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A thesis submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Media and Communication

Ketemaw, Alemnew

Wisdom at the source of the Blue Nile

Development Communication approaches of CARE Ethiopia North Program, in South Gondar Zone of Amhara Region.

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Ketemaw Alemnew

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Advisor

Adem Chanie (PhD)

Bahir Dar University

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DECLARATION

Name: Ketemaw Alemnew

I declare the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

Advisor

_____   _____   _____

(Name)   (Signature)   (Date)

External Examiners

_____   _____   _____

(Name)   (Signature)   (Date)

Internal Examiners

_____   _____   _____

(Name)   (Signature)   (Date)

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Abstract

This study explores the practice of development communication in CARE Ethiopia which is an umbrella international organization for many NGOs in Ethiopia. The study employed qualitative method and the data were collected using in-depth interview, focus group discussion and field observation. The collected data were organized and analyzed in the form of thematic analysis. The result revealed that top down communication approach was mainly used in the organization. The local community perceived communication as a transmission and dissemination of information, and sharing of experience for creating awareness for the development issues by the experts and with their friends. And also the organization practitioners perceived communication as persuasion and advocating the local community to accept the development messages of the organization to achieve its goal and also perceived as an image building activity.

Based on the findings, the pressing factors or the barrier that affect the development communication and the projects objective was dependency syndrome. And the other barriers are absence of communication expert and communication policy in the organization and shortage of time or the project's deadline is short, it is also another factor.

List of Acronyms

CARE   Cooperative for Assistance and Relief Everywhere

ETB   Ethiopia Birr

FAO   Food and Agriculture Organization of the United Nations

FSF   Food Sufficiency for Farmers

GO   Government Organization

HTP   Harmful Traditional Practice

IFAD   International Fund for Agricultural Development

MoA   Ministry of Agriculture

MTMSG   Mother to Mother Support Group

NAC   Nutrition at Center

NGO   Non Government Organization

PSNP   Productive Safety Net Program

SAA   Social Analysis an Action

WCCD   World Congress on Communication for Development

USAID   United States Agency for International Development

VSLA   Village Saving Loan Association

WASH   Water, Sanitation and Hygiene

TESFA   Towards Improved Economic and Sexual Reproductive Health Outcomes for
                  Adolescent Girls

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Ethiopia is the second populated country in Africa after Nigeria (Africa ranking facts, 2014). According to USAID (2015) from the total population of Ethiopia (88.9 million), 83 percent of the Ethiopian people live in the rural area and their life is based on agriculture. And also most of the people are uneducated, economically poor, their productivity often low and they expose for food insecurity. Because of this Ethiopia is categorized under one of the poorest countries in the world. And it has faced numerous long-term droughts and famines for many years.

To change the people's life and to decrease such problems that are faced in the country, communication is vital to disseminate and sharing of information about development issues with multimedia, often integrating traditional and local media, rural radio and the ICTs. Especially the rural people are not rich in information because in most rural area there is not electricity and they live far from technology. For those areas information must be reached within different communication channels like radio, interpersonal communication, meetings and others.

Development communication is about dialogue, participation and the sharing of knowledge and information. It takes into account the needs and capacities of all concerned through the integrated and participatory use of communication processes, media and channels. It responds to three main functions WCCD (2006) such as facilitating participation, making information understandable and meaningful and fostering policy acceptance.

The other important communication approach that most development organizations should use is participatory communication. It is increasingly being considered as a key component of development projects around the world and it involves people in the decision-making of the development process with their concern (Mefalopulos, 2003). And also it is not just the exchange of information and experiences; it is also the exploration and generations of new knowledge aimed at addressing situations that need to be improve (Tufte & Mefalopulos, 2009).

The World Commission on Environment and Development [WCED], (1987) as cited in World Congress on Communication for Development [WCCD], (2006) concluded with a report define sustainable development implies a participatory, multi-stakeholder approach to policy making

and implementation, mobilizing public and private resources for development and making use of the knowledge, skills and energy of all social groups concerned with the future of the planet and its people. Within this framework, communication plays a strategic and fundamental role contributing to the interplay of the different development factors, improving the sharing of knowledge and information as well as the active participation of all concerned.

And development communication has become a prevalent matter in the developing nation. Melkote (2001:34) elaborated this idea as follows:

> Development communications are organized efforts to use communications processes and media to bring social and economic improvements, generally in developing countries. The field emerged in the late 1950's amid high hopes that radio and television could be put to use in the world's most disadvantaged countries to bring about dramatic progress. (Melkote, 2001:34)

This idea shows that radio and television have very high importance to change the developing countries from their underdevelopment. This idea is related with one of the three paradigms of development communication which is modernization paradigm. If the developing countries use these communication channels, they may bring dramatic change in social, cultural and economical aspects.

Different development agencies will use the appropriate communication approaches and methods depending on the projects objective. According to WCCD (2006) report shows that different communication approaches are presently being used within UN agencies, governmental and non-governmental organizations to meet the challenges of sustainable development and the MDGs. One of the developmental NGO which is CARE Ethiopia development organization is working on agricultural extension services, income generation and food sufficiency for farmers/food security, nutrition, and safety drinking water/WASH in Ethiopia. It started working in Ethiopia in 1984 in response to severe drought and famine that devastated the population and claimed the lives of nearly one million people. The programs focus on the areas of livelihoods and food security, sexual and reproductive health, HIV/AIDS, education, emergency response, nutrition and water and sanitation (CARE Ethiopia, 2016).

CARE Ethiopia South Gondar zone was established in 2000 with a focus on emergency relief and has since been engaged in numerous development initiatives to tackle the underlying causes

of poverty and vulnerability through the promotion of clean water, health and sanitation, and the development of small-scale economic activities (CARE Ethiopia, 2016). Then the organization has mainly focused on four projects. Those are; Food Sufficiency for Farmers/FSF/, and Nutrition at Center/NAC/, WASH and TESFA projects.

The food sufficiency for farmers project related with nutrition is a five year (2013- 2018) and WASH a two year initiative that has been implemented by CARE Ethiopia in partnership with the Government of the Federal Democratic Republic of Ethiopia (GFDRE). The project is financially supported by the Government of Canada through the Canadian International Development Agency Foreign Affairs, Trade and Development (DFATD) and implemented in South Gonder Zone of Amhara Regional State.

And its objective is aimed to ensure sustainable food security for food insecure households and enable them to feed themselves. Build enough safety drinking water in the rural areas and aim to reduce the incidence of diseases related to unsafe water and poor sanitation and secure the sustainability of access to clean water resources and sanitation facilities, while enhancing the participation of women in the management and protection of these resources. And additionally it aims at facilitating high community participation and ownership in the project especially female headed households. The aim of TESFA project is helping girls who are married in early year by creating awareness and good situation in economic empowerment and to continuing their school (CARE Ethiopia, 2016).

Different NGOs assist the poor countries in various development aspects. One of these NGOs is CARE Ethiopia which assists Ethiopia, which is one of the poorest countries also in the world. Because of its economic problems different NGOs like CARE helps the country by supporting the local communities. Ethiopia is categorized under one of the poorest countries in the world. Though much progress has been achieved and poverty is declined in recent years, Ethiopia still remains far in achieving food security to its fast growing population. Nearly, 83 percent of its population lives in rural areas, many of which remain chronically food insecure and vulnerable to shocks and natural disasters (CARE Ethiopia, 2016 and MoA, 2016). Despite its rich endowments of agricultural land, working population, and untapped water and energy resources which add up to the huge potential for surplus agricultural production, the country has become one of the largest food aid recipients in the continent (Habtemariam, 1996) and also most rural households live on a daily per capital income of less than US$0.50 (IFAD, 2008). In Amhara

region, South Gondar Zone a few woredas like Simada, Ebnat and Tach Gaynt woredas have food insecure farmers and they are still now the common food aid receipant woredas. They receive 15kg of cereal handed out as monthly payment for public works under Productive Safety Net Programme (MoA, 2016). If the people are living with hunger, they will not produce a lot of products and working hard to survive their life. Because their power is injured by hunger, some children are stunted while they were born. Food insecurity and lack of access to safe water are the main problems that affect human development, social and political stability and progress towards achieving the country goal (USAID, 2015).

According to FAO (2016) report 9.7 million Ethiopians live conditions substantially below poverty line and food insecurity, and also according to USAID (2015) 44.2% of the children under five age are malnourished and stunted, and also access to safe water and sanitation is the other challenge for the Ethiopians especially for rural population. According to Seifu, Amy and Manyahlshal (2012) access to safe potable water in rural Ethiopia is about 68.5%. The rural farmers fetch water in pot/calabash during the wet and dry season in streams and pond water far from their home and they are affected by water borne diseases. These diseases affect the productive people like youths. And the people spend much time to bring water because of this some children drop out of school and they lost a golden chance that will get in the future. CARE Ethiopia is working to ensure food security in the food insecure areas of Ethiopia and creating awareness for the feeding habits of infants and pregnant mothers.

To increase the rural farmers economy and to get the objectives of the CARE Ethiopia's project, new innovations have to be communicated in a right way to the right audience through the right media and at the right time. New ideas and innovations are important for the rural food insecure people because it is a good practice that happened in one country. New innovations are not only for essential rural areas and food insecure people but also the other people who lives in urban. So that communication is the central position to improve sustainable development (Servaes, 1999).

Even though, communication approaches are different depending on the issues and field of application, in this study the researcher wants to scrutinize the practice of development communication in the selected development organization which is CARE Ethiopia to achieve its objective, change the people's life.

