; Mody, 1991), which is often identified with dialogue. In this model, there is no pre-determined sender or receiver since everybody is expected to be both at the same time. Clearly, this implies not just a shift in the old communication model, but rather a paradigmatic shift, as it requires a different normative conception of the world and a different balance of power, which would be more equally distributed. If yesterday's passive recipients are going to be empowered and become active, they have to make their voices heard in the decision-making process. On the other hand, it is clear that yesterday's decision-makers would have to give up a big part of the power they use to hold in making those decisions. If at the basis of communication there is dialogue, planning of development projects that claims to be participatory can no longer be decided in faraway offices, but should be carried out in the relevant communities with the people, not for them.



Another characteristic of participatory communication is the fact that it should be considered as a process rather than being represented as a static model. FAO has been working in this direction since the 1980s (Balit, 1999) conceiving participatory communication as social process that intended to achieve a common understanding among all participants and then have them act on the base of the consensus achieved. This implies that participatory communication should be present throughout all the phases of any development intervention. Considering it a process not only shifts the focus toward a more complex and articulated reality, but it also nulls one of the questions being asked in this respect: “participation in what activity?”

The endogenous focus of participatory communication (Melkote, 1991; Servaes, 1991) indicates that there cannot be predetermined formula for universal messages, channels or models to be followed, but rather a search for the most appropriate way according to the situation and culture. This search should be conducted with, and guided by, the primary stakeholders. However, even if the applications are different, the foundation of participatory communication should be solid and well-defined, following the core principles illustrated here. If this is achieved, then its theoretical framework can be consistently interpreted, its practices uniformly applied and its results clearly assessed and recognized.

There is still too much ambiguity in this area and this mainly derives from the difficulty of fitting participation within a definite theoretical box, in line with the positivist tradition. The major weakness of participatory communication stems from the vagueness of its definition and the variety of interpretations that affect its practices. Its strength resides in its dynamic process, built through dialogue, whose outcome cannot be easily predicted, nor needs to be. Synthesizing the main body of literature, it can be noted that, first of all, participatory communication requires having an open attitude, being ready to listen and learn. It also

requires a strong commitment to work with all people, especially the poorest and most disenfranchised ones, and accept that their empowerment will mean a loss of power for the outsiders. Only then the specific skills in participatory communication will be significant: skills that would assist the community to investigate and identify their problems, needs and priorities and skills that would assist the community in formulating and selecting appropriate strategies.

## **2.5 Focus on Participation**

Beginning from the 1980s, there has been an increasing recognition within national governments, multilateral agencies and NGOs of the importance of the social aspects of development. Areas of greater interest have been the issue of participation of intended beneficiaries in the planning and implementation of projects and the inclusion of social analysis into development planning and policies (Bamberger, 1988). According to Melkote (1991), there have been several factors that have provided impetus to addressing the importance of community participation in development activities. Some of these factors are:

- a. The positive impact of community participation in World Bank projects in rural areas on population/health areas.
- b. Local and national governments are finding it increasingly difficult to manage adequately the innumerable development projects and programmes, thus paving the way for a more prominent role of NGOs.
- c. NGOs and several UN agencies such as UNICEF, UNDP and International Labour Organization (ILO) have made it their development objective to empower the underprivileged populations by giving them greater control over resources and decisions in projects and programmes affecting their lives.

- a. There has been a greater sensitivity to gender issues. The special needs and problems of women need to be taken into account in project design and management (Bamberger, 1998:02).
- b. Additionally, there is an upsurge in the peoples' social cognitive capital. The recent upsurge allows people to have a greater knowledge of development even without external intervention.

## **2.6 The Conceptualization of Planning**

There are a plethora of definitions of the word planning. Faludi (1973), defined planning as “organizing resources (things, people, money) into actions which, if carried out, will lead to expected results”. The later part of Faludi’s definition if carried out, will lead to expected results in a way that links planning with development. The goal of development project is about achieving expected result. In other words, it means meeting the needs of people, community and society. That cannot be done without engaging the instrumentality of planning effectively. In support of Faludi’s assertion, Middleton (1978:2) states that “it seems clear that we plan in order that certain things may be accomplished meaning that without planning, certain things cannot be accomplished. “Certain things” for instance can mean development projects. It can stand for interventions. These two are part and parcel of development.

It is important to note that planning generally relies on theory. Appleyard (1977),stated that Planners use theory in their work, consciously or unconsciously. This submission is practically true because there are theories that development experts use in undertaking interventions and majority of these theories are found within the precinct of communication, development and participation.

### **2.6.1 Participatory Planning**

In its simplest terms, participatory planning is one in which everyone who has a stake in the intervention has a voice, either in person or by representation(Mefalopulos, Anyaegbunam, &Moetsabi, 2005). It means that staff of the organization that will run it, members of the target population, community officials, interested citizens, and people from involved agencies, schools, and other institutions all should be invited to the table.

Stakeholders' participation should be welcomed and respected, and the process should not be dominated by any individual or group, or by a single point of view. The important word here is participation. The use of that term implies not just asking for someone's opinion before engaging in a development activity, but rather that each participant becomes an important contributor to the planning process. A true participatory approach to planning is one in which everyone's perspective is considered. Allowing for participation does not mean that every contribution must be taken or that everyone's thoughts are respected. It does not also mean that even professionals or the well -educated automatically know what's best. Everyone actually gets to participate in the planning process, and has some role in decision-making.

According to Morris (2003), participation carries with it feelings of ownership, and builds a strong base for the intervention in the community. If people are integrated into the planning of a community intervention, then that intervention will be theirs. They have a stake in it not only as beneficiaries, but as its originators. They will do what they can to see their work succeed. It also ensures that the intervention will have more credibility.

Furthermore, by bringing a broader range of people to the planning process it provides access to a broader range of perspectives and ideas and therefore, avoids pitfalls caused by ignorance of the target population. In addition, it also builds trust, both organizations, the community and among the individuals involved. This trust can serve as a foundation for future community development and community action. It is important to also note that participation has its own issues that are detrimental to development and needs to be examine in this study. For instance the process of involving several participatory stakeholderstakes longer time. A diverse group always takes longer time to make decisions and come to conclusions than does an individual or small group. Members of the target population or the community may not agree with the "experts" about what is needed. One overbearing individual can wreck the

whole process if he's not handled well and someone who has a particular axe to grind can make a participatory process very difficult to achieve. While these disadvantages present potential or real challenges to the success of a participatory planning process, overcoming them may tremendously increase the possibility of designing and carrying out an effective community intervention (Bassette, 2006).

## **2.7 Development Plans in Nigeria**

It on the basis of the importance of development that nations set development plans to make sure that development is well managed. The 1945-1955 Development Plan marked the beginning of development planning in Nigeria. The ten year plan was aimed at assisting the British colonial government in disbursing the colonial development and welfare funds. The plan which was intended to last for ten years was however modified in 1951 due to the regionalization of the Nigeria federation into three regions. This was followed by the 1955-1960 Development Plan in which each region developed its own plan. These plans were bedevilled by implementation problems due to overlapping in the contents of the plans of the three regions which created conflicts and confusion. There was also the problem of inadequate funds and highly qualified and experienced professionals, technical and administrative personnel to effectively implement the plans. The plans were also limited in scope as they only concentrated on Public Sector expenditure (Onah, 2010).

With the attainment of independence in 1960, there were moves to develop and launch a truly national plan that would take care of the interest of all the three regions in Nigeria. Thus, in 1962, a six year (1962-1968) development plan was conceived. The plan was described as the first national development plan due to the fact that it was the first post-independence plan. The plan was also comprehensive as it took care of both the public and the private sector. Although each regional government had their separate plans, some attempts

were made to integrate the programmes of the various governments in one plan document and within a framework of projections of the entire economy.

However, one major limitation of the 1962-1968 Plan was the lack of uniformity in the organization of the plan. This was added to the structure of the country and the provisions of the independence constitution of 1960 which left the regions in a relatively power position viz-a-viz the central government. Due to this intergovernmental relation, the central government was too weak to impose its will on the politically powerful regions. The plan made no clear statement on rural infrastructural development since agriculture was still an important exchange earner; the plan's objectives were to encourage the assemblage of agricultural produce for export purpose (Obi, 2006)

The Kainji Dam construction and the development of the lower Niger River was described as the cornerstone of the plan, other projects included the construction of a 125,000 ton iron and steel mill and an oil refinery, construction of 2,000 miles of farm to market roads and extending the Northern Nigeria railways by about 293 miles were some of the plans. The plan also made loans available to regional governments to pass on as credit to farmers or for agricultural related projects. The Akintola-led government in the western part of the country initiated a tree to crop system to spur cash crop productivity with the use of fertilizers. Both the East and Western governments later established farm settlements as part of the development project (Onah, 2010).

The development plan was seen by some as lacking sufficient feasibility studies prior to implementation. Also the high dependence on foreign aid exposes the country to conditional assistance whereby the assisting countries may decide to tailor-aid to specific areas. The formulation of the plan also involved foreigners, considering the country had just received independence, the move may have led to a mistrust of the plan's intended benefit, the country

or developed nations. According to Koutsai (1974), close to 43% of the intended budget tailored towards agriculture remained unspent.

The Second National Development Plan (1970-1975) was aimed at reconstruction after the war from 1966-1970. It was based on Five development objectives i.e. establishment of Nigeria as; a strong and self-reliant nation, a great and dynamic economy, a just and egalitarian society, a land of pride and full opportunities for all citizens, a free and democratic society. This plan launched shortly after the end of the civil war. It was aimed at rehabilitating economic activities in the war-affected areas. The plan highlighted five principal national objectives meant to achieve a united, just, strong and self-reliant nation. It also excluded inclusion on rural infrastructural development even though it mentioned government's interest in village regrouping to aid a reduction in the cost of social infrastructure provision for rural communities. It was designed to fasten the growth of national economy and ensure equitable distribution of national income. Initially, the plan was meant to cover the four year period, 1970-1974, it was later extended to cover the fiscal year of 1974-1975.

Besides being much bigger in size and more diversified in its project composition, it was in fact the first truly national and fully integrated plan which viewed the economy as an organic unit: the twelve states were fully integrated into national development plan. Also, unlike the first plan, the second plan was formulated wholly by Nigerians (Ayo, 1988). Obi (2006) explains that the budget had total capital projected expenditure of about 4.9 billion and out of this figure; the proposed public sector investment was 3.3 billion while the private sector was expected to invest 1.6 billion. The plan laid much emphasis on indigenization. Okowa (1991) explains that indigenization was seen by this plan as an instrument towards the long term objective of economic independence. One of the problems of the plan was that it was not matched with action during the implementation (Onah, 2010).