1.2 Statement of the Problem

Even though much progress has been achieved in the country, still the Ethiopian people remain chronically food insecure. A report like MoA (2016), and Some researchers like Belay (2003), Habtemariam (1996) and Seyfu (2000) on their thesis indicate that the country's agricultural production and productivity are largely constrained by a host of problems such as recurrent droughts and natural disaster like as Eli no, natural resource depletion, weak marketing systems, high input prices, and lack of appropriate technologies. Both the report and the researchers don't investigate the communication approaches of the different organizations and their audiences. And also lacks how communication is important to achieve the organization's vision and mission, how communication is important to ensure the food insecure farmers, because communication is vital for sharing new innovations and ideas and developmental messages (Melkote, 2001). In addition to it, Matebu (2006: 4) writes Mundy and Sultan assumption; "the roles of communication for development are either neglected or overlooked." In this regard they write;

> Without communication...progress would be unimaginable [difficult]. Why, then, is it so neglected in development efforts? Huge research organizations, whose sole purpose is to develop new farming technologies (i.e., generate new information) and communicate them to farmers, relegate the communication part to the dustbin. Instead of creating wealth, research findings gather dust. Agricultural extension agencies (never very effective) are being downsized and closed, to be replaced by well, nothing. The potential of media that do reach people in remote rural areas (channels such as radio, market traders, churches and mosques) is ignored. (Mundy and Sultan 2001: 1)

It refers that communication is very essential for development and progress of one's country, but the development practitioners forget it and focuses only on the other issues. And also it indicates that there is a gap that development practitioners don't give attention for the communication approaches that address the importance issues for farmers. These practitioners do not motivate rural area people to attend media like as traditional and mass media methods.

The study which deserves to be critically reviewed here is a research conducted by Matebu (2006), entitled "Approaches and Acceptability of Development Communication for Agricultural Development in Central Ethiopia: Case of Ada'a Wereda." Mateb's study tried to investigate the

development communication approach of Ada'a woreda. In his thesis, attention is not given for participatory/dialogical communication on practice and did not investigate the barriers that affect development communication, and Adem (2017) findings showed participatory communication is the missing link in ORDA organization.

This is one of the research gaps that this study needs to address. To be specific, this study focuses on how development communication is practiced in a NGO known as CARE Ethiopia and points out the different barriers and challenges that affect the practice of development communication and the projects goal. Even though Matebu raised the barriers of communication in his thesis, it is more focused on the mass media barriers, but not the whole development communication.

This is also the research gap of the study. Therefore, the current study focuses on scrutinizing the practiced of development communication of CARE Ethiopia to accomplish its objectives, that is assists the national and regional effort of decreasing food security problems and ensures food insecure farmers and works to change the feed habits of infants and pregnant. And also the absence of adequate studies in the areas of development communication particularly in food security programs could be the rational for the study.

1.3 Objective of the Study

1.3.1 General Objectives
The general objective of this study is to scrutinize the practice of development communication in CARE Ethiopia in Amhara Region, South Gondar Zone.

1.3.2 Specific Objectives
The research has the following specific objectives:

1. To identify the dominant communication approach and method of communication in CARE Ethiopia development organization
2. To assess the perception of local community and development practitioner's about development communication in general and Care Ethiopia in particular.
3. To point out the barriers that affect the communication process of CARE Ethiopia when communicate with the beneficiaries

1.4 Research questions
The study seeks to provide answers for the following basic research questions to address the above mentioned objectives:

1. What are the dominant development communication approaches and methods that are practiced in CARE Ethiopia in the sharing of development messages?

2. How do the local communities and development practitioner's perceive development communication?

3. What are the barriers that affect the communication process of CARE Ethiopia development organization?

1.5 Significance of the Study

This study would be valuable or important for CARE Ethiopia development organization and also it may be useful for Amhara Region and South Gondar Zone agriculture Bureau. Not only for Amhara region, but also it is important for Ethiopia Agricultural sector because FSF project is related with the agricultural sectors. And it may help to show the directions how and in what way the development practitioners communicate the local community. In addition to this, it would give good insight for media educators and researchers especially on communication field areas to conduct a research.

1.6 Scope of the Study

This study focused on studying the communication approaches of development communication that are practiced by CARE Ethiopia in Amhara Region South Gondar Zone.

The organization is working on Food Sufficiency for Farmers/FSF/ project and Nutrition at Center/NAC/ projects in three wordas; those are Ebnat, Simada and Tach Gaynt. The researcher wants to study in this area because the project is focused on the food insecure woredas and those woredas are the food aid recipient in South Gondar Zone. The objective of the project is to ensure the food insecure farmers to feed themselves and the feeding practice infants and pregnant. This is a good contribution for the Zone that attracts the researcher. But because of shortage of time and budget the researcher wants to focus on Simada Woreda working in FSF and NAC projects.

1.7 Operational Definitions

Development communication: is using communication to change or improve the way of living of the citizen of a country.

Communication- is defined as a process in which the participants create and share information with one another in order to reach mutual understanding.

Communication channels/methods: are tools and/or means of communication that share and exchange meaning such as mass media, traditional media, interpersonal and group.

Participatory communication: is an approach based on dialogue, which allows the sharing of information, perceptions and opinions among the various stakeholders and thereby facilitates their empowerment (Tufte & Mafalopulos, 2009).

Food Security: is access by all people at all times to enough food an active and health life (United States Department of Agriculture, 2015)

Food Insecurity: a household level economic and social condition of limited or uncertain access to adequate food (includes hunger, malnutrition, famine…)

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction

The main purpose of this study is to scrutinize the practice of development communication approach of CARE Ethiopia. This chapter provides the role of communication for development and the historical overview of the three theoretical perspectives or paradigms in the field of international development. Those are: modernization paradigm, dependency paradigm and participatory paradigm. And also it discusses the theoretical framework of the study and the overview of food security and Nutrition conditions in Ethiopia.

2.2 Historical Overview of Development Communication

2.2.1 The Role of Development Communication

Development communication is using communication to change or improve the way of living the citizen of a country. The messages in development communication are designed to transform the behaviour of people or to improve their quality of life (Servaes, 1999).

This is Servaes definition:

Development Communication refers to a spectrum of communication processes, strategies and principles within the field of international development, aimed at improving the conditions and quality of life of people struggling with underdevelopment and marginalization (p. 17).

This definition indicates that development communication improves the quality of the peoples' life from withdrawal from poverty and other problems. It is the dissemination and sharing of information induces behavior and social change.

Development communication is one the different forms of communication which stems back from post war and focuses on communication strategies and principles to be applied in the developing world (Felesta, 2006). And Wiasbord (2006:2) states that "development communication has its origin in post war when international aid programs to countries in Latin America, Asia and Africa that were struggling with poverty, illiteracy, poor health and lack of economic, political and social structures" and Kumar (1994: 77) highlights that "development communication was started in the 1960s as a field of mass communication for educating and persuading societies in least developed countries (LDCs) to adopt innovations from the western societies and thereby attain modernization."

And also Rogers (1976:13) contends that "development communication is a total process that includes understanding the audiences and its needs, communication planning around selected strategies, messages production, dissemination, reception (and interpersonal discussion with peers),and feedbacks, rather than just a one way, direct, communication –to –passive –receiver activity." Within this definition "communication is vital or a central part for any development programs to achieve its objectives/goals. It is shared meaning a process that involves issues at grassroots, community, regional, national, and global levels of consideration and participation" (Melkote and Steeves, 2001: 44).

2.2.2 Major Paradigms of Development Communication

According to Servaes (1999, 2008) and Mefalopulos (2008) there are three major paradigms of development communication. Those are modernization paradigm, dependency paradigm and multiplicity or participatory development communication.

2.2.2.1 Modernization Paradigm

The influential communication for development researchers Jan Servaes and Evrett M. Rogers clearly state the major origins and tenets of this paradigm.

During the 1940s and 1960s, this paradigm was referred to as the dominant paradigm within the discipline of development communication. The central idea of this old paradigm was to solve development problems by "modernizing" underdeveloped countries advising them how to be effective in following in the footsteps of richer, more developed countries (Mefalopulos, 2003, 2008). And also this paradigm shift from a traditional view to a modern view of a society and can be seen as synonymous with the term westernization, industrialization and economic growth (Melkote & Steeves, 2001). The focus of this modernization school of thought is on the Third World countries, especially on how to promote development in the Third World while implicitly holding the First World as a model. And also underdeveloped countries are considered as mostly responsible for their conditions. Hence, the ball is in their court if they want to bridge the gap that divides them from the developed ones (Mefalopulos, 2003). In this paradigm the world sees in two versions like: the traditional society vs the modern society. The Western nations are modern, while the Third World nations are traditional. The traditional societies are pre-capitalist, technologically constrained or limited, traditional values and beliefs, stagnant unchanging economy. But the modern society thinks that the west as the paragon of modernity, technologically prowess, rapid economic growth and living in modern way of life (FALL, 2014).

And similarly as some scholars assumption like (Melkote & Steeves, 2001; Mefalopulos, 2008; Servaes, 2008; Mcphail, 2009) as cited in Adem (2017: 42) in modernization paradigm "the approach envisioned development as a form of westernization that underdeveloped countries should attain and also it promotes economic growth as a solution for underdevelopment." it mainly focuses on quantification of economic oriented view but the other qualitative terms like justice, good governance, freedom and quality of life were ignored or not concerned there. At this time the developing countries reject their old way of life and adopt the lifestyles, ideas, technologies and innovations of the developed countries rather than theirs. In order to be a modern society, the attitudes of backward people their traditionalism, bad taste, superstition, fatalism, etc. which are obstacles and barriers in the traditional societies have to be removed through different mechanisms like demonstration, fusion, compression, prevention and adaptation (Servaes, 2008). Because the main goal behind modernization was to improve economical conditions in poor areas, as well as to establish modern institutions, values and practices.