The Second National Development Plan also had indigenization policy as one of its focus. The policy was designed to encourage Nigerians to participate fully in the commercial, industrial and financial activities of the Nigerian economy. Several indigenization decrees were made to realize the objectives of this policy. Despite the inadequacies of the plan, it witnessed achievements in the areas of industry and agriculture. The industrial sector recorded more improvements. Many industries in the war affected areas were rehabilitated. In Kaduna for instance, two salt factories, a Super phosphates production plant and two vehicle assembly plants were established. Other achievements included the establishment of colleges of technology and trade centres by state governments and reconstruction of about 3000 kilometres of roads (Egonmwan and Ibodje, 2001).

The Third National Development Plan was from 1970-1980. In the plan, the five cardinal objectives of the Second Development Plan were modified and increased in per capital income, more even distribution of income, reduction in the level of unemployment, increase in the supply of high level manpower, diversification of the economy, balance development, and indigenization of economic activities. In addition, this plan made serious consideration for rural development at the national level. The plan focused on the growing need to encourage national unity through the adoption of integrated rural development. It for example included rural electrification scheme such as the River Basin Development Authorities. Small dams, borehole water supply and feeder roads from farming communities were some of the projects embarked on through this plan. There were also attempts at providing rural electrification using energy amassed through irrigation dams.

In preparation for the advent of a new civilian regime in 1979, the federal government issued the guidelines for the Forth National Development Plan. However, this plan could not be launched until 1981. The major objectives of the plan included; increase in the real income

of the average citizens, more even distribution of income among individuals and social-economic groups, reduction in the level of unemployment and under employment, increase in the supply of skilled manpower, reduction in the dependence of the economy in a narrow range of activities, balanced development of different sectors and geographical areas of the country, increased participation by citizens in the ownership of, and management of productive enterprises, greater self-reliance development of technology and the production of a new national orientation conducive to greater discipline, better attitude to work and cleaner environment. One common feature of the second, third and fourth development plans was that they were designed by Nigerian planners. However, most of the objectives of the plans were not realized as a result of failure to execute the various plans. Apart from these plans, other road maps like Vision 2010, 2015 and now Vision 2020 were projections used by the government to give hope to the citizens in form of short, medium and long term plans to improve their welfare. This implies that the nation has never been lacking in terms of initiating ideas towards enhancing the welfare of the citizens, what was lacking is the commitment to turn these ideas into concrete results.

## **2.8 Vision 20:2020**

The Vision 20:2020 is an economic plan aimed at making Nigeria one of the 20 most developed and largest economies in the world in the year 2020. The Vision was introduced in 2009. The Yar'Adua administration gave the Vision an impetus by making it a cardinal objective in achieving its Seven Point Agenda. A Steering Committee was inaugurated in April 2008 to come up with a working document that would serve as a guide in actualizing the Vision 20:2020. Other major stakeholders were also involved in articulating the Vision. The aim was to integrate the efforts of the state, LGAs, public and private partnership for

accelerated development through the Vision. The various stakeholders were also involved in designing a working partnership for the articulation of the Vision. The Committee is expected to coordinate the various activities of the stakeholders in the effective delivery of the mandates.

The Vision 20:2020 document was submitted and approved for implementation by the Federal Executive Council on October 14, 2009. The document is expected to be implemented through three medium term development plans. The first plan will run from 2009-2012. The second will be from 2013- 2016, while the third plan will be from 2017-2020. A 60-member committee was set up to develop a Four year development plan towards achieving the first medium-term development plan. However, due to some developmental challenges in Nigeria Vision 20:2020 remains a Herculean task.

The document conceptualizes that Nigeria's economic potential is well recognized being the biggest economy in the West African sub region. The human and natural resources of the country also makes its potential to aspire to such national goal of the right tone. Development has not been optimum in the country given several problems bordering around poor infrastructure and even governance administrative systems. To ensure the Vision is regularly being reviewed, a Business Support Group was formed by the Secretariat of the National Steering Committee of Vision 20:2020. It was also a way of ensuring that the private sector also participates in making the vision come to pass. The support group serve three main functions – to generate publicity and make the vision attractive to the public; to mobilise resources from the private sector and to also offer technical support to the Vision 20:2020.

## **2.9 Approaches to Attaining Development**

There are various approaches to achieving development by nations. According to Marcellus (2009), the Nigerian government has aspired to achieve development through the use of various types of plans, namely short term (Annual Budget), medium and long term plans. There is debate that most development plans have successfully achieved what it set out to in terms of holistic national development and this is because of two reasons, the absence of a clear implantation strategy and the inability to communicate the development strategies clearly to the population.

The top-down model of development planning is also in part responsible for the poor performance of most development plans. According to (Olawepo, 2004 citing Binns, 1997), the development strategies have stemmed from methodologies that fail to appreciate the whole picture in rural communities and in particular ignore local people's perception, need and understanding. According to Diso cited in Harande (2010), 'the structural and infrastructural problems, official corruption, unstable political and economic policies, growing insecurity, and unstable power supply are the major factors negating the course of development in third world countries.' People should be at the centre of development planning. Communication policies are meant to help in the stipulation of the press responsibilities and monitoring of their activities in the nation (Adekoya and Ajilore, 2012).

Development is a process and for there to be sustainable development in a nation there must be a clear communication plan that is targeted at providing the public with appropriate and timely information to allow full participation in the development targeted programmes. According to Adekoya and Ajilore (2012), because of the transactional nature of communication, there is sharing of information through participation and in order to facilitate effective communication for national growth and development, and to map out boundaries of operation, the federal government of Nigeria has put in place communication policy.

The national communication policy clearly spelt out the duties of the various media of communication in the country in terms of programming and news coverage so that it aligns with the national interest and national development plans. In the print media, where we have newspaper, the national communication policy stipulates the demonstration due to sensitivity to the people's efforts to develop. It is further enunciated that the print medium must be used as a vehicle for national mobilization in support of policies and programs aimed at improving the standard of living of Nigerians, and raising the level of their consciousness. The role of the print media involves also championing and enhancing the positive aspects of our national values, image, corporate unity and stability. In furtherance to improving the individual lot and promotion of national development, the Nigerian national communication policy also mandates and assigned roles to the broadcast media (Mojaye, 2007).

Development plans go hand in hand with communication policies and a participatory planning process should help to establish needs and guidelines prior to formulating any new development proposals, especially those involving rural communities. For development to truly happen communication has to be part of the national plan because it will help to reflect the true needs of people, and they will therefore get involved in the process. Communication for development should be conceived as a cross-cutting sector, similar to the already existing sectors of information, education and planning. It should cover subject matter where people's participation is needed, such as agriculture, livestock, forestry, environment, fisheries, population, women, health, and nutrition. The existing situation in most countries where sectoral ministries conduct their communication and extension work independently is proving wasteful, and the lack of coordination causes confusion (Tuftte and Mefalopulos, 2009).

Another approach to development is participation. The approach to development used in one country or location may not necessarily work in another community. This is because of

the several contextual constraints and peculiarity of culture, tradition and other nuances that make development a complex subject. According to Lovell (1992), particular programmes are not necessarily replicable country to country even where needs are similar.

The first stage of effective community participation entails a number of elements which include information, education and planning stage of development. Adnan *et al.* (1992) mention that, in assessing the quality of participation in development projects, a key question is, were project documents available to the local people? According to the Adnan *et al.*, 'people should be in a position to see and know what is happening, including how decisions are made at all stages of the project. Such information must also be available in a timely manner, so that people have a chance to be informed before decisions are made, and can try to influence them, if necessary, to protect their own interest.' There are usually attempts at this in Nigeria and in Kaduna State where this research focuses attention on. It is however in a summarized form and only exists when physical development projects are being undertaken. What exists is that a huge signpost is usually mounted at the project site and it details the contractors and other actors involved in the project and in some instances it mentioned the duration of the project and the amount to be expended on the project.

Participation in development projects is a human creation because the questions of who will participate, how they will participate, why they will participate, and what they will participate in, is determined by the project officials and the funding agencies. Participation when viewed from this perspective is therefore a human rights issue. In cases where documents of the project are made available to the people, it is expedient that they should be offered assistance to interpret documents to local people given that the vast majority of the coastal population is illiterate. The rights of the poor and their environment need to be protected while not sacrificing their long-held beliefs and religion on the altar of development.

Adnan et al. (1992) note that people must have a meaningful choice, rather than being constrained or compelled to accept options that have been determined by others. Local people must have the right to say no to things that they feel are against their interests or ineffective, as well as to propose alternatives they believe are better. The interests of people should be considered at the planning stage of a project rather than including local people only at the implementation stage.

According to Robinson (2002), the level of complexity in any development project and the risk involved must be suited to the level of community participation in the project. The typology of participation therefore highlights the degree of participants' power and their level of engagement in the participatory process. According to the Pretty and Hine typology of participation, the classification is done on the merit of power the development agency is willing to devolve and delegate to participants. This classification recognizes three typologies

- **Manipulative Participation:** It is designed to give the impression of participation to a group, with no power or decision making ability attached
- **Interactive Participation:** This is participation in joint analysis, with groups taking control over decisions and having a stake in maintaining outcomes
- **Self-mobilization:** Participation outside of institutions to change systems, and collective action.

Asides from these typologies, there is also the Biggs' typology modes which details other participatory engagements. The typology includes the following:

- **Contractual participation:** In this typology type, only one social actor makes all the decisions and other decisions made are only those that he, she or they allow. That sole

decision maker is the owner of the process. Others merely get involved in activities defined by that stakeholder group.

- Consultative participation: Here, the most important key decisions are kept with one stakeholder group, but emphasis is put on consultation and gathering information from others, especially for the identification of constraints and opportunities, priority-setting and/or evaluation.
- Collegiate participation: Different actors work together as colleagues or partners. 'Ownership' and responsibility are equally distributed among the partners, and decisions are made by agreement or consensus among all actors.
- Collaborative participation: Different actors collaborate and are put on a more equal footing, emphasizing linkage through an exchange of knowledge, different contributions and a sharing of decision-making power during the innovation process.

That participation occurs therefore in the course of any development project does not necessarily mean that all the actors were carried along in equal measure.

## **2.10 Theoretical Framework**

Theoretical framework is crucial to every research work and as such it cannot be over emphasized. Asmah(2009) categorically accepts the submission that theories are formulated to explain, predict and understand phenomena in many cases, to challenge and extend existing knowledge within the units of critical assumptions. In explicating this, theory, apart from providing relationship, also explains the variations in phenomena, thus serving as a guide for researchers. From the above statement, theoretical framework constitutes a structure that can hold or support a theory of research.



This research employs Reflect Theory which talks about strengthening people's capacity to communicate. Reflect Theory brings together the theories of Paulo Freire, a Brazilian Educationalist. He recognised the major and very big gaps between rich and poor, those that have and those that have not and he wanted to ensure that everyone had a chance to be educated. His empowerment ideas were based on 'conscientisation' (the world and the word) so that people could question about where they come from and he designed training around people analysing the issues in their life, creating individual change which would lead to changes at home/family, which would then have an impact on changes in the community, and then an impact on changes in society.

Reflect is a structured participatory learning process which facilitates people's critical analyses of their environment, placing empowerment at the heart of sustainable and equitable development. Reflect is an acronym for Regenerated Freirean Literacy through Empowering Community Techniques. The theory was originally developed through pilot projects in Bangladesh, El Salvador and Uganda; *Reflect* is now used by over 500 organisations in more than 70 countries, in each case was adapted to the local context. It was awarded UN Literacy Prizes in 2003, 2005, 2007 and 2008, for the way in which it has revolutionized adult learning.

Central to the theory is an awareness of power dynamics and relationships, and the effect of this on participation and learning. This is the interest of this study in the adoption of this theory. The theory's approach requires a transformation of traditional classroom roles, placing learners at the centre of their own learning process. The teacher becomes facilitator, his role transformed from one of directing or transferring knowledge to one of facilitating, sharing, enabling and catalysing, as well as learning and reflecting themselves. The participants therefore set their own agenda, identify their own issues, prepare their own learning materials and act on their analysis. In the context of development, the application of

this theory lies in the re-enactment of a classroom setting in allowing participants understand and engage with development programmes. This will allow them have a first-hand understanding and then engage with the process from a very informed position.

This approach involves the use of several participatory tools and techniques. Prominent among these are visualisation tools such as calendars, maps, matrices, rivers, and trees, which enable participants to communicate their knowledge, experience and feelings without being restricted by literacy and language barriers. The construction of the graphics involves discussion on a key issue in the learners' lives, generating vocabulary that is relevant and practical. Other participatory tools such as role-play are introduced to give learners the opportunity to rehearse real situations. In some context, the use of Theatre for Development is also deployed as participatory tools to enable all participants agree on the baseline on which the work is meant to be done. The accumulated discussion, reflection and analysis of each issue lead learners to identify actions that they can take (individually or as a group) to improve their situation. These actions involve the practical use of oral and written language, thus strengthening people's language use outside the classroom. Furthermore, using the *Reflect* tools and approach encourages documentation of the learners' own experiences and histories, a valuable end in itself.

While the researcher thinks this a distinct theory of participation, the shortfall lies in the likelihood that passive participants with dissenting opinion may be too timid to make their thoughts known during the group process. It is ultimately about the majority versus the minority when eventually the decisions are going to be made and the majority ends up winning in all instances even when the position of the minority is better. Reflect is based on a series of core principles and elements, derived both from the theoretical foundations in Freire and Participatory Rural Appraisal, and from evolution of the approach through practical

application and experience. Reflectis a process that aims to strengthen people's capacity to communicate by whatever means are most relevant to them. Although part of the process may be about learning a new language, the focus is on using this in a meaningful way. It is through focusing on the practical use that real learning takes place.

The main concepts underlying the Reflect approach are dialogue (discussion), participation, empowerment, development, literacy, sustainability; contextualisation and action. The process enables people to participate in discussing the issues that affect them and empowers them to take action. Because it empowers people to sometimes challenge very sensitive issues and to confront conflict, it is not always a peaceful process. What it does, however, is create a democratic space for learning and developing. However, the choice of Reflect Theory for this research work lies in its use for participants in development projects to ensure that they are on the same level of understanding as the other actors involved in the project.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

Research methodology is the organized inquiry which includes the planned and systematic data collection, presentation, analysis and interpretation for solving identified problems (Ihemeje, 2006:15). This chapter covers the following areas: Research Design, Population of the Study, Instrument of Data Collection, and Method of Data Analysis.

#### 3.1 Research Design

This study deploys qualitative and quantitative methods of research. The use of qualitative research is to assist in gathering mainly verbal data in order to articulate beliefs, attitudes and opinions from respondents about the Communication approaches in terms of planning and implementation of Vision 20:2020 projects in Kachia Local Government Area of Kaduna state. Furthermore, Babbie *et al* (2010) and Kothari (2004) defines qualitative and quantitative research as a research paradigm for social scientists to study human action from the perspective of social actors. The table below further explicates the differences between qualitative and quantitative research.

S/No	Qualitative	Quantitative
1	Methods include focus groups, in-depth interviews and reviews of document for types of themes.	Survey, structured interviews and observations and reviews of record or documents for numeric information.
2	Primarily inductive process used to formulate theory or hypotheses.	Primarily deductive process used to test pre-specified concepts constructs, hypotheses that make up a theory.
3	Text based	Number based
4	More in-depth information on a few cases	Less in-depth but more breadth of information across a large number of cases.
5.	Unstructured or semi-structured response options.	Fixed response options.
6.	No statistical test	Statistical tests are used for analysis
7.	Less generalizable	More generalizable

### 3.2. Population of the Study

Kachia Local Government Area is one of the 23 Local Government Areas in Kaduna State Nigeria. It is bordered to the North by Chikun and Kajuru Local Government Areas, to the East by ZangonKataf and South by Jaba and Kagarko LGA and with Niger State to the West. Kachia Local Government Area has a Land Area of 4,801 5qkm and a population of 252,568 as at 2006 Census (National Population Commission, 2006).The projection of the population by 2015 at 3.0% growth rate was 320,761 persons. Kachia Local Government has twelve (12) wards namely: Kachia, Gumel, Agunu, Ankwa, Awon, and Kwaturu Others include: SabonSarki, Kurmin Musa, GidanTagwai, Bishini, Kateri and Doka (Akintola, 2006). However, the researcher was unable to get valid populations of each of these wards from the National Population Commission's office in Kachia Local Government Area necessitating the use of the total population of Kachia Local Government Area for sample size.

### 3.3 Sampling technique and Sample Size

The study made use of the cluster sampling technique because the projects as well as the selected communities were all located in the local government. The study further reduced the population into a researchable sample size by using the Krejcie and Morgan (2001) to determine the sample size of the known estimated population of 320,761 persons from Kachia local government in Kaduna state.

$$S = \frac{x^2 NP (1-P)}{d^2 (N-1) + x^2 P(1-P)}$$

S = required sample size.

$x^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

$$\text{Thus } s = \frac{x^2 NP (1-P)}{d^2 (N-1) + x^2 P (1-P)}$$

$$= \frac{3.841 \times 320,761 \times 0.50 (1-0.50)}{0.05 \times 0.05 (320,761 - 1) + 3.841 \times 0.50 (1-0.50)}$$

$$= \frac{308,010.75}{801.9 + 0.96025}$$

$$= \frac{308,010}{802.86025}$$

$$= 383.64$$

$$= 384$$

The calculated sample size for the study is therefore 384 persons.

Compare sample size with the Krejcie and Morgan Sample Size Table below:

**TABLE 1**  
*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.  
*S* is sample size.

### 3.4 Instruments of Data Collection

The following research instruments were used to gather data and information for this study:

### **3.4.1 The Questionnaire**

The questionnaire used in this study is basically closed-ended structured in nominal and ordinal scales. The ordinal scales were made of Likert format questions. The questionnaire was structured in line with the objectives of the study. A theoretical mean of 2.5 according to Davies (2005) was taken as the mean criterion to judge response for the items in the structured questionnaire having four Likert rated format.

### **3.4.3 In-Depth Interview (IDI)**

Four (4) In-depth Interviews (IDI) were conducted with a Consultant Clinton Health Initiative Action(CHIA), Director of Works in Kachia, Director of Health and Director of Education & Social Development in Kachia, Kaduna state. In-Depth-Interviews gave the researcher the opportunity to interact more intimately with participants. This method gave room for free exchange of ideas and lends itself to asking more complex questions and getting more detailed responses (Lee and Ormrod, 2005). The interviews made use of loosely structured (open ended) questions. Furthermore, interview was important to this study as it enabled the researcher get first hand data from the personnel who were engaged in the designing, planning and implementation of most intervention projects in order to actualise vision 20:2020 in Kachia Local Government Area.

### **3.4.3 Focus Group Discussion (FGD)**



A Focus Group is a type of interview that allows for participants to describe their experiences and share their perspectives with a group of peers as well as the researcher. The defining element of Focus Groups is the use of participant's discussion as a form of data collection. Wimmer & Dominic (2003) assert that FGD is a qualitative research strategy which is aimed at understanding people's attitudes and behaviours. They posit that it involves the interview of six (6) to twelve (12) people in a group who share certain characteristics, qualitative, or interests. Based on this proposition, two FGDs were conducted comprising six (6) members in each group of the two communities of DanGyolmi and MafoFadia bringing the numbers of participant in the FGD to twelve (12) persons. The groups include: Men, Women, Youths and Community Based Organisation (CBOs).

### **3.5 Method of Data Analysis**

This study adopted descriptive approach as its method of analysis. Data generated through quantitative and qualitative methods were descriptively analysed such that the views and beliefs of respondents were also subjected to analysis using the theoretical framework Reflect theory.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

To emphasize the planning and implementation of vision 20:2020 projects, it is important to present projects executed in various communities of Kachia Local Government Area of Kaduna State. The projects are in Health, Education, Construction, Electrification and Water/sanitation. However, three areas are considered key because of their direct impact on the community and they include: Education, Health and Water/sanitation. It is important to note that no matter the level of development, if the people are not healthy, educated and provided with clean water and hygienic environment, then their lives cannot reflect healthy outlook that is worthy of growth and development. These areas also constitute the highlights of the millennium goals and the bulk of other development initiatives depend largely on their successes.

This chapter presents the quantitative and qualitative analyses of the data and information gathered from the survey carried out on respondents from Kachia Local Government Areas council. The data and information gathered were obtained collectively from three hundred and fifty-three (353) copies of questionnaire returned from out of three hundred and eighty four (384) copies administered to both male and female respondents. The total response and return rate for the completed and coded copies of questionnaire was approximately 92%. Based on this, the returned copies of questionnaire and respondents response rate were considered statistically very significant to be used for the presentation of the data.

## **4.2 Presentation and Interpretation of Data**

The data was presented in descriptive statistical format showing variables, frequencies, percentages and aggregate mean values. Further deductions or inferences on views were guided by the theoretical mean set at 2.5 for accepting or rejecting results on four (4) point Likert scale. Where the collective views expressed on a variable had a mean score of more than 2.5, the views were considered statistically significant and the deductive remarks made accepting the results and vice versa. The quantitative analysis was further supported by qualitative information provided through In-depth Interviews and Focus Group Discussions (FGD's) conducted in Dan Gyolmi and Mafofadia Communities in Kachia Local Government Area of Kaduna state. The bio data of those interviewed as well as members of FGD can be found in Appendix II.