In the modernization paradigm the role of mass media is creating awareness and motivating the interests of audience to adopt innovations presented by external agents (Adem, 2017). Because mass media has a powerful tool for changing the peoples attitude, thinking, behaviours and awareness by transmitting the western values, cultures and development concepts and messages to persuade the developing countries.

It is thus identified with pro-innovation, pro-mass media, pro-literacy, pro-persuasion, and pro-top-down biases (Melkote and Steeves, 2001: 53) and also with pro-individual blame bias (Rogers, 2003: 118). Because it is associated with the understanding of development as exogenous making, i.e. coming from outside rather than from within, it emphasizes content from outside at a disregard of indigenous knowledge.

Communication is viewed as a vertical top-down information transfer (Morris, 2000), emphasizing hierarchical one-way flow of information, with no room even for feedback from bottom/periphery (Rogers, 1973 as cited in Melkote and Steeves, 2001: 127). In this connection Awa recognizes that:

> Early communication models, such as the "hypodermic needle approach," "magic
> bullet theory," (Lasswell, 1948), and the "modernization" concept championed by
> Lerner (1958), are all top down approaches to development in which people are

targeted as passive and atomized masses of listeners, viewers or readers. Such an approach neglects the meanings and values of traditional knowledge (1995: 245).

One part of the known modernization theory is diffusion of innovation model. This kind of communication approach was associated with the dissemination of new idea, information and messages in certain channels from the rich one or elites to the poorest countries aimed at modernizing/ changing the backward countries and their people. And these models saw the communication process as a message going from a sender to a receiver. This model promotes new technologies to the audience from the developed styles.

Rogers (1983: 11) explains that:

Diffusion is the process by which (1) an innovation (2) is communicated through certain channels (3) over time (4) among the members of a social system.

There are four Main Elements in the Diffusion of Innovations (Rogers 1983: 11)

1. The Innovation: An innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption. If the idea seems new to the individual, it is an innovation. It is a special type of communication, in which the messages are concerned with a new idea.
   Innovation has its own characteristics as perceived by individuals, help to explain their different rate of adoption.

- Relative advantage is the degree to which an innovation is perceived as better than the idea it supersedes. It may be measured in economic terms, but social-prestige factors, convenience, and satisfaction are also often important components.

- Compatibility is the degree to which an innovation is perceived as being consistent with the existing values, past experiences, and needs of potential adopters.

- Complexity is the degree to which an innovation is perceived as difficult to understand and use.

- Trialability is the degree to which an innovation may be experimented with on a limited basis.

2. Communication Channels: a communication channel is the means by which messages get from one individual to another. Here, mass media is a powerful effect to persuade the poor people to accept the new innovations, ideas and development messages from the developed ones.
   In this paradigm information flows from the rich elites to the poor, by dissemination of information to persuade those poor or audiences in behavioural and attitudinal change of life. It is a vertical one-way flow of information or referred to as a top-down approach. The primary objective is for the sender to be able to persuade the receivers about the intended change.

According to Rogers (2003, 1983), the basic principle of human communication is that the transfer of ideas occurs most frequently between two individuals who are alike, similar, or homophilous. "Homophily is the degree to which pairs of individuals who interact are similar in certain attributes, such as beliefs, education, social status, and the like." Rogers (1983) reached a conclusion that homophilous communication is effective than heterophilos because heterophilos are different in belief, language, education and social status so that they cannot communicate within the same language.

3. Time: to adopt and reject the innovation or the new idea it takes time from creating awareness up to the last stage adoption/rejection.

4. A Social System: defined as a set of interrelated units that are engaged in joint problem solving to accomplish a common goal. Those units or social systems may be individuals, informal groups, change agents, opinion leaders, organizations, and/or subsystems.

   Goldwing (1974:43) as cited in Natifu (2006:20) the theory assumed that, static societies were brought to life by outside influence, technical aid, knowledge, resources and financial assistance and by the diffusion of ideas.

   Generally, Serveas (2002) states "modernization is here conceived as a process of diffusion whereby individuals move from a traditional way of life to a more complex, more technically developed and more rapidly changing way of life."

   There are communication approaches under the modernization paradigm.

1) Behaviour change communication (BCC): is an interactive process of any intervention with individuals, communities to develop positive behaviours which are appropriate to their settings. It is different from the ordinary instructions method of communication and is target specific here. Attitudes are associated beliefs and behaviours, towards some object.

2) Information Communication Technology for Development (ICT4D): refers to the application of information and communication technologies toward social, economic, political development, with a particular emphasis on helping poor and marginalized people and communities.

3) Social mobilization: is often used by grassroots based social movements, including evolutionary movements, but can also become a tool of elites and the state itself. The process usually takes the form of large public gatherings such as mass meetings, marches and demonstrations. It motives a wide range of partners to raise awareness of and demand for a particular development objective through face-to-face dialogue.

2.2.2.2 Dependency Paradigm

The criticisms against modernization paradigm resulted in the emergence of an alternative theoretical approach that originated in Latin America from a political economic perspective which is dependency theory.

It is the second dominant paradigm in the international development communication which is dependency paradigm originated in Latin America at the beginning of 1970s. One of its founding fathers Frank (1969), reflected critically on the assumptions of modernization, which placed full responsibility and blame on developing countries for their conditions of underdevelopment (Mefalopulos, 2008, 2003). The proponents of this school of thought the root causes of underdevelopment are not internal to the developing countries; rather they are external from the western countries. They blame the west as the cause of underdevelopment (Frank, 1969). The reason that they said this idea is, the western countries developed because of the expense of Africa, Asia and Latin America since the modernization path led to exploitation of poor countries by the powerful western developed countries. Particularly past injustices such as colonization and slave trade created the huge gap by enriching the west and impoverishing the developing countries (Adem, 2017). Because of this there was not fair competition for development between those two countries.

In this paradigm the world was divided in to two blocks. The core, composed of a few wealth countries, and the periphery, composed of majority poor countries. The core countries took advantage of their technological know-how, superior infrastructure, and economic power to strengthen their lead but the peripheral countries was restricted to that of supplying raw materials and cheap labor to the richer ones, making it impossible for them to ever catch up. The result of imbalance injured the poor nations not to reach the rich countries status (Mefalopulos, 2008).

In the dependency paradigm one group is formed from the developing nation and loudly heard in the international agenda in the 1970s and 1980s the need for a new international economic order. Within this strong demand communication and information affairs were ranked high in the international agenda by motivating this strong demand, 77 developing countries formed an alliance called "nonaligned movement" as a key actor in claiming the new world information and communication order referred as NWICO. They preach fair and balanced flow of information at the global level. And the idea gained high visibility in the international level because of the great debate that took place in UNESCO and that in turn followed by a renowned report known as "Many Voice, One World" that was published in 1980 (Mefalopulos, 2008: 49).

The developing nation complains again on the top-down information dissemination role of mass media as a tube for the developed countries culture, belief or ideology of the dominant led position. Mass media were also criticized for widening the gap between the have and have-nots. The maximum number of the people in the developing nations have become information poor for the reason that they could not meet the expenses for media access (Adem, 2017).

2.2.2.3 Multiplicity or Participatory Communication

According to Pieterse (2002) multiplicity paradigm aims at satisfaction of basic needs, material development of cultures and indigenous culture and effective utilization of natural resources, which are all embedded in participatory paradigm of development communication. And also Ascroft and Masilela (1994: 282) as cited in Mefalopulos (2003: 30) "if peasants do not control or share control of the processes of their own development, there can be no guarantee that it is their best interest that is being served." This shows that farmers must participate in the development issues that are prepared by every organization in every program.

According to this paradigm, Sarvaes and Jacobson (1996) indicated that individuals and communities become empowered by gaining knowledge about specific issues, communicating about issues of common concern, making decisions for themselves and negotiating power relations. A bottom-up communication approach is emphasized here. Communicators work with the community and the experts are facilitator of a process, which involves local communities and other stakeholders in the resolution of a problem or the realization of a common goal. Communication according to Waisbord (2005: 79) is from 'bottom to up' it starts right from the local people grassroots. The practitioner uses communication as a tool to smooth improvement of participation in development.

And also according to Mefalopulos (2003) this participatory approach is as the dialogue paradigm, as suggested by Guba (1990), because dialogue is at the heart of participation, communication and even empowerment (Freire, 1997). This dialogue implies a positive and constructive attitude towards problems and possible conflicts. Tufte and Mefalopulos (2009) added a similar definition participatory communication is an approach based on dialogue, which allows the sharing of information, perceptions and opinions among the various stakeholders and thereby facilitates their empowerment, especially for those who are most vulnerable and marginalized. Participatory communication is not just the exchange of information and experiences, it is also the exploration and generation of new knowledge aimed at addressing

situations that need to be improved. Freire (1997) believes that dialogue is the best way not just to acquire knowledge but to empower people: "Dialogue is an act of creation; it must not serve as a crafty instrument for the domination of one person by another.

In addition to a bottom-up and dialogue communication approach of this paradigm Melkote and Steeves (2001), understood multiplicity paradigm in the sense of horizontal communication and culture specific meaning;

> Multiplicity paradigm makes it necessary horizontal communication that includes all stakeholders and to relay on a mix, the modern and traditional communication channels. Moreover, development praxis and advances in communication theory suggest that communication be culture-specific and provide a platform for community discussion and dialogue (p. 25).