This table presents the data on socio-demographic characteristics of respondents' response to the instrument administered in Kachia Local Government Area of Kaduna State.

**Table 4.2.1 Socio-demographic characteristics of respondents on the communication process of vision 20:2020 projects in Kachia Local Government Area of Kaduna State**

S/n	Variable	Characteristic	Frequency	Percentage%
1.	Gender	Male	242	68.6
		Female	111	31.4
		<b>Total</b>	<b>353</b>	<b>100.0</b>
2.	Age	18-25years	86	24.4
		26-32 years	100	28.3
		33-39 years	78	22.1
		40 years and above	89	25.2
		<b>Total</b>	<b>353</b>	<b>100.0</b>
3.	Education	FSLC	45	12.7
		GCE/WAEC/NECO	142	40.2
		NCE/Diploma	94	26.6
		Degree	52	14.7
		None of the above	20	5.7
		<b>Total</b>	<b>353</b>	<b>100.0</b>
4.	Occupation	Civil Servant	166	47.0
		Trader	98	27.8
		House wife	41	11.6
		Farming	48	13.6
		<b>Total</b>	<b>353</b>	<b>100.0</b>
5.	Awareness	Yes	275	77.9
		No	78	22.1
		None of the above	0	0.0
		<b>Total</b>	<b>353</b>	<b>100.0</b>

Source: Researcher's field survey, 2016

In table 4.2.1, majority of the respondents were male representing 68.6% of the population while the rest 31.4% of the respondents were female. This implies that most of the respondents who provided answers to the questions in this study were male alongside a significant proportion of female respondents. In this table also, 28.3% of the respondents' ages range between 26 and 32 years; 25.1% of the respondents were between 40 years and above; 24.4% respondents were between the ages of 18 and 25 while 22.1% respondents were between 33 and 39 years of age. From the analysis of the age of respondents, it was observed that most of the respondents range between 26 and 40 years.

Also in this table, majority of the respondents were holders of the Senior Secondary School Certificates representing 40.2% of the population. Similarly, 26.6% and 14.75% of the respondents were holders of the National Certificate of Education-NCE and First Degrees in their various fields of academic disciplines. The rest of the respondents had obtained their First School Leaving Certificates-FSLC basically for their primary school education. From the analysis of educational qualifications presented here, it could be said that majority of the respondents are literate and have the tendency to provide the study with a more informed answers.

In this table also, 47.0% of the respondents were civil servants; 27.8% of the respondents were traders; 13.6% were farmers while the rest (11.6%) were married women. Finally in this table, majority of the respondents were aware of the communication approaches used in communicating the planning and implementation of the vision 20:2020 in the local government representing 77.9% of the population. This implies that there is a high level of awareness which is very significant to providing the study with valid response in line with the objectives of this research.

However, the data and information presented below were in line with the first research objective which was to investigate the use of communication approaches for the planning and implementation of vision 20:2020 in selected communities in Kachia Local Government Area.

**Table 4.2.2 Respondents' Views on the Communication Approaches deployed in the Planning and Implementation Process of Vision 20:2020 projects**

S/n	Strategy	Degree of Frequency				Total (%)	Mean	Remark
		Very High (%)	High (%)	Very Low (%)	Very Low (%)			
1.	<b>Community dialogue, town hall meetings and advocacy visits</b>	106 (30.0)	111 (31.4)	62 (17.6)	74 (21.0)	353 (100.0)	2.7	High
2.	<b>Use of conventional media like radio, television, bulk SMS etc.</b>	66 (18.7)	98 (27.8)	87 (24.6)	102 (28.9)	353 (100.0)	2.4	Low
3.	<b>Organizing workshop using Information, Educational and Communication(IEC) Materials like Posters, Fliers, Billboards, etc)</b>	76 (21.5)	105 (29.7)	92 (26.1)	80 (22.7)	353 (100.0)	2.5	High
4.	<b>Use of endogenous communication strategies such dance, music, storytelling and theatre</b>	58 (16.4)	76 (21.5)	79 (22.4)	140 (39.7)	353 (100.0)	2.1	Low

**Source:** Researcher's field survey, 2016

In this table, respondents indicated in their overall analysis that the use of conventional media like radio and television was significantly low from the mean result ( $2.4 < 2.50$ ) judging from the theoretical mean set to accept or reject results in four (4) Likert scale. Their analysis of community dialogue, town hall meeting was considerably high ( $2.7 > 2.5$ ). In this table also, the use of formal workshops was considered also high ( $2.5 = 2.5$ ) as shown by the mean result.

Finally in this table, respondents also indicated that there was a low use of endogenous communication media like dance, singing, storytelling and village theatre in communicating the planning and implementation of the vision 20:2020 projects in the study locations as shown by the mean value of ( $2.1 < 2.5$ ) of their responses. From the qualitative analysis, majority of the discussants during the FGD agreed that traditional and religious leaders in the locations were consulted about government intentions to bring various developments to the community. In an interview with Mr. Bayaro Magaji, the following issues emerged:

It was as the result of the familiarity of elders in Dan Gyolmi that accounted for the wholesome support that the community members gave to the projects especially the constructions of some blocks of classroom at the community primary school and the sinking of two boreholes (Interview conducted with Bayaro Magaji, Director of Works, Kachia)

Another discussant stated that

Even when projects emanating from this approach ran into hitches or challenges, the community people do not see it as the sole responsibility of the government or the development experts, but they see it as a collected effort and this is the way forward as far as development intervention is concerned (Interview with Mr. Emmanuel Yahaya Ibrahim, Consultant - Clinton Health Initiative Action, 2016).

It therefore shows that traditional or community leaders are not insignificant. If they are properly given the opportunity to be part of development project especially at the formative stage, many failure projects would have been in rather small scale. To buttress the importance of community leadership visit to Dan Gyolmi, there were difficulties in carrying out immunization against measles, smallpox and polio.



Mr. Emmanuel Yahaya Ibrahim also said that;

Leadership advocacy was used to talk to religious and community chiefs to sensitize them on the need to tell families to avail their children for immunization. The approach generated great success in the long run. This is to re-emphasise that community members' belief in their leaders and attracting community involvements in development projects is easier with the backing of community leaders (Interview with Mr. Emmanuel Yahaya Ibrahim, Consultant - Clinton Health Initiative Action, 2016).

However, certain challenges have however been noticed in the use of Community Leadership Advocacy Visits. Mr. Emmanuel Yahayaonce again was apt in asserting that:

The deployment of this strategy is rather expensive especially on the local community. For instance bringing government officials for advocacy visits attracts expenses. These expenses are usually not applicable in instances where government decides to send an official for advocacy visit. But often times, waiting for government to ensure advocacy visits can take time being that government might not be aware of the desired need of the community. Usually the community based organizations' take initiative on behalf of the community to organize advocacy visits (Interview with Mr. Emmanuel Yahaya Ibrahim, Consultant - Clinton Health Initiative Action, 2016).

A town hall meeting is a regular feature in most rural communities in Nigeria. It is a platform for information to be passed across to the people as well as to get the general public to air their views on issues affecting them. Stakeholders and development experts use this medium to sensitize members of certain communities on development programmes. It is an approach or strategy that is people centered because of its potency in providing people with the opportunity to discuss development issues that concern them directly. In the first instance community development workshop can be organized by government agencies, community based organizations or non-profit organizations (NGO's) with the aim of sensitizing the community members on development matters. In Kachia LGA, several projects initiated in Education, Health and Water/Sanitation (See Appendix III) went through this process.

Community development workshop is a platform for a brief intensive course to educate and enlighten a small group of people where emphasis is laid on interaction and practical

problem solving. In an interview with BayaroMagaji, Director of Works, Kachia, Community Development Workshop was one of the communication approaches used during the planning and implementation stage of several Vision 20:2020 projects especially on health, education and water/sanitation. He said that:

the workshop was engaged at the national, state and local government levels in order to provide opportunity for inputs and interactions as well as to sensitize stakeholder and the community members about the various issues and projects that were envisaged. This was in consonance with the aim of vision20:2020 which was to integrate the efforts of the state, LGAs, public and private partnership for accelerated development through the Vision (Interview with BayaroMagaji, Director of Works, Kachia Local Government).

The various stakeholders were also involved in designing a working partnership for the articulation of the Vision. He further opined that it was also a means of identifying various needs of the community and practically finding solutions. Communication at this level was made easier because learned persons within the communities were identified and they interpreted the workshop lectures. He gave an example of one of the community development workshops that was held in Dan Gyolmin 2014 on safe water and personal hygiene, which falls under health projects. The workshop was to intimate community members on basic hygiene such as washing of hands before eating, after using the toilet, washing fruits and vegetables before cooking and eating, stopping open defecation, and boiling water to make it safe for drinking.

Practical examples of how to maintain healthy hygiene were taught and opportunities were given to community members to practise what was taught. This was carried out in a workshop after due consultation with the community leaders, youth and women associations. This workshop was carried out in conjunction with Mobilization for Development (M4D), a Community Based Organisation in Kachia Local Government Area.

Mallam Musa Ibrahim has this to say about the workshop:

This workshop did not tell us about what the government wanted to do but they gave us the chance to tell the government what we really need in our communities. We never knew that we could tell the government what we want because all along, we thought that we would never have our say about what concern our development. This communication approach is very good to me.

One of the participants, Mrs. Cecilia Hosea said that:

The presentations and demonstration on hygiene especially the dramatization of how to take care of the family and home, foods and body both in the traditional and modern ways was an eye opener to some of us. Drama presentation during the workshop helped to highlight development issues in the community. At the end of drama workshop, we were given the opportunity to improvise drama to showcase health challenges facing the community. Through this means, it was discovered that child and maternal mortality was identified as a major health challenges alongside waterborne diseases and open defecation.

The above mentioned communication approaches in a way acted in favour of planning because they have the potential of generating baseline data for development experts to make use. Also it provides the platform for intimating the people on projects that agencies intend to embark upon as well as familiarize with the people. Without having all these issues addressed, it is difficult to gain trust and full support of the communities towards a development project.

This table below presents data and information from the field in line with the second research objective.

**Table 4.2.3 Respondents Views on the Strength of the Communication approaches used for Vision 20:2020 projects in Kachia LGA.**

S/n	Statement	Degree of Frequency				Total (%)	Mean	Remark
		Strongly agreed (%)	Agreed (%)	Disagreed (%)	Strongly disagreed (%)			
1.	Communications approaches provided enlightenment on Vision 20:2020 projects such as health, education, water/sanitation and development of basic infrastructure	88 (24.9)	139 (39.4)	49 (13.9)	77 (21.8)	353 (100.0)	2.7	Agreed
2.	The communication approaches process provided the Stakeholders with the opportunity to monitor the projects to avoid irregularities and sharp practices	76 (21.5)	91 (25.8)	98 (27.8)	88 (24.9)	353 (100.0)	2.4	Disagreed
3.	Communication approaches use helped the projects to bring general development to the communities	92 (26.1)	96 (27.2)	85 (24.1)	80 (22.7)	353 (100.0)	2.6	Agreed
4.	Indigenous communication approaches like songs, theatre, dance helped in emphasizing the benefits of the health/ education and water and sanitation projects to the people	75 (21.2)	71 (20.1)	110 (31.2)	97 (27.5)	353 (100.0)	2.4	Disagreed
5.	Development experts used communication approaches they felt were adequate without finding out the approaches that were effective in the communities.	151 (42.8)	92 (26.1)	62 (26.1)	48 (13.6)	353 (100.0)	3.0	Agreed

**Source:** Researcher's field survey, 2016

Respondents in this table indicated that vision 20:2020 projects were carried out in areas of the community felt needs such as health, education, water/sanitation as shown by the mean values of  $2.7 > 2.5$ . This was considered as one of the strength of the communication process. However, the mean results of  $2.4 < 2.5$  indicated that the stakeholders were not given the opportunity to monitor the vision 20:2020 projects in the local government implying a weakness in the communication approach. Nonetheless, respondents ( $26 > 2.5$ ) indicated that the projects have impacted the local governments positively and have brought about some development in areas like health, education and water/sanitations.

This is an area of strength for the communication approach used in the strengthening of the vision. In this table, respondents with the mean result of  $2.4 < 2.5$  indicated the poor use of endogenous communication approaches in the planning and implementation of the projects. This marks another weakness of the process. Finally in this table, respondents with the mean result of approximately  $3.0 > 2.5$  indicated that the facilitators and development experts only made use of communication approaches which they felt was adequate despite its ineffectiveness in garnering community support. In an interview conducted with Musa Kurah, Chairman of Community Leaders/Facility Development Committee in Kachia, he stated that:

Community development projects have been mistaken for government development project. That is projects that are considered to be carried out exclusively by government, as they deem necessary and without any consultation with the people. A communication approach needed for its sustainability. It has also been erroneously accepted that as far as the projects are not for the people, it was alright. But the new perception now as brought about by development initiators is beginning to change invariably. Now people are given the opportunity to contribute and monitor. This is considered as a step in the right direction for democracy.

Development projects could be more sustainable when certain approaches are used and not compromised. In an FGD in Mafofadia community, the following was revealed:

Many development programmes and projects especially from governments, often times negate rules of engaging active participation meaning that projects were only designed

with a template and implemented without the participation of the people of the host communities in the planning and implementation of such projects (*Focus Group Discussion conducted response in Mafofadia*)

Furthermore, in an interview with Mr. Zakwo Jacob it was revealed that:

The rule of engagement can also refer to the stipulated phases of project initiation or project development framework. The global standards and practices, development involves the following steps: definition, initiation, planning, execution, monitoring & control. From the above submission, these are considered as rules of engagement (*Interview conducted with Zakwoi Jacob, the Director of Education & Social Development, Kachia*).

Also in an interview with the Director of Health in Kachia Local Government, the following revelations emerged:

Some of the projects like the health care centre in Gyani, Maidamish on repairs and renovation of MDG'S Health care center, Kachiawere done on a wrong site of the community and that sub-standard building materials were often used, which at the long run affected the durability of the projects. Furthermore, these projects were not adequately supervised because community leaders and councillors cast blind eyes to the lapses, especially on the issue of using poor building materials which the community members feel that it can be detrimental to the lives of people in case of collapse. Corruption was one of the reasons for allowing poor materials to be used and even lack of proper monitoring. In any case, if there was no corruption, efforts would have been made to reject the use of inferior materials (*Interview conducted with HabilaBakoBarem, Director of Health, Kachia*).

Another interview corroborated the above as follows:

The projects were actually abandoned even when some funds were allotted for the projects. However, inadequate funds from the Federal and State allocation were indicated as part of the reasons for lack of project completion. Despite the fact that the community people appreciated the building of the clinics, but they were not happy at the rate at which the discontinuity was imminent (*Interview conducted with Phillip Bayero, Director of Works, Kachia Local Government*).

From the analyses of the data and information provided here, it is therefore pertinent to say that communication approaches leading to peoples' inclusion have the tendency of guaranteeing effective project planning and implementation. The reverse in the approaches could equally weaken the effectiveness and benefits of the projects.

The table below presents data and information in line with the third research objectives. Respondents in this table were able to indicate their agreements on the extent of participation the vision 20:2020 projects carried out in Kachia local government area.

**Table 4.2.4 Respondents Views on the Extent of Stakeholder’s Participation in the Various Stages of Vision 20:2020 projects in Kachia LGA.**

S/n	Statement	Degree of Frequency				Total (%)	Mean	Remark
		Strongly agreed (%)	Agreed (%)	Disagreed (%)	Strongly disagreed (%)			
1.	Stakeholders participated at the level of planning	50 (14.2)	97 (27.5)	28 (7.9)	178 (50.4)	353 (100.0)	2.4	Disagreed
2.	Stakeholders participated at the level of implementation	64 (18.1)	96 (27.2)	68 (19.3)	125 (35.4)	353 (100.0)	2.3	Disagreed
3.	Stakeholders were involved at the level of evaluation	32 (9.1)	97 (27.5)	75 (21.2)	149 (42.2)	353 (100.0)	2.0	Disagreed
4.	The Vision 2020 projects were already designed without community participation in the planning process	78 (22.1)	103 (29.2)	98 (27.8)	74 (21.0)	353 (100.0)	2.5	Agreed

**Source:** Researcher’s field survey, 2016

In the table above, over 50% numbering 178 of the respondents indicated that stakeholders' participation in the planning of the projects was low as against over 14% numbering 50 respondents who indicated that it was not. Similarly, over 35% numbering 125 of the respondents also indicated that stakeholders were also unable to participate significantly in the implementation of projects in the area when compared with 18% numbering 64 of respondents who indicated that they were not. Over 42% of the population numbering 149 respondents indicated that stakeholders were not given the opportunity to evaluate the projects as against over 9% numbering 32 respondents.

Consequently, a fairly significant percentage of respondents both agreed and disagreed that the planning and implementation of the projects were the product of the facilitators rather than beneficiary communities and stakeholders input. The mean value of 2.5 = 2.5 was used to decide that the blue print of the projects was already designed for implementation without significant input of stakeholders in the area. From the overall analyses of this table, it could be deduced that stakeholders were not allowed considerable participation in the communication approach adopted in the planning and implementation of vision 20:2020.



This table below however presents the data and information on the suggestions of respondents on the way forward on how to use effective communication approach for strengthening Vision 20:2020 development interventions.

#### **4.2.5 How Effective Communication Approach can aid in Strengthening Vision 20:2020 interventions in KachiaLocal Government Area.**

S/n	Variable	Response	Frequency	Percentage%
<b>1.</b>	<b>Increase advocacy visits to community and religious leaders before embarking on development projects</b>	Yes	287	81.3
		No	66	18.7
		<b>Total</b>	<b>353</b>	<b>100.0</b>
<b>2.</b>	<b>Organize sensitization programmes and community workshop informing and harnessing stakeholder feedback on development projects</b>	Yes	246	69.7
		No	107	30.3
		<b>Total</b>	<b>353</b>	<b>100.0</b>
<b>3.</b>	<b>Encourage meetings like community town hall, meetings for youth, men and women groups to enhance full participation</b>	Yes	314	89.0
		No	39	11.0
		<b>Total</b>	<b>353</b>	<b>100.0</b>
<b>4.</b>	<b>Ensure community dialogue with stakeholders in the planning processes and at every phase of the project.</b>	Yes	275	77.9
		No	78	22.1
		<b>Total</b>	<b>353</b>	<b>100.0</b>

**Source: Researcher's field survey, 2016**

In this table, majority of the respondents representing 81.3% of the population were of the view that there is the need for the increasing use of advocacy visits to communities, religious and social groups' leaders before development agencies embark on the planning

and implementation of development projects. Similarly, over 69% of the respondents suggested the need for more sensitization, workshops and mobilization of stakeholders through various levels of meetings with men, women, and youths as suggested by 89.0% of the population. Finally in this table, over 77% of the respondents suggested that alongside all the suggested communication approaches that need to be reinforced, the facilitators of development projects in the area should allow stakeholders more room for community dialogue in every phase of any future projects.

Having understood the essence of participation in development, it was important to examine how it can help in strengthening development plans in Kachia LGA. On how participatory communication can be used effectively in subsequent projects planning, an interview with a consultant with Clinton Health Initiative revealed the following on key issues:

Identify the relevant stakeholders, use community dialogue to assess the situation. Use participatory rapid assessment techniques to draw out the community's own views. Participatory research should become an integral and ongoing part of the communication programming process. Revitalize community structures which will share community views with higher authorities (e.g. advocacy meetings of local organizations). Organize meetings to develop community action plans. Involve community structures in implementing activities. Design and implement ways that the community can monitor their own activities (including inputs, outputs and outcomes) (Interview with Emmanuel Yahaya Ibrahim, consultant with Clinton Health Initiative Action, 2016)

From the statement above, the use of community dialogue to assess the situation and the use of participatory rapid assessment techniques to draw out the community's own views are some of the ways that can be used to strengthen any community development plan.

#### **4.3 Discussion of Findings**

First and foremost, it is pertinent to understand the concept of development intervention. Olawepo (2004) explains that development means that a project is able to meet the desired need of the people of which it is meant for and is able to stand the test of

time. In addition, Igbokwe and Enwere (2001) gave a third dimension to the issue of strength of a project by asserting that the level of participation is a key determinant. Their argument borders on the premise that if a development project cannot meet the felt needs of the people and without the people themselves participating fully in it, then it cannot be said to be development. From the above point of view, it can be seen that even when a project seems to meet the demands of the community and is able to stand the test of time as stated by Olawepo, if it does not elicit their participation, it is weak. This might not be the case in all development projects, especially, given the circumstance where the government figures out the need of the people and decides to go ahead with the implementation without due consultation and total involvement of the people.

Harande (2009) explains further that defining a project is in itself considered as the first phase of project development. This means that before a project commences, the project manager must make sure that the goals, objectives, scope, risks, issues, budget, timescale and approach would have been clearly defined. This must be communicated to all the stakeholders to get their agreements. In the event of any difference in opinion, the difference must be resolved before work begins. He went on to state that the second phase of development intervention which is Initiation is important because it sets the terms of reference within which the project will run. Categorically, if this phase is not properly done, there is the probability of failure. Furthermore, the initiation stage is where the business case is declared, scope of the project decided and stakeholder expectations set. Time spent on planning, redefining the business case and communicating the expected benefits will help improve the probability of success.