Although the new paradigm has been introduced, the older approaches to development are still practiced widely, resulting in an overlap of different communication and development approaches (Mody, 2002). This old development communication, which is modernization paradigm, is a vertical process of information transmission from the knowledgeable to the less knowledgeable, but this new paradigm or participatory communication is a two-way flow or horizontal process of information sharing, exchange and interaction. The participatory model stresses the importance of cultural identity of local communities and of democratization and participation at all levels international/national, local and individual. Freire (1983) refers to this is as the right of all people individually and collectively to speak their word. "This is not the privilege of some few men, but the right of every (wo)man. Consequently, no one can say a true word alone –nor can he say it for another, in a prescriptive act which robs others of their words" Freire (1983: 76).

To share information, good practice, knowledge, trust, commitment, and a right attitude in development projects, participation is very important in any decision-making process for any development. This calls for new attitudes for overcoming stereotyped thinking and to promote more understanding of diversity and plurality, with full respect for the dignity and equality of people living in different conditions and acting in different ways (International Commission for the Study of Communication, 1980:254).

At the time of this participation, every one respect and listen one to the other what they say, to get a mutual understanding and trust that they needed.

The causes of many projects failures were ascribed to the limited understanding of local context and the insufficient involvement of local stakeholders. In addition, misunderstandings and differences in perceptions about key problems often led to limited political buy-in and faulty project design Tufte and Mefalopulos (2009). By actively engaging stakeholders from the start and by seeking a broader consensus around development initiatives, participatory communication has begun to be considered a crucial tool to avoid past mistakes. Without stakeholder's participation, any projects cannot achieve its goals. By engaging all relevant stakeholders, participatory communication becomes a tool that helps alleviate poverty, mitigates social exclusion, and ensures priorities and objectives are agreed to and refined by a wider base of the constituencies. This process enhances the overall results and sustainability of any development initiatives. In this process, the people or grassroots identifies the problem and the solutions to those problems. The people are given the opportunity in the decision-making and participatory communication for social change sees people as the nucleus of development. Development means lifting up the spirits of a local community to take pride in its own culture, intellect and environment (Servaes & Malikhao, 2004).

There are many reasons that participation is important for development initiatives. The reasons for the adoption of participation in development, however, are not to be located exclusively within the political context of democracy. As early as 1982, White and McKee, 1994: 215 (as cited in Mefapolous (2003: 33) had summarized the major reasons for the adoption of this approach in ten points:

1. More will be accomplished.
2. Services can be provided at a lower cost.
3. Participation has intrinsic values for participants, alleviating feeling of alienation and powerlessness.
4. Participation is a catalyst for further development efforts.
5. Participation leads to a sense of responsibility for the project.
6. Participation guarantees that a felt need is involved.
7. Participation ensures that things are done the right way.
8. Participation ensures the use of indigenous knowledge and expertise.
9. Participation brings freedom from dependence on professionals;
10. Participation brings about "conscientization," i.e. it helps people understand the nature of the constraints which are hindering their escape from poverty.

Despite all the listed benefits, participation, similarly to communication, has remained a highly praised term, but a poorly adopted one. This is probably due also to its rather multifaceted conception and the many sensitive issues involved in its application. Almost any development practitioner has his/her own conception about the meaning of participation, causing some divergent views on what participation truly entails and how it should be applied.

Definitely the main characteristic of participatory communication is the horizontal exchange of information among all parties involved (Fraser & Restrepo-Estrada, 1998; Jacobson and Servaes, 1999; Melkote, 1991; Mody, 1991) and Mefalopulos (2003), 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. This is not a shift of old communication, but rather it is a new paradigm that 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 (Mefalopulos, 2003).

Finally, the endogenous focus of participatory communication (Servaes, 1999) 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.

There are some communications of participatory communication. Some of them are;

1. Communication for development: is a social process based on dialogic using a broad range of tools and methods. It is also about seeking change at different levels including listening, knowledge and skills, building policies, debating and learning for sustained and meaningful change. It is not public relations or corporate communication (World Bank, 1995). Corporate and advocacy communication are a monologic that the information travels one way from the sender to receiver. Here, the purpose of communication is to inform and persuade. Advocacy communication is used to promote development related issues and influence public policy.

2. Strategic communication: it can mean either communicating a concept, a process, or data that satisfies a long term strategic goal of an organization by allowing facilitation of advanced planning, or communicating over long distances usually using international telecommunications to coordinate actions and activities.

3. Communication for social change: is a horizontal process used for assessing and empowering the community. Although the main focus of communication for social change is situational analysis, active genuine participation, knowledge, sharing and the like, traces of traditional elements of informing and persuading remains as effective communication strategies depending on the given circumstance. It is used to "support sustainable change in development operations by engaging key stakeholders." (Mefalopulos, 2008)

Besides to the three paradigm of communication approach Moemeka (1994c: 55-61) classifies development communication approaches based on the methods and purposes of communication into three. But these approaches are related with the three theoretical perspectives of development communication.

1. Interpersonal approach: it includes Extension and Community Development and Ideological and Mass Mobilization

- Extension and Community Development Method. This is the oldest method of using communication to generate development. It is basically oriented to rural community development although it can also apply to suburban and urban development efforts. The main thrust of this method is the communication of useful and practical information on such issues as agriculture, home economics, health, civic responsibility, law and order, sanitation, and so on, through face-to-face and interpersonal (handbills, letters, telephone, etc.) methods of communication. It deals directly with human and physical development problems.

- Ideological and Mass Mobilization Method. This method makes extensive use of interpersonal channels and these channels are activated not by development agents, but by political party cadres. It emphasis on political awareness as a prelude to any other type of development and geared towards vertical communication.

2. The Mass Media Approach: This includes centralized mass media method and localized (decentralized) mass media method. It has become instruments not only for information but also for education and development.

- Centralized mass media method, which emphasizes the control of both mass media infrastructure the planning, production, and dissemination of development programs and messages by experts and program officers in the urban headquarters of media organizations or the direction and flow of mass media messages by a central authority

with little or no involvement of the targeted audiences. This is the method used by most countries in developing societies, especially in Africa because it is the cheapest to finance and easiest to administer.

- **Localized /decentralized mass media method,** which draws strength from the Democratic-Participant Media theory (McQuail (1983) as cited in Moemeka (1994c: 60) and puts strong emphasis on interaction with the target audiences, and on the establishment of local media channels to provide access for the people. This method is used by the most developed countries. The method appears to be an appropriately relevant response to Rogers (1966) as cited in Moemeka (1994c: 61) warning that:

  Unless a communication strategy includes a two-way flow of messages, makes
  sure that rural people have access to adequate channels and can express
  themselves in freedom, and unless the authorities are willing to listen to the
  messages which come from the country-side (the people) and to learn from them,
  the 'best' of such strategies will come to naught.

3. **The integrated approach,** which combines the interpersonal and the mass media approaches and links the combination with traditional modes and channels of communication. When the above interpersonal and mass media approaches have their own limitations, this integrated approach eliminates the limitation and improving their strength.

In the design of a communication strategy Mefalopulos and Kamlongera (2004: 24–26) sort out the main communication mode in to the three categories of communication approaches.

1. **Participatory Discussion Themes/Message Design:** these approaches are concerned with identifying critical topics, elaborating relevant information and passing certain contents, either in a one-way manner or through a two-way dialogue model, in order to address a situation which needs to be improved. And it includes information, persuasion, promotion and advocacy.

- **Information:** it is the treatment and the transmission of data meant to provide objective facts on specific issues.

- **Persuasion:** a communication process aimed at influencing others. It attempts to cause a change either in the attitude or behaviour of a specific group of people

- **Promotion:** informing to make people aware and familiar, or even accept ideas, concepts or behavior and someone try to create interest or a favourable impression of an

idea or practice through motivation, image creation and/or positioning. It may be top down or horizontal communication depending on the situation.

- **Advocacy:** This is seeking to generate support of decision-makers, both within and outside the community and usually adopted to create a conducive environment that may lead to a policy that is sensitive to the issues in question. This approach can be used not only in a bottom-up mode but also in a horizontal fashion in order to facilitate or set a favourable environment.

2. **Instructional Design:** is that of providing part of the community, or the selected Interaction Groups, with certain skills or knowledge necessary to address a problem. By using training or education approaches.

- **Education:** these approaches can be carried out at an interpersonal individual level (teacher-student situations), at a group level (meetings, specific gatherings, schools, etc.) or at a mass level (publications, radio and television) to increase knowledge, comprehension and maybe change attitudes, usually through a formal learning environment.

- **Training:** it increases skills and gives opportunity for trial and also focuses on practical skills rather than theoretical knowledge.

3. **Group mobilization activities design:** It is a way of organizing people in groups around specific issues and/or objectives. It includes networking or partnership, group formation and community mobilization.

- **Networking/Partnership:** attempts to have different groups or associations, within or from outside the community, joining and working together to address, more effectively, specific issues or problems and to assist the community either in kind or with funds..

- **Group Formation:** consists of encouraging and facilitating the formation of groups of people, usually within the community, having a specific set of tasks aimed at addressing a specific issue. This approach, which entails an extra amount of dialogue as its basis, uses communication to facilitate mutual trust and understanding among people sharing a common interest or need.

- **Community Mobilization:** This is the systematic effort to involve the community in actively taking part in the resolution of a specific development issue, through communication means and methods. This approach aims at bringing together all the community in order to work together to achieve something beneficial for all.

2.3 Methods/Channels of communication

The communication tools that the researcher wants to show in this part are using for the three development communication paradigms. Or these communication methods may be part of the three paradigms.

There are different communication methods/channels to disseminate development messages for farmers or audiences Jean-Pierre Ilboudo (2004). Some of these are;

1. Interpersonal methods -Conversations, interviews, personal letters, committee meetings group meetings/, and group discussions, contact farmers, model farmers, office calls, community organizations and demonstrations.

2. Mass media methods–radio, television, newspapers, leaflets, posters, brochures, mass meetings, campaigns, and exhibitions.

3. Traditional Media- theater/local amateur, traveling film shows, drama, narration and dances.

2.3.1 Interpersonal

Interpersonal channels involve a face-to-face exchange between two or more individuals. And also Brook (1971, p.145) defines this concept as "Interpersonal communication occurs when two or more persons are involved in an interaction that allows all participants to send overt verbal messages. Conversations, interviews, committee meetings, and group discussions and sending messages by using letters, telephone, and e-mail are examples of interpersonal communication situation". It gives equal opportunities for the speakers and listeners when they discuss about different issues.

It may be formal communication such as campaigns and planned communications with development agents, experts and informal such as friends, family, peers, relatives, and other potential opinion leaders, innovators, or early adopters can prove more effective than mass communication on certain cases/contexts.

Leeuwis and van den Ban (2004: 196) although interpersonal communication methods reach limited audience, they allow for in-depth dialogue, stimulate active learning and opinion change, insight into audience feedback, and allow high relational support and spatial flexibility, among the many advantages they offer. This communication may useful when a need to tackle a specific and unique problem, problems is too sensitive and emotionally laden to discuss in a group.

As FAO (2002, 2005:45) and many scholars argue interpersonal communication has more effect than the media radio and television. Even "Mass media are important in spreading awareness of new possibilities and practices, but at the stage where decisions are being made about whether to adopt or not to adopt a new idea, personal communication is far more likely to be influential. Hence in interpersonal communication the individuals directly involve in the communication process itself.

Interpersonal communication is flexible and influential but mass communication is inflexible and one-way. Because of this in development interventions, interpersonal communication is used as a stimulus and guide to change behavior.

2.3.2 Mass Media

Today, we live in a communication era by using technologies of mass media and also those technologies influence/change the people's life.

Schramm's opinion as cited in Serveas (1991) mass media perform at least three functions: they are the 'watchdogs', 'policymakers', and 'teachers' for change and modernization.

Mass media channels are all those means of transmitting messages that involve a mass medium, such as radio, television, newspapers, and so on, which enable a source of one or a few individuals to reach an audience of many.

Leeuwis and van den Ban (2004: 190, 196) "The mass media methods include the conventional mass-media and the 'hybrid media'–the internet". Based on the form there are different conventional media options like as:

1. Mainly textual: it includes newspaper, leaflet, brochure, manual/book/booklet, etc. It is more comfortable for educated people who can read the text.
2. Mainly auditive: it includes radio, speech, songs, cassette, audio CD. It is preferred for both the educated and uneducated people.
3. Mainly visual: poster, drawings/pictures, animation, slide show; and
4. Combinations (e.g. audio-visual): television, video (film), exhibitions, theatre or drama.

In addition to it the mass media categorized in to print and electronic depending on its version. electronic includes television, internet and radio and Printed media include mass media such as

newspapers, posters, pamphlets, banners, stickers, billboards, booklets, etc and group media such as flipcharts, picture codes.

FAO (1984: 144) and Mefalopulos and Kamlongera (2004: 58) indicate that printed materials assist DAs and extension workers in interpersonal communication during training sessions or demonstrations and are particularly critical to provide accurate understanding of concepts, instructions and producers. Its usefulness is realized if the print materials writer should be aware the people's/audience's culture, gender, level of education and age.

Mostly, in rural areas the radio has been the main source of information especially in developing countries especially in Africa. It uses dissemination of development messages, creating awareness for the people because it is access to everywhere and cheap to buy Moemeka (1994). Radio is more suitable than print because most of the rural areas are illiterate so that they can listen the message rather than read. The electronic media like radio, TV and other audiovisuals should prepare in proper approaches and formats like as the printed described above, and Mefalopulos and Kamlongera (2004: 51–52) note that radio programs can be in lecture or straight talk, interview discussion, drama, music, jingles/slogans, feature, magazine, or infotainment formats and also educational, documentary and cultural and participatory in its approach.

2.3.3 Traditional Media

Traditional media are transmitting messages about different issues such as education, agriculture, health, social and political aspects. These traditional media includes like; folk media, drama, satire, poem, stories, riddles, songs and dance have been popularly and successfully used to disseminate message an even to pass on wisdom of older generations to the youth.

Chiovatiom (Undated: 9) as cited in Hiwot (2007: 31) argues

Traditional means of communication are very rarely taken into consideration by extension agents and technical staff of development organizations. They often ignore the communication process of a particular ethnic group or rural community: how the group produces and gets information; what media and tools are utilized; and what role do the" traditional communicators" play. They oversee the communication network and the exchange channels of technical and non-technical information within and outside the community.

The major points to be mentioned as strengths of this media are employing local jargon and slang, presenting messages and situations in familiar context, ability to be self-sustaining at low or no cost as well as the potential to involve the community with their local talent (Emerson et al. 2006 p.37).

Lastly, traditional media are central to in information transfer, message design and planned and development in traditional social context and hence serve multiple functions like involving, entertaining and informing the society (Awa, 1995).

2.4 Food Security and Nutrition in Ethiopia

Ethiopia is categorized under the poorest countries in the world. 83% of the populations are living in rural area and their life is depending on agriculture. Its agriculture sector, however, faces many threats. These include soil degradation due to overuse, drought, high tax rates, low subsidies, and poor infrastructure (Deloltte, Ethiopian economic outlook, 2016). Because of this they are economically poor, illiteracy or uneducated. Food insecurity is the major problem for the reason of many people's death in the world. According to USAID in Amhara national regional state food security research assessment report (2000), between forty and sixty percent of children are chronically undernourished and in the Amhara region 80 percent suffer from stunted growth. Nationally, 23 percent die before reaching adolescence.

The causes of food insecurity are like as poor governance, climate change impacts, competition for resources, and gender inequalities (CARE, 2015). Different government and NGO work with communities to tackle food scarcity at its root. When children have enough to eat, they grow up healthy, are better in school, complete a higher education and have a better chance to earn a salary.

Ethiopia's long term development framework is underpinned by the 5 year Growth and Transformation Plans (GTPs) which runs from 2015 to 2020. The GTP targets annual GDP growth of 11% (driven by the manufacturing sector and rise in exports) and enabling Ethiopia to reach middle income status by 2025. To achieve its goal USAID and Ethiopia's government are working together to combat such issues, by providing agricultural education, technology, and better roads. The government is also in the process of regulating crop prices via the Agricultural Marketing Corporation (AMC) which will be in charge of influencing market prices and buying yield at increased prices, to increase farmer income. And also care Ethiopia is working in different development programmes like food security, access to drinking clean water, income

generation and nutrition in different areas of the country in partnership with the government of Ethiopia.

Ethiopia is affected by the worst drought for 50 years, and in March 2016, over 10.2 million people are suffering from food insecurity and they are in need of humanitarian assistance, compared to 2.9 million in February 2015. Projections indicate that the number is likely to rise to around 15 million in 2016. El Niño is expected to last at least until April/May 2016, with the start of the lean season rains (ACAPS Report, 2016).

Despite great economic progress since 2000, over 40% of the population still lives below the poverty line. According to some analyses, this is due to a lack of policy stability and because most of the spending focused on boosting the development of urban areas. Rural areas, despite hosting 82% of the country's population, have not received the same level of attention for development. Around 25% of the people leaving in rural areas are chronically affected by lack of food (World Bank 01/2015; BBC 16/04/2015; Addis Standard 01/03/2016 as cited in ACAPS Report, 2016).

ACAPS (2016) reference different sources like USAID (2016) 2.2 million children under five and pregnant/breast feeding mothers suffer from moderate acute malnutrition, and also according to the Ethiopian government (2016) 2.1 million students have been affected by drought and this drought has caused for thousands of school to close and many children dropout of school and they spend much time in searching for water. And USAID (2016) added 5.8 million people require emergency water supply and sanitation because many water sources including wells, have dried out, and pushing people to use water from unsafe sources, and increasing the risk of waterborne diseases.

We say food secure people when individuals have adequate access to food, in both quantitative and qualitative terms, either by producing or purchasing it. The overall objective to achieve food security should be to increase household production and productivity. Progress toward achieving food security can be measured by: increasing food availability, increasing household incomes, and improved nutritional status of children in the country. To achieve it CARE started to roll out its Village Savings and Loan (VSLA) programmes around the world more than twenty years ago. The idea: women save money together, lend each other money and start small businesses. The result: Women earn an income for the first time of their lives. They become more confident by contributing to their household's income, start claiming their right to decide on its spending and

often use it to buy nutritious food for their families. In the previous year's women have not power to save money, it is decided by the men's only.

Right now in Ethiopia and other countries affected by El Niño, CARE is greatly concerned by the disproportionate burden that the drought crisis is placing on women and girls, who are largely responsible for ensuring families have food and water. Thousands of women in affected areas are currently spending all day every day walking to get drinking water or collecting and selling firewood to have some money for food.