Planning and implementation are phases in development intervention according to the order of rules of engagement (Marcellus, 2009). This aspect is the key to a successful development project. In view of this, creating a project plan is the first task that should be

undertaken and oftentimes, project planning is ignored in favour of getting on with the work as quickly as possible. However, many project coordinators fail to realize the value of a project plan in saving time, money and for avoiding many other challenges. Planning makes the initiators to know the duration of work to be done, what materials and resources to deploy, the impending challenges, the contractors to handle the projects and how to involve the community members.

Several communication strategies had to be deployed to achieve this goal. For example, the FGD in MafoFadia revealed that house to house visit was used to address pregnant women. Also, women meetings and religious leaders were consulted to encourage women to come for a general meeting where the benefits of pregnant women attending antenatal clinics were extensively discussed. This was followed by community meeting with men with a view to educating men on the benefits of allowing their wives to attend antenatal when they are pregnant. These efforts yielded tremendous result because both men and women were consulted for the purpose of solving the challenge of maternal and child birth which was a severe case of health challenge in the community. Consultation is one of the planning tools to obtain baseline data. It has lots of benefits which cannot be undermined in development intervention. In view of this, Egonmwan and Ibodje (2001) see consultation as a “bet” that community members cannot resist. This implies that consulting the people in development issues is tantamount to making them partners; giving the people a sense of belonging and opportunity to own the project.

As a result of proper consultation, which is part of planning, majority of the interviewees and FGD discussants agreed that projects as stated above were duly completed without being abandoned. Another indicator that portrays the strength of projects executed in Kachia is the use of quality materials which guarantees durability stakeholders in Kachia Local Government Area revealed that projects executed under

vision 20:2020 were in response to the needs of the people and therefore contributed in various dimensions to alleviating the sufferings of the community. Emmanuel Ibrahim, a Consultant with Clinton Health Initiative Action stated in an In-depth Interview with the researcher that Kachia L.G.A was one of the LGAs in Kaduna State with the highest number of maternal and neonatal deaths; with the comprehensive implementation of Maternal and Neonatal Health (MNH) Programs, it has been drastically reduced. His exact word reveals thus: ‘Yes, the project meets the need of the community because Kachia LGA was one of the LGAs in Kaduna State that had the highest number of maternal and neonatal deaths’.

He specifically stated that the area of most efficiency in the maternal health project was:

The area I considered most efficient in this project is the trainings we did. Health workers, Traditional Birth Attendants, Riders, Drivers, District heads and their scribes, Ward Development Committee (WDC) Chairmen were trained. Each of these categories was trained on the kind of role they are expected to play (Interview with Emmanuel Ibrahim, a Consultant with Clinton Health Initiative Action, 2016)

Majority of the stakeholders that were interviewed agreed that the strength of these projects is situated within the argument that the community has needs for them and providing them is considered as a relief to the people. It also shows that there was proper consultation before embarking on them. A clear difference between projects that emanate from due consultation and people’s participation in planning is the acceptance of the projects; the true celebration and relief that comes to the people at the commissioning of those projects. Even the issue of timely and effective completion of projects is signs that the people are behind such projects. Participation makes the people to have a sense of belonging. This is largely due to the fact that these projects were considered as basic challenges of the community and for a long time, they have been anticipating in government intervention either to help them sustain the epileptic infrastructures that were already in place before the implementation of vision 20:2020 or construct new ones.

On the contrary, Olawepo (2004) assertion that the strength of a development project is based on its ability to satisfy the desired need of a people, then, we can also deduce that weakness is the opposite situation. In view of the above, one of the weaknesses of Vision 20:2020 projects as pointed out by the stakeholders during IDI and was corroborated by the FGD was the uneven distribution of projects across the communities.

The Participatory approach to development communication sprang up as an alternative to diffusion of innovations. The primary goal of participatory communication is to empower local communities to manage their own development. Nair and White (1993) believed that participatory communication is the “opening of dialogue, source and receiver interacting continuously, thinking constructively about the situation, identifying development needs and problems, deciding what is needed to improve the situation and acting on it”.(Nair & White: 1993: 60). Morris (2003) who reviewed research in participatory communication, suggests direct involvement of local people in management and evaluation of development programmes, education about empowerment rather than technical know-how instructions, and learning by participation rather than passive processing of directions about innovations.

According to Vision 20:2020 blue print, the project phase is divided into three stages namely: planning/needs assessment, implementation and evaluation. Planning/needs assessments are where the project coordinators consult with stakeholders in the designated communities to tease out the needs of the people in accordance with the stipulated blue print. At this level, the identification of basic needs of the community is carried out through various means of communication that the initiators considered appropriate. It is not every development projects that create room for grassroots needs assessment by consulting with stakeholders or the community members. Some development projects earmark

projects to be carried out without allowance for peoples' participation. The dangers of this approach are evident in several 'white elephant' projects in Nigeria.

The planning and implementation phase of the project as earlier stated above is concerned with needs assessment and subsequent drafting of reports. At this level, it is expected that articulation of views, needs and aspirations of the people is crucial (Adnan et al., 1992). It is important to note that stakeholders mean a person or organisation with a legitimate interest in a given situation or enterprise. In this instance, we refer to stakeholders as persons, organizations who have stakes or interest in Vision 20:2020 from the drafting, implementation and evaluation phases in Kachia L.G.A. Emmanuel Ibrahim confirms that stakeholders are direct representative of the people during development interventions. He stated that, the (stakeholders) are responsible for discussing with government, NGO's or donor agencies and in turn convey the resolution to the people. The representatives are in turn expected to get feedbacks to the community members. In respect to Vision 20:20:20 projects in Kachia Local Government Area, it was observed that the following stakeholders participated in planning, implementation as well as the evaluation phase:

- i. Chairman, Top staff of DPHC Kachia,
- ii. District Heads and their scribes,
- iii. Representatives of TBAs, WDCs,
- iv. Representatives of Okada Riders and Drivers
- v. The Local Government Council Members
- vi. Community leaders
- vii. Community Based organizations(CBOs)
- viii. Faith Base Organization(FBOs)
- ix. The Local Government Technical Team

- x. The Local Government Councilors
- xi. Task Force Committee on Maternal Health.
- xii. Community leaders\facility development committee.
- xiii. Contractors.

On the contrary, some discussants in the FGD argued that the issue of having stakeholders to represent the people in development initiatives may not mean that they have the interest of the people. They added that sometimes the stakeholders are after their own interest. This situation however, is minute in the case of Kachia projects. Some discussants believed that there was the possibility of some crucial issues to be left out when there is a middle man negotiating between two entities. However, if stakeholders do not speak the minds of the generality of the people in the communities, then the issue of participation is called to question.

It also means that there is a top-down approach to development initiatives. This is because the decisions do not lie with the people but with the go-between or a middle man who does the negotiation. Government agencies sometimes deal directly with the stakeholders such as NGO's and CBO's based on the statistics they have in the course of their operations in the communities, and from such statistics, make decisions and working documents for projects and interventions without any consultations with the local people of the communities.

On the aspect of relying on the reports of stakeholders for policy formulation, majority of the FGD were of the opinion that it should not be absolute. That is to say that, certain development decisions was not to be left to stakeholders alone, as this approach has been seen to be responsible for lapses in the drafting and implementation of the projects. Apart from this aspect, the choice of projects to be implemented in the communities, are often not in the hands of the community. For instance, the kind of projects that community



members anticipate is not what is given to them at the end. Whatever government approves is what is provided. The choice of projects is also limited to the availability of funds and several other logistics, which the people are always not aware of because they are often not gotten back to for verification of what is to be provided for them.

## CHAPTER FIVE

### SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of the study as well as that of the findings based on the objectives set in this study. This chapter also provides us with the conclusion to the research and the recommendations that are drawn from the research findings.

#### 5.1 Summary

An appraisal of the Communication approaches of Vision 20:2020 projects in Kachia Local Area have been carried out with the aim of establishing the degree at which participatory process can facilitate planning, implementation and sustainability in Nigeria. The objectives of the study included investigating the Communication Approaches deployed in the planning and implementation process of vision 20:2020 projects in some selected communities in Kachia LGA of Kaduna State.

By examining the strength of the communication strategies and their influence on study locations, determining the level of participation of the stakeholders in the process of planning and implementation of the Vision 20:2020 projects, the study established how effective communication approaches can be used in enhancing development plan especially in Kachia Local Government Areas. In order to achieve the above objectives, qualitative and quantitative methods were used with In-depth Interview (IDI) and Focus Group Discussion (FGD) as instruments of data gathering. Descriptive method was used in the analysis. The study findings are hereby summarized:

1. To some extent, there was participation at the level of planning and implementation of the Vision 20:2020 project. The IDI and FGD show that there was limited people's participation in the general planning and implementation projects

identified in selected communities in Kachia Local Government Area of Kaduna State. But the participation was more at the consultative level

2. It was further discovered that Vision 20:2020 planning and implementation process made use of conventional rather than endogenous communication strategies to communicate the project to the people especially the use of Information, Education and Communication-IEC materials.
3. Because of the marginal level of participation of the stakeholders in the communication process, they(the supposed beneficiaries) were thus hindered from monitoring the projects executed in their respective communities.
4. Furthermore, it was discovered that the Vision 20:2020 projects like health, education and safe water/sanitation although vital to development needs of the people of Kachia Local Government, were not sustainable as the people for whom it was meant were not integrated at the embryonic stage of the project thus denying them full participation when the projects were eventually completed.

### **5.3 Conclusion**

The development process in today's world is mostly skewed towards the dominant paradigm thereby downplaying the essence of the school of thought which encourages people's participation and dialogue in the process of development directed at them. In this study, the results from the data and information analysed saw the use of the dominant conventional approach in the development planning and implementation of the Vision 20:2020 projects in some selected communities in Kachia Local Government Area.

Thus, this study concludes that although development projects planned and implemented in the local government in the areas of health, education, water and sanitation were those that are directed and linked with the development needs of the communities, there was a significant low level of people's participation in the planning and

implementation of the Vision 20:2020 projects. This in return militated against, and has grave consequences on the success as well as the sustainability of the projects.