2.5 Theoretical Framework of the Study

From the two main communication modes which are monologic and dialogic mode, this research is based on the dialogical/two way communication model associated with the emerging participatory paradigms. It is based on the horizontal, two way mode of communication, creating a constructive environment where the local communities can participate in the problem identification, planning, implementation, and monitoring and evaluation stages and finding solutions. This type of communication model divided in to two broad types of applications. These are; 1. Communication to assess and 2.Communication to empower
These types of communication are defined by Mefalopulos (2008:22-23).

Communication to assess: It is used as a research and analytical tool with its interdisciplinary and cross-cutting nature to investigate any issue. Here the power of dialogic communication is applied to engage stakeholders in exploring, uncovering and assessing key issues, opportunities, and risk of both technical and political nature.

The two way communication engages the projects experts and local communities in the problem analysis and problem solving process leading to change. And dialogic communication is not used to inform like monologic communication, but it truly communicate to share perceptions and create new knowledge. It is not like chit-chat but as a process where "participants come together in a free and safe space to understand each other view point in order to develop new options to address a commonly identified problem. And in dialog, the intention is not to advocate but to inquire; not to argue but to explore, not to convince but to discover" (Mefalopulos, 2008:23).

Communication to empower: In this model the dialogic features enhances the capacities of all groups, especially the most marginalized ones, and address the issues of poverty. Dialogic communication is not only effective as a problem solving tool but it also builds confidence,

prevent conflicts and address the issues of poverty by engaging the poorest and most marginalized sectors in the process concerning of relevance to them.

2.5.1 Level of Participation

In the participatory communication there are some levels of participation that the local communities and the development practitioners are done it is better. Those are discussed as this section.

According to Jules Pretty (1995) suggested one of the most widely used typologies, which subdivides participation into seven levels based on the activities and public's engagement within the development project as given.

1. **Passive participation**: People participate by being told by an administration or project management what is going to happen or has already happened. It is a unilateral announcement by an administration or project management without listening to people's responses. The information being shared belongs only to external professionals.

2. **Participation in Information Giving**: People participate by answering questions posed by researchers using questionnaire surveys or similar approaches, but do not have the opportunity to influence proceedings. The findings of the research are not shared with the participants or checked for accuracy by them.

3. **Participation by Consultation:** People participate by being consulted, and external people listen to views. These external professionals define both problems and solutions, and may modify these in the light of people's responses. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people's views.

    In the decision making process, indigenous knowledge and people's own perceptions are as important as academic knowledge and scientific information (Chambers, 1997 as cited in Mefalopulos (2003).

4. **Participation for Material Incentives:** People participate by providing resources. For example labour, or land in return for food, cash or other material incentives. Much on-farm research falls in this category, as farmers provide the location but are not involved in the experimentation or the process of learning. It is very common to see this called participation, yet people have no stake in prolonging activities when the incentives end.

5. **Functional Participation:** People participate by forming groups to meet predetermined objectives related to the project, which can involve the development or promotion of

externally initiated social organization. Such involvement tends to come after major decisions have been made, rather than during the planning stage. These institutions tend to be dependent on external initiators and facilitators, but may become self dependent. This kind of participation, while not being usually resulting in dramatic changes on "what" should be accomplished, which is often already determined requires an active involvement in the decision-making process about "how" to achieve it.

6. **Interactive Participation:** People participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. It tends to involve interdisciplinary methodologies that seek multiple perspectives and make use of systematic and structured learning processes. These groups have control over local decisions, and so people have a stake in maintaining structures or practices.

7. **Self-Mobilization:** People participate by taking initiatives independent of external institutions to change systems. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used.

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 (Mefalopulos, 2003).

On the other hand Mefalopulos and Tufte (2009) and also Aycrigg (1998) suggest a similar shorter typology of participation:

1. **Participation by Information Sharing**: Primary stakeholders of a project participate by being informed about what is being done or has already happened. People's feedback is minimal or non-existent, and their participation is assessed through methods like head counting and contribution to the discussion (sometimes referred to as participation by information).

2. **Participation by Consultation**: primarily with a stronger emphasis on feedback. Stakeholders provide their input but do not have a significant say in the decision making process;

3. **Participation by Collaboration**: Two way communications supporting open interaction in decision making, input in decision making is balanced; and Forms groups of primary stakeholders to participate in the discussion and analysis of predetermined objectives set by the project. This level of participation does not usually result in dramatic changes in what should be accomplished, which is often already determined. It does, however, require an active involvement in the decision-making process about how to achieve it. This incorporates a component of horizontal communication and capacity building among all stakeholders a joint collaborative effort.

4. **Participation by Empowerment**: transfer of control over decisions and resources. Where primary stakeholders are capable and willing to initiate the process and take part in the analysis. This leads to joint decision making about what should be achieved and how. While outsiders are equal partners in the development effort, the primary stakeholders are primus inter pares, i.e., they are equal partners with a significant say in decisions concerning their lives. Dialogue identifies and analyzes critical issues and an exchange of knowledge and experiences leads to solutions. Ownership and control of the process rest in the hands of the primary stakeholders. Empowerment enables people to define themselves and to construct their own identities. Participation means empowerment, and this means having people define and decide their own reality, communication for development must be entirely stripped from its persuasive and hierarchical connotations. International and other outside experts are only a part of the development process, which should be shaped and guided by the priorities of the primary stakeholders (Mefalopulos, 2008, 2003).

Generally, the researcher wants to frame his study within this dialogical/two way communication model rather than monologic/one way communication model are;

Some scholars like as Awa (1996: 144), Mefalopulos (2008), and Melkote and Steeves (2001: 352), indicate, participatory development communication:

- is people-centered, i.e. it takes into account cultural proximity, ecological friendliness and multiplicity of issues;
- involves analysis of issues and consideration of the needs and wants of the people at individual, group or organization, and community levels;
- requires change agents to be collaborator, participant, risk-taker and activist;

- aims at bringing development of people by increasing access of all citizens to economic, political, cultural and informational resources; and

- Allows participation not only in terms of program implementation but also in program planning and evaluation.

In the dialogic model, communication use communicate to assess with its main purpose is to probe, analyze the situation and communicate to empower with its main purpose is to involve stakeholders in decision over key issues uses a wide range of methods to investigate and use of dialog to promote participation.

But in the monologic mode, communication use to inform and its purpose is to raise awareness or increase knowledge of any key audiences, and communication to persuade in its main purpose is to change attitudes of behaviour of key audiences, and its preferred methods are predominantly mass media.

And lastly, the dialogic/two way communication model associated with the participatory paradigm, the local communities have a chance to participate in the problem identification and solution, decision making, empowerment, planning, implementation, and monitoring and evaluation stages of participatory approaches.

CHAPTER THREE

3. Methodology of the Study

3.1 Qualitative Research Methodology

As it discussed above, the main objective of the study is to scrutinize the development communication practice of CARE Ethiopia in FSF and NAC projects. To meet this objective, qualitative methods were used in the study. Adem (2017:117) states that "qualitative research method focuses on exploring issues, understanding phenomena, and answering questions to gain deeper insights about social phenomena and people's reality." This study used qualitative research method to understand the project workers and local communities practice and experience of development communication and to point out the barriers or challenges that affect development communication and the projects goal. This qualitative method helps to understand people's presentation about the reality that they see around their living area.

The natures of the qualitative research method that justify the rightness of this study are mentioned in Denzin (1998) to distinguish it from the quantitative. With qualitative research, it is conducted in the natural setting of social actors, the actor's perspective (the "insider" or "emic" view) is emphasized, and the primary aim is in-depth ("thick") descriptions and understanding of actions and events and, its main concern is to understand social actions in terms of its specific context (idiographic motive) rather than attempting to generalize to some theoretical population.
In the qualitative method, the researcher got a thick description and explanations of the people that was raised the deep knowledge of their views. It allows the researcher to provide sufficient, detailed data and in-depth analysis of the local community the project experts' practice of development communication.
Qualitative research methodology involves collecting data in the form of words or pictures from the study area of the key informants (Kohlbacher, 2006), and this study took the form of qualitative research design since qualitative study involves in depth investigation of knowledge (Grix 2004:119). Grix (2004) argues that qualitative study involves the interpretation of where by the researcher analyses cases, usually few in number, in their social and cultural context over

a period of time since qualitative allows the use of a variety of technique of inquiry (Walsh in Seal, 2004: 28) as cited in Tadesse (2015).

Respondent interviews were conducted face to face interview with individuals that the researcher felt the best answer for the research questions. In a way, qualitative research is concerned with finding the answers to questions which begin with why, how, which and in what way.

Qualitative research has its own advantages because it includes in depth interview and at this time an open ended questions were served to the respondents and it is the ability to ask and answer many ideas that the researcher and the respondents have a chance to reflect anything that they feel and what happened there. Because of this the researcher believed that it was a best way to get data from an individual informant for the research questions. The researcher had a chance to ask the respondents a number of questions/more than one theme in detail, and the respondents gave the information freely without restriction and limitation of a particular question. Because it is an open-ended question (Paul, 2004).

3.2 Study Area

The focus of the study is on CARE Ethiopia which is a NGO in South Gondar Zone of Amhara Region in Simada woreda working on FSF and NAC projects.

3.2.1 CARE as A Case of the Study

The researcher has his own reason focusing the study on CARE Ethiopia organization. Because CARE is working on different development process like agricultural extension services, income generation and food sufficiency for farmers/food security, nutrition, and safety drinking water/WASH in different areas. This is the biggest contribution that CARE Ethiopia contributes for the country because according to Amhara national regional state food security Research assessment report (2000) shows that in Amhara region forty-eight districts are drought-prone and chronically food insecure and have still now a food recipient farmers and they could not feed their families. The people who could not feed themselves and chronically food insecure are the biggest economic and social crisis that faced in the area. And CARE Ethiopia is worked for the food insecure communities to feed themselves.

The objective of CARE on FSF project is to ensure sustainable food security for chronically food insecure women, men, girls, and boys in South Gonder Zone, Amhara Regional State. This project aims to achieve sustainable food security for 19,544 chronically food insecure

households (80%) of the total target beneficiaries (24,430) in three Weredas namely Simada, Tach Gaynt and Ebinat in South Gonder Zone of Amhara Regional State (CARE, 2013).

In this study area there was another NGO which is Food for the Hungry International (FHI). It works to fight starvation with food aid and poverty through development works with the fund of USAID international donor. This project funds wheat and oil for food insecure farmers as a monthly payment for those farmers working on development issues. And CARE is working a partnership with the government that aimed; the chronically food insecure communities to feed themselves.

It attracted the researcher's attention to conduct a research, how it was working and in what way it changed the people's life and how development communication was implemented in the organization.

3.3 Data Collection Tools and Procedures

3.3.1 Data Collection Tools
The researcher was collected data primarily from the qualitative data instruments such as focus group discussion, field observation and in depth interviews with the project beneficiary farmers who were included by the project and the project workers. For the observation data collection method, checklists were prepared related with the communication approaches before going to the work place or field study.

3.3.1.1 In-depth Interview
In-depth interviewing is one data collection method for this study. And it is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. These interviewees were meant to bring out responses on the role of communication in the development process.

The advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods, such as surveys (Boyce and Neale 2006). In-depth interview may also provide a more relaxed atmosphere in which to collect information people may feel more comfortable having a conversation with interviewer about their program.

The researcher was interviewed six respondents those are three local communities, two the organization workers and one food security expert. These interviewees were asked semi-

structured questions just to compare the issues was raised by other respondents. I recorded the voice of the participants as evidence and to analysis it when the report was interpreted. And it was conducted face to face interview, asked and answered attentively with the respondents. The language of such questions was be explicit, short, and precise and prepared in the respondents language that was Amharic. Because the people those are the local community who lived in the study area spoke only Amharic language. So that it was the researcher's mandatory to translate it into English language.

3.3.1.2 Focus Group Discussion
Another data collection method is focus group discussion. And data was collected through three focus group discussions (FGDs). FGDs were chosen as a tool of data collection for this research with the understanding that:

> Focus groups have proved popular in this communication research area because they are seen to produce rich qualitative material well suited to detailed interpretive analysis (transcripts of people discussing their views and actions in their own words and, to some degree, on their own terms). Furthermore, their group basis is claimed to provide insights into the interactional dynamics of small groups (May, 1993: 95 as cited in Deacon *et al*., 1999: 55).

In the focus group discussion method the informants exchange their experience and level of understanding in the discussion session. And also the researcher has a chance to collect data from different perceptions, at this time when one participant passed one important idea; the other participant remembered it and give information that the first participant missed. Focus group discussions involved in small groups selected from a wider population and sampled through open discussion.

The researcher took with the discussion guides that contained already prepared open-ended questions. In the discussions time, the researcher worked as a facilitator to help participants of the group discussants when they were expressing their ideas. If there is not an influence of the researcher on the discussants, they can express their feeling freely without any shame and doubt.

This FGD was conducted in three kebeles when they are discussed in their group that means FGD1 in the VSLA group in Kosh kebele, FGD2 in MTMSG from Segno Gebeya kebele and FGD3 was taken from Zebo kebele in SAA group. I discussed these focus group discussants in their village when they gathered together. At this time they express their view and idea. Different experience, perception and practice have been got from this FGD. Because of different

understandings, perceptions, and practices of the research participants are the characteristics of qualitative method.

3.3.2 Data Collection Procedures

The data collection procedure has two phases. The first one was, the researcher gave the cooperation letter that was written from Bahir Dar university media and communication department for his thesis to the project manager. He introduced himself for the project manager, where he come from and present the purpose of the research. Then, received the projects physical plan from the project manager by using email address and read it for a long time. At this time the researcher was establishing rapport with the project manager and visiting the project website and different reports that was done in the organization. In this phase he had a good relation with the project manager. Before he went to the research site, the project manager introduces him for the Simada woreda FSF and NAC project facilitators by mobile. Then, went and reached in the woreda town which is '*Wogeda'* and searched the projects office. When he got it, he introduced himself and the research's purpose for the woreda project expert then the expert arranged the time when I got the local community. And then I returned to my home.

The second phase is conducted individual interview; FGD and field work when the project expert arranged the time and when the researcher got the local community. This phase was conducted from April 20 – May 01 2017 for interviewed the individuals and FGDs. Unfortunately, there was not enough transportation to go to each kebele. Because of this lack of transportation to the rural kebeles the researcher rented motor bicycle from the woreda town up to each kebele centers within a cost of 200 birr (ETB) in one journey in each kebele.

The researcher started his work within the individuals and FGDs on 21th April 2017 because the date is the meeting of the farmers for discussion about saving and it is forbidden by their religious like Sabbath or it is called St, Mary's. At this time no one is not working his/her individual work like as plough, washing cloth and every activity in their village. He got a good chance to take a lot of time and to get the targeted local community. The discussions were held 20-30 minutes. And also he conducted one interview at each of the three kebeles.

The interviews were conducted in the kebele local communities first and it was conducted with the project expert and the manager next. The researcher conducted six in-depth interviews and side by side conducted three FGDs for days (21-29April 2017). All the individual interview and FGDs were recorded with a tape recorder and additionally to save the main points he took notes. And also all the individual interview and FGDs were conducted in Amharic which is the official

language of the country and also the mother tong of the local community. The researcher attended attentively all the discussions not to miss the important points for the research.

The interview with the project manager and expert were held at their office and the interview with the local communities and FGDs was held at the kebele center and their local village at the side of their home and under the shade of trees.

3.4 Sampling Technique and Sample Size

3.4.1 Sampling Technique

In this study purposive sampling was used for collecting the qualitative data. The key informants such as manager of the project, experts and cluster coordinators of the project, farmers who are included by the FSF and NAC projects and other bodies like woreda food security officers whom the researcher believes the resource people to find out the required data were selected purposively to address the specific questions for them or the concerned bodies in the study area.

The local community participants were selected from the project file. The selected kebeles were held by CARE and these participants were the beneficiaries of the projects. And they were selected purposively.

3.4.2 Sample Size

The study samples were categorized in to three types. These are professionals of CARE project, the local people and the government food security officers.

The table below summarizes the total number participants in the study.

No.	Research participants	Total participants interviewed
1	CARE workers	2(1 from Simada woreda the project expert and 1 from the Zone FSF project manager. Both are males.
2	Government food security officer	1(from Simada woreda food security office
3	Local community members	21(3 FGDs, 1 FGD are females from the MTMSG in Segno Gebeya kebele, and 2 FGDs are males and females from the VSLA and SAA groups in Kosh and Zebo kebeles respectively. 3 individual interviewees from the three kebeles, two females and one male.

| 4 | Total participants | 27(6 individual interviewees and 21 focus group discussants. |

Table1. Research participants of the study

The above table shows that 6 individual interviewees and 3 FGDs were conducted in the research areas such as Kosh/kebele 03/, Segno Gebeya/kebele 14/and Zebo/kebele 05/. From the above 2 individual interviewees in CARE Ethiopia organization, one of them is the FSF project manager in the Zonal level in Debre Tabor town, the remains one is the project facilitator in the woreda level in Simada woreda. Totally, 27(6 individual interviewees and 21 focus group discussants were participated for this study to get the required data or information depending on the specific objectives and research questions.

3.5 Data Analysis and Interpretation Procedures

As I tried to indicate early, the data collection method was qualitative. Thus, the data analysis method is thematic analysis. This is based on the understanding that "qualitative research, in its most general sense, refers to collecting and interpreting information about some phenomenon without concern for quantities" (Thomas, 2003: 33). It hasn't numerical data.

Denzin's (1998) as cited in Adem (2017) four phases of data analysis and interpretation were employed in this research. These phases are:

> The phases are sense making, representation, legitimation and desire. Sense making refers to the process of filtering the data and deciding what to include and exclude; while representation is about addressing issues of voice and of how to present the self and others. Legitimation refers to providing a rational and credibility for the text. Desire is to mean producing an interesting and inviting report to the reader. (Adem, 2017: 147)

All data (interview, FGDs and observation) were recorded both in field notes form and audio recording. And also all the recorded data was transcribed into English and it was read again and again to identify the relevance of the data before coding it in each theme. Then creating of themes in each research question was made and written on the paper.

The information from the in-depth interview, FGD and field observation were categorizing and arranging for the analysis. These in-depth interview and FGDs were assigned in identification numbers in the analysis part. That is the individual interview with the local community and the project experts are coded as II1, II2, and II3 …..II6. The FGD with the local community were

coded as FGD1, FGD2 and FGD3. This is also done with codes of participants. As every participant was given codes before discussions, these codes were used to identify who said what, from where.

The information below is the whole participants of the required data gathering informants coding as follows and I used the abbreviations that were written in bracket for the data analysis and presentations methods like as II1, II2….II6 and FGD1, FGD2 and FGD3.