#### **5.4 Recommendations**

This study therefore recommends that:

1. People's participation at various levels of development intervention should be total especially at the level of planning in order to enhance projects ownership and sustainability.
2. Communication strategies such as community workshop, community leadership advocacy visits and community town hall meetings should be more intensely used to create opportunity for people to participate right from the planning stage to evaluation stage.
3. There should be even distribution of projects across the communities where development interventions are situated and also sensitization programmes should be carried out to create awareness around projects and encourage communal participation.
4. It is pertinent to note that people's participation in the development process is key to the success and sustainability of development interventions. Hence, the need to make use of effective communication process for future community development interventions in Kachia Local Government Area that allows significant and high level of participation among the people is where endogenous communication tools become important.

## References

- Abah, O. S. (1990). *Participatory Theatre: Issues and Cases* in Hager, I. *The Practice of Community Theater in Nigeria*. Lagos: Lobi Consortium Ltd.
- Ake, C. (2001). *Democracy and Development in Africa*. Ibadan: Spectrum Books Ltd.
- Akintola, W. D. (2006). *Kaduna State Government: Draft Report on IBP Rural Water Supply Study*. Kaduna.
- Akuto, G. (2009). SBMCs in Policy and Practice: Kaduna State Report. Abuja: Education Sector Support Programme in Nigeria (ESSPIN). Retrieved from [https://www.esspin.org/reports/download/114-file-1259940441-kd\\_401\\_sbmc\\_in.pdf](https://www.esspin.org/reports/download/114-file-1259940441-kd_401_sbmc_in.pdf)
- Asaju, K. and Albert, A. (2012). Vision 20:2020 Realities and Challenges. *JORIND*. Retrieved from [www.ajol.info/journals/jorind\\_275](http://www.ajol.info/journals/jorind_275)
- Asmah, S. (2009). *Development Communication: Principles and practice* (2nd Edition). Ibadan: StirlingHorden Publishers.
- Ayo, E. J. (1988). *Development Planning in Nigeria*. Ibadan: University Press.
- Babbie, E. and Mouton, J. (2001). *The Practice of Social Research*. Oxford University Press: Cape Town.
- Bassette, G. (2006). *People, Land, and Water: Participatory Development Communication for Natural Resource Management*. London: Earth scan and the International Development Research Centre.
- Bratteteig, T. (2008). *Does it matter that it is digital?* In: Lundby, K. (Ed.) *Digital storytelling, Mediatized Stories: Self-representations in New Media*. New York. Peter Lang Publishing Inc.
- De Souza, A. R. and Porter, P. W. (1974). *The Underdevelopment and Modernization of the Third*. Washington (DC): World. *Association of American Geographers*.
- Diso, L.I. (1994). Information Policies and Government Guidance in Nigeria: What Hope for Communities? *Resource Sharing and Information Networks* 9 (2):141–151.
- Duncan, T. & Moriarty, S. E. (1998). A Communication-Based Marketing Model for Managing Relationships. *Journal of Marketing*, 62 (2).
- Edwin, D. (1972). *The National Development Plan*. Ibadan: Nigeria Institute of Economic and Social Research.
- Egonmwan, J. S., and Ibodje, S. (2001). *Development Administration: Theory and Practice*. Benin City: Thesyin (Nigeria) Company.

- Epskamp, Kees (2006). *Theatre for Development: An Introduction to Context, Applications & Training*. London: Zed Books.
- Ezeah, P.C. (2005). *Rural Sociology and Rural Development with Focus on Nigeria*. Enugu: John Jacobs Classic Publishers Ltd.
- Fagerlind, I., & Saha, L.J. (1989). *Education and National Development: A Comparative Perspective (2<sup>nd</sup> Ed.)*. Exeter: BPC Wheatons Ltd.
- Frank, A. G. (1972). *Lumpenbourgeoisie: Lumpendevlopment: Dependence, Class, and Politics in Latin America*. Monthly Review Press New York.
- Gboyega, A. (2003). *Democracy and Development: The Imperative of Local Governance*. An Inaugural Lecture, University of Ibadan, pp. 6-7.
- Harande, Y. .I (2009). *Information Services for Rural Community Development in Nigeria Library Philosophy and Practice*. Retrieved from <http://www.webpages.uidaho.edu/~mbolin/harande.htm>
- Harper, D. (2013). *Communication*. Online Etymology Dictionary.
- Head, I. L. (1991). *On a Hinge of History. The Mutual Vulnerability of South and North*. Toronto: University of Toronto Press.
- Hettne, B. (1990). *Development Theory and Three Worlds*. New York: John Wiley & Sons.
- Hornik, R. C. (1988). *Development Communication: Information, Agriculture, and Nutrition in the Third World*. Lanham, MD: University Press of America.
- Huq, M. S. (1975). *Education, Manpower and Development in South and Southeast Asia*. New York.
- Igbokwe, E.M. and Enwere, N.J (2001) *Participatory Rural Appraisal in Development Research*. Enugu: New Generation Ventures Ltd.
- Igbuzor O. (2010). *Nigeria Vision 20:2020-Progress, Challenges And The Way Forward*. Abuja, Nigeria: African Centre for Leadership, Strategy and Development (Centre LSD).
- Igbuzor, O. (2009). *Challenges of Development in Nigeria*. Lagos: Robitos Alliance Publishers.
- Ihemeje, S. (2006). *Management Research Methodology: Principle and Practices*. Nasarawa: Onalve Publisher.
- Inkeles, A. & Smith, D.H. (1974). *Becoming Modern Individual Change in Six Developing Countries*. Cambridge: Harvard University Press.

- Inkeles, A. (1996). *The Modernization of Man*. In M. Weimer (Ed.) *Modernization: The Dynamics of Growth*. New York: Double day and Company.
- Kaduna State Government (2013). *State Development Plan 2014-2018*. Kaduna: Ministry of Economic Planning.
- Kaduna State Government, (2016). *Kaduna State Plan Development 2016 – 2020: Delivering on Jobs, Social Justice and Prosperity*. Kaduna: Ministry of Budget and Planning.
- Krejcie.R., and Morgan, O.W (2001). *Determining Sample Size for Research*. *Educational & Psychology Measurement*, 608 (Revised Version).
- Kothari, C. R. (2004) *Research Methodology and Techniques*. New Age International (P) limited, Publishers: New Delhi, India.
- Kuotsai, T.L. (1998). *Handbook of Economic Development*. New York: Marcel Dekker, Inc.
- Lawal, T and Oluwatoyin, A (2011) *National Development in Nigeria: Issues, Challenges and Prospects*. Retrieved from <http://www.academicjournals.org/jpapr>
- Lawal, T. and Olukayode, O.V. (2012) *Democracy and Development in Nigeria*, *International Journal of Development and Sustainability*, 1(2), pp. 448-455.
- Marcellus, I.O. (2009). *Development Planning in Nigeria: Reflections on the National Economic Empowerment and Development Strategy (NEEDS) 2003-2007*. Retrieved from <http://www.jsocsc.org>
- Maura D., Jude F., & Emma P., (2008). *Review of 16 Reflect Evaluations*. A Publication of ActionAid UK.
- McPhail, T. (2009). *Development Communication: Reframing the role of the media*. London, UK: Wiley-Blackwell.
- Mefalopulos, P.(2008). *Development Communication Sourcebook: Broadening the Boundaries of Communication*. Washington DC: *International Bank for Reconstruction and Development/the World Bank*. p. 224.
- Mefalopulos, P., Anyaegbunam, C., and Moetsabi, T. (2005). *Participatory Rural Communication Appraisal and Strategy Design – Second Edition*. Rome: FAO.
- Mefalopolus, P. (2003). *Theory and Practice of Participatory Communication: The case of the FAO Project “Communication for Development in Southern Africa*. Austin, Tx: The University of Texas (Unpublished Doctoral Dissertation).
- Melkote, S. R., and J-I. L. Stevens (2001). *Development Communication in the Third World*. New Delhi, India: Sage Publications

- Mojaye, E. M., Oyewo, O. O, M'bayo, R. and Sobowale, I. A. (Eds.) (2007). *Globalisation and Development Communication in Africa*. Ibadan: Ibadan University Press. Pp 363 – 374
- Nair and White (Eds.) (1993). *Perspectives on Development Communication*. Sage publication London Ltd.
- National Planning Commission (2004) *National Economic Empowerment and Development Strategy*. Abuja.
- National Planning Commission of Nigeria. Vision 2020. Retrieved from <http://wikipedia> accessed July 16 2013
- Ndukwe, C. (2005) *Issues in Rural and Community Development*. Enugu: John Jacobs Classic Publishers Ltd.
- Nigeria Vision 20:2020 Economic Transformation Blueprint, The Presidency, Abuja.
- Nwankwo A.A (1986). Nigeria Development Strategy for the People's Economy, Issue 2 of Issues in Nigerian development, Fourth Dimension Publishing Company National Planning Commission (2009).
- Ogbosi, A.N. (2001). *Contemporary Macro Economic Problems and Stabilization Policies*. Port Harcourt: Antovic Pub.
- Ojo, M. O. (1994). *Journal of Economic Management*. Ibadan. 2(1)
- Okigbo, P.N.E. (1996). New Strategies for the Future Growth of the Nigerian Economy, *Nigerian Journal of Policy and Strategy*.
- Okwori, J. (2010). Development Communication and Empowerment: The Use of Theatre in Nigeria with Lessons of Civic Engagements in the USA. Berlin, Germany: VDM.
- Olawepo, R.A (2004). Managing the Nigerian Rural Environment for Sustainable Development through Participatory Rural Appraisal. *Ilorin Journal of Business and Social Sciences*, 8(1-2).
- Olawepo, R.A (2004). Managing the Nigerian Rural Environment for Sustainable Development through Participatory Rural Appraisal. *Ilorin Journal of Business and Social Sciences*, 8(1-2).
- Olu A. (1988). *The Structural Adjustment Programme and Changes in the Structure of Production in Nigeria (NCEMA)*. Lagos: Rotimi Publication.
- Quebral, N. C. (1972-3). "What Do We Mean by 'Development Communication'?". *International Development Review* 15 (2): 25–28. Check date values in: `|date=(help)`
- Rabinowitz, F. (2002). *Participatory Planning*. London: Sage.



- Rodney, W. (1972). *How Europe Underdeveloped Africa*: BogleOuyerture.
- Rogers, E. M. (1969). *Communication and Development: The Passing of the Dominant Paradigm*. Everett Rogers, *Communication and Development: Critical Perspectives*. London: Sage, 1976, pp. 121-148.
- Saha, L. J. (1991). Universities and National Development. Issues and Problems in Developing Countries. *Prospects*, 21(2): 248-257.
- Salawu, A. (2004). A Foundation Paradigm of Development and Development Communication in Journal of Society. *Development and Public Health* 1.
- Seers, D. (1969). *The Meaning of Development*. A Paper Presented at the Eleventh World Conference of Society for International Development. New-Delhi.
- Servaes, J., & Patchanee, M. (2004). *Communication and Sustainable Development: background Paper of the IX UN Roundtable on Communication for Development* Rome: FAO.
- Servaes, J. (1991). Toward a New Perspective for Communication and Development in F. L. Casmir (Ed.), *Communication in Development* (pp. 51-86). Norwood, NJ: Ablex Publishing.
- Servaes, J. (2002). By Way of Introduction Servaes, J. (ed.), *Approaches to Development Commission*. Paris, France: UNESCO.
- Thomas T, and Paulo M. (2009), *Participatory Communication: a practical guide*, world Bank Working Paper No. 170. The World Bank, Washington D.C., USA.
- Tufte, T., and Mefalopulos, P. (2009), *Participatory Communication: A Practical Guide* Washington, D.C.: The International Bank for Reconstruction and Development/ The World Bank.
- Wang, G. and Dissanayake, W. (Eds.). (1984). *Continuity and Change in Communication Systems*. Norwood, NJ: Ablex Publishing Corporation.
- Webster, A. (1984). *Introduction to the Sociology of Development*. Basingstoke: Macmillan.
- White, S. with Nair, K. S. and Ascroft, J. (1994). *Participatory Communication: Working for Change and Development*. New Delhi: Sage Publications.

## APPENDICES

### Appendix I

Department of Theatre and Performing Arts  
Faculty of Arts  
Ahmadu Bello University, Zaria

#### Postgraduate Thesis Questionnaire

**Dear Respondent,**

I am a postgraduate student undertaking a research on *An Appraisal of the communication approaches of Vision20:2020 projects of Kachia Local Government Area of Kaduna State* as part of the requirements for the award of Master of Philosophy (MA) in Development Communication. Your response to the questions forms the basis for primary findings of the research. The researcher therefore attaches a high level of confidentiality to your response and assures that it will be used for research purpose only.

**Thank you.**

**Yours Sincerely,**

**John Deh, Dorathy**  
MA/ARTS/7360/2011-2012

#### Section A

##### Demographic Data of Respondents

1. Gender: a. Male [  ] b. Female [  ]
2. Age: a 18 - 25 [  ] b. 22 - 32 [  ] c. 33 – 39 [  ] d. 40 and above [  ]
3. Educational qualification a. First School Leaving Certificate [  ] b. GCE/SSCE/NECO [  ] c. NCE/Diploma [  ] d. Degree [  ] e. None of the above [  ]
4. Occupation: a. Civil Servant [  ] b. Trader [  ] c. House Wife [  ] c. Farming [  ]
5. Are you aware of Vision 20:2020 projects in your community? a. Yes [  ] b. No [  ]

**Section B: On the Scale of 1-4, indicate your level of agreement on the communication approaches deployed in the planning process of the Vision 20:2020**

**Key to Respondents:**

- SA: Strongly Agree = 4**  
**A: Agree = 3**  
**D: Disagree = 2**  
**SD: Strongly Disagree = 1**

S/N	Communication Strategies Deployed	Level of Usage			
		VH 4	H 3	L 2	VL 1
6.	Use of conventional media like radio and television				
7	Community dialogue and advocacy visits				
8.	Organizing workshop and provision of Educational Instructional Communication(EIC) Materials like Posters, Fliers, Billboards, etc)				
9.	Use of folkloric media or endogenous communication strategies such dance, music, storytelling and theatre.				

**Section C: On the Scale of 1-4, indicate your level of agreement on the strength and weaknesses of vision 20:2020 health, education, water/sanitation projects in Kachia LGA from 2009 to 2015**

**Key to Respondents:**

- SA: Strongly Agree = 4**  
**A: Agree = 3**  
**D: Disagree = 2**  
**SD: Strongly Disagree = 1**

S/N	Strength of the Projects	Level of Agreement			
		SA 4	A 3	D 2	SD 1
10.	Vision 20:20202 projects were on key areas of the community needs such as health, education, water/sanitation and development of basic infrastructure.				
11.	Stakeholders were given the opportunity to monitor the projects to avoid irregularities and sharp practices				
12.	The projects have brought about general development and enlightenment to the communities				
13.	Indigenous communication approaches like songs, theatre, dance were used in emphasising the benefits of the health/ education and water and sanitation projects to the people				
14.	Development experts used communication approaches they felt were adequate without finding out the approaches that were effective in the communities.				

**Section D:** On the scale of 1-4, at what level did stakeholders participation in the process of drafting the Vision 20:2020 plan for Kachia L.G.A. of Kaduna State.

**Key to Respondents:**

**SA: Strongly Agree = 4**

**A: Agree = 3**

**D: Disagree = 2**

**SD: Strongly Disagree = 1**

S/No	Stakeholders Participation	Level of Agreement			
		SA 4	A 3	D 2	SD 1
15.	Stakeholders participated at the level of planning				
16.	Stakeholders participated the level of implementation				
17.	Stakeholders were involved at the level of evaluation				
18.	The blueprint of the projects were already designed and stakeholders were informed about the projects without their inputs in the planning process				

**Section E**

S/No.	Statement	Level of Awareness	
		YES	NO
19.	Increase advocacy visits to community and religious leaders to before embarking on development programmes to improve acceptance and ownership and forestall community rejection o		
20.	Organize sensitization programmes and community workshop for sensitize community members and stakeholder on the importance and processes of development projects		
21.	Encourage meeting at various level such as community town hall meetings for youth, men and women groups to enhance full participation		
22.	Ensure dialogue with stakeholder in the planning processes and at every phase of the project.		

## **INTERVIEW/FOCUS GROUP DISCUSSION (FGD)**

### **Communication**

- ✓ How was communication approaches as earlier mentioned deployed?
- ✓ Give concrete instance in health, education and water/sanitation were the approaches were use and what were the outcomes.

### **Planning**

- ✓ How was the planning done and who were involved?
- ✓ Were stakeholders in the community involve in the planning?
- ✓ What were the processes like?
- ✓ Give actual examples with names and figures if possible of how participation in planning took effect.

### **Participation**

Find out how the following stakeholders participated in the planning process with concrete examples

- xiv. Chairman, Top staff of DPHC Kachia,
- xv. District Heads and their scribes,
- xvi. Representatives of TBAs, WDCs,
- xvii. Representatives of Okada Riders and Drivers
  - The Local Government Council Members
  - Community leaders
  - Community Organizations(CBOs)
  - Faith Base Organization(FBOs)
  - The Local Government Technical Team
  - The Local Government Councillors
  - Task Force Committee on Maternal Health.
  - Community leaders\facility development committee.
  - Contractors.

## Appendix II

### Bio Data of Stakeholders Interviewed

S/No.	Name	Occupation	Sex	Age	Place of interview	Time/Date of interview
1.	Emmanuel Yahaya Ibrahim	Consultant - Clinton Health Initiative Action(CHIA)	Male	32	Kachia local govt Area.	10am 3/2/2016.
2.	Bayaro Philip Magaji.	Director of Works	Male	57	Kachia LGA.	3:39pm \ 19/01/2016.
3.	HabilaBakoBarem	Director of Health	Male	58	Kachia LGA.	10am 3/02/2016
4.	Zakwoi Jacob	Director of Education & Social Development)	Male	50	Kachia LGA	11:36am 27/01/2016

### Bio Data of Members of Focus Group Discussion in Dan Gyolmi and MafoFadia.

Separated into males and females

#### Males

S/No.	Name	Occupation	Age
1.	Musa Ibrahim	Trader	32
2.	DogaraSauka	Farmer	57
3.	Umar Lawal	Business	58
4.	SaniAbubakar	Trader	50
5.	David Magaji	Contractor	53
6	Sunday Michael	Security Personnel	35
7.	Yerima John	Farmer	40

## Females

<b>S/No.</b>	<b>Name</b>	<b>Occupation</b>	<b>Age</b>
1.	Hadiza Innocent	Trader	32
2.	Cecilia Yakubu	Farmer	57
3.	Veronica Yakubu	Trader	42
4.	Ramatu Ibrahim	Trader	48
5.	Cecilia Hosea	House Wife	34
6	Rebecca Kurah	Nurse	48

## Appendix III

### Health Projects in Kachia LGA.

#### 1. Completion of Health Clinic

- E Secretariat - 2010
- K/Musa - 2010
- Chigulu - 2011
- Gyan - 2011
- Maidamishi - 2011

#### 2. *Repairs and renovation of MDG'S Health care center*

- Kachia - 2010

#### 3. *Construction of Maternal/Child Clinic*

- Awon - 2014
- Ankwa - 2014

### Water/Sanitation

#### 1. Drilling of boreholes

- Secretariat - 2014
- C/Man's H - 2014
- VIP Lodge - 2014

#### 2. Construction of Solar Powered borehole

- SabonSarki - 2014

#### 3. Construction of Hand Pump Borehole

- Agunu - 2014
- Ankwa - 2014
- Awon - 2014
- Bishini - 2014
- Doka - 2014
- Gumel - 2014
- GidanTagwai - 2014

### Education

#### 4. Construction of blocksof classrooms and furniture

- GSS Kachia - 2010
- Cattle Market Kachia - 2010
- Yarbung - 2010
- Adage Agunu - 2010
- UngwanMaikai - 2010
- NasarawaDoka - 2010



- KogiAnkwa - 2010
- SabonSarki - 2010
- Panzaki-Gumel - 2010
- Ariko-Awon - 2010
- Kachia Urban - 2010
- InqliBishi - 2010
- GSS Kwaturu - 2010
- Rikawan - 2012
- Abron - 2010
- Anturu - 2011
- UnguwanMaigari - 2011
- S/Kurutu - 2011
- LEA Bahago - 2012
- LEA GidanJibir - 2012
- GJSS GidanGyara - 2012

5. Renovation of classroom blocks

- Ung/Atiku - 2010
- BiryaniBishini - 2010
- Gadanji - 2010
- K/Iya-Bishini - 2010
- SabonSarki - 2010
- Gantan - 2010
- LEA MafoFadia - 2012
- GJSS GidanMana - 2012

6. Construction of Examination Hall

- K/mzg - 2011
- Kachia urban - 2011
- And Doka - 2011
- GidanTagwai - 2011
- Kurmin Musa - 2011
- LEA Anturu - 2012
- GJSS GidanGyara - 2012
- GJSS Gora Kachia - 2012
- GJSS Yarbung- 2012

#### Appendix IV



**FGD Members at Dangolymi Health Centre**



**In-depth interview with a nurse (Rebecca Kurah) at the health centre**



**In-depth interview with director of health Kachia LGA (Mr. Habila B. Bako)**



**The Researcher with Mr. Zakwoi Jacob (director of Education and Social Development)**



**An interview session with Mr. Bayaro P. Magaji (Director of Works Kachia LGA)**