- o In-depth interview 1 from food security office in Simada woreda (II1)
- o In-depth interview 2 from CARE's FSF project expert (II2)
- o In-depth interview 3 from kosh kebele (II3)
- o In-depth interview 4 from CARE's FSF project manager (II4)
- o In-depth interview 5 from Segno Gebeya kebele (II5)
- o In-depth interview 6 from Zebo kebele (II6)
- o FGD1 from Kosh kebele (FGD1)
- o FGD2 from Segno Gebeya kebele (FGD2)
- o FGD3 from Zebo kebele (FGD3)

Next, identify and understand the major themes reflection on the in-depth interview and FGD, and making detailed analysis with the help of coding. The analysis was focusing on scrutinizing the practice of development communication in CARE Ethiopia NGO as discussed in the research objective part.

Qualitative data analysis involves the following processes as coding (open, axial and selective coding) as discussed in Adem (2017: 149).

- ➢ Open coding: is the first organization of the date to try to make some sense of it. The aim was "finding themes and assigning initial codes and trying to reduce the mass of data into categories."
- ➢ Axial coding: is a way of interconnecting the categories. Here, "irrelevant codes were rejected based on the research questions and objectives of the study."
- ➢ Selective coding: is the building of a story that connects the categories. It refers to "the identification of foremost themes of the research or involves scanning data and earlier codes."

In this study thematic analysis was used to address the different research questions and objectives. Creswell (2009) states this analysis technique is a strategy that cuts across all the data to group the common issues that recur, and identify the main themes that summarize all the views that are collected. During identification of themes, each annotated concepts is summarized and fall under one category. The data is categorized into different themes based on their nature. Similar data obtained via different tools is clustered under the same theme and discuss according to the research questions.

The themes emerged out of the study are presented by four major thematic categories. These are:-

➢ The development activities of CARE Ethiopia
➢ The dominant development communication approaches and methods
➢ The perception of development in the local community and the project practitioners
➢ The barriers that affect development communication in CARE Ethiopia

The above themes were represented in the narratives of qualitative study by using different techniques such as narration, illustration, some figures and quotations for detailed discussion.

And lastly, the researcher ended up with showing the major findings and making conclusions as well as recommendations comparing with the other research findings to confirm or disconfirm.

CHAPTER FOUR

4. Data Presentation and Analysis

4.1 Introduction

This chapter presents the data analysis and interpretation of the study that focuses on the practices of development communication in the development efforts of CARE Ethiopia NGO. More specifically, this chapter is organized with the following research objectives:

1. To identify the dominant communication approach and method of communication in CARE Ethiopia development organization
2. To assess the perception of local community and development practitioner's about development communication in general and Care Ethiopia in particular.
3. To point out the barriers that affect the communication process of CARE Ethiopia when communicate with the beneficiaries

4.2 The Development Activities of CARE Ethiopia

The main purpose of this research is to scrutinize the practice of development communication in CARE Ethiopia. And in this sub topic the researcher discusses the working activities of the organization and the approach of development communication that has gain from the in-depth interviews and focus group discussions.

> "CARE is a non political, non religious and nonprofit organization and its purpose is assist the people from food insecurity, women who are women headed households and pregnant" (II 4).

> CARE has still implemented different activities like as Food sufficiency for Farmers/FSF/, Nutrition at Center/NAC/ and BERCH projects in Simada woreda. But BERCH is phased out because of its deadline. The two projects are then working in the woreda. The beneficiaries of FSF project is food insecure farmers and the beneficiaries of NAC project is women whose age is 15- 49. CARE has been working on creating awareness about saving, income generation, and harmful traditional practice and feeding habits of infants and pregnant mothers. (II 2)

During this time CARE has implemented in FSF projects in three woredas in Ebnat, Tach Gaynt and Simada Woreda. From these woredas the focus of the study area is Simada Woreda in three kebeles. The projects are not working alone; it works integrated with the woreda food security office, health and agricultural development offices.

CARE Ethiopia development organization is working on agricultural extension services, income generation and food sufficiency for farmers/food security, nutrition, and safety drinking water/WASH. It started working in Ethiopia in 1984 in response to severe drought and famine that devastated the population and claimed the lives of nearly one million people. The programs focus on the areas of livelihoods and food security, sexual and reproductive health, HIV/AIDS, education, emergency response, nutrition and water and sanitation activities (CARE Ethiopia, 2016). More than twenty years ago, CARE started to roll out its Village Saving and Loan Association/VSLA/ programmes around the world as well as in Ethiopia. The idea: women save money together, lend each other money rather than individual lenders and start small businesses. The result: Women earn an income for the first time of their lives. They become more confident by contributing to their household's income, start claiming their right to decide on its spending and often use it to buy nutritious food for their families, such as meat at least once a month. But the women earned more than just money. They earned the respect of their husbands, their neighbors and their villages.

Many of CARE's projects work to create a more conducive environment for achieving sustained food security of chronically food insecure (CFI) men, women and households. Initiatives such as capacity building and training to increase household income, facilitation of loans and the establishment of Village Savings and Loans Associations (VSLA) are all key CARE activities that help communities pull themselves out of poverty. In view of achieving CARE Ethiopia's aim of supporting chronically food insecure women, women-only VSLAs have been helping many women to make collective investments and engage in income generating activities, strengthening their role in the economy and in decision-making. But in the study area not only women but also men are organizing in a group of VSLA.

Besides to the activities that have implemented by the project, the next discussion is focused on the development communication practice of CARE.

4.3 The Dominant Communication Approach and Methods of the project

In this subtopic the researcher tried to show the dominant communication approach of CARE Ethiopia from the two main communication models which are two way/ dialogical/participatory and one way/monologic/top down approaches. And in the other way I tried to identify the dominant communication methods of the project.

4.3.1 One Way/ Monological Communication Model

One way or monological model concerned with disseminating information and sending messages to specific audiences. "Monologic mode adopts one-way communication to send messages, disseminate information, or impart knowledge aimed at increasing awareness of knowledge or changing attitudes and behaviors" (Mefalopulos, 2008:65). But "dialog is the necessary ingredient in building trust, sharing knowledge and ensuring mutual understanding" (Mefalopulos, 2008:8).

With the worker of CARE in-depth interviewee who is a facilitator in empowerment said;

> We disseminate information and the key messages by using the organized groups in the kebele and in the village when they have discussed together. For example, on NAC project, we use demonstration how they wash their hands by showing in practice. And the other one is community gathering. When there is a community gathering in the kebele, we get a chance to transfer and distribute the messages. The other method is training. We train village agents/Amechach/ in the woreda level to create awareness. These village agents' support and advice each organized group in the village. But sometimes when we go to the kebele center and village group, we teach them about saving, income generation and others. (II2)

The above illustration showed that communication as an awareness creation, dissemination of information and promotes attitude and behaviour change of the community. This kind of communication is monologic and top down approach associated with the diffusion approach. In diffusion approaches, the communication objective requires changes in awareness, knowledge, attitude or behaviors/practices of specific groups of people. "But dialogic communication objectives assess risks, identify opportunities, prevent problems, exchange knowledge and perceptions, achieve mutual understanding, and identify or confirm needed change" (Mefalopulos, 2008; Mefalopulos & Tufte, 2009: 15). In the dialogic communication model,

where the process and its outputs are open-ended and the scope explore issues and empower, generate new knowledge and solutions, rather than just transmit information and raise awareness. The development approach of CARE is dominantly Top-down approach. It means all the development projects are planned without the active involvement of the local community. The local community is not empowered to control resources and to make decisions that determine their future. Development projects are planned primarily for fulfilling the requirements of donors and the local governors and also kebele administrator. It doesn't consider the local communities needs. And also the local communities don't participate in the planning stage of the work.

One of the workers of CARE is discussed this issue as follows:

> The project is directly designed from the federal government and the donors then flows to the region, zone and woreda level. At this stage there is a training of awareness creation for the practitioners and the content is not changed. For example if the community wants more on FSF projects rather than NAC, they/the project managers can't change the budget of NAC to FSF project even it is the communities' preference. It is already fixed. Every project has its own budget, time and place when it is designed. (II2)

Another indication that points this development approach is top down:

> The PSNP users are participating in the kebele public work or development work. At this time the community didn't participate in the problem identification, planning, monitoring and evaluation stage of the participatory communication levels. The communities are only implementing on the final work like terracing, planting seedlings and other public works that happened in the kebele. (II1)

And also II1, FGD1 and FGD2 said that the community was participating only in labour but not the other stages. The planning stage was prepared by the kebele agriculture experts. There was not an involvement of the community. The monitoring and evaluation of the work was done by the kebele administrator, the quality of the work is supervised by the natural resource expert. The Forman/Formen controls the attendance and give the work by measured and count it on meter to the working group. And there was surveyor who gets training by natural resource experts to survey the work.

That means both the administrators and the local community perceived participation as in the labour and implementation stage of development works but do not concern in the other stages. Lastly, the community was participating only in the implementation stage of the work. The place, time and budget of the work are already designed by the development workers without the active involvement of the community. But "the emphasis of participatory and collective processes is that in the research, problem identification, decision making, implementation, and evaluation of change" (Mefalopulos & Tufte, 2008:2).

A woman from FGD2 said:

> For example I applied for the natural resource expert and kebele administrator to hold my farm land in the planning of the public work because the farm land didn't give any products. So that if it is plant seedlings like eucalyptus it will help me. But no one do it, they didn't accept and answered my questions. We worked what they ordered but not our choice and participation.

Bessette (2004) (as cited in Natifu,2006) confirmed that participatory programs want to give preference to horizontal approaches that involve encouraging dialogue centered on problem analysis and a search for solutions, as well as bottom-up approaches that aim to raise the awareness of decision-makers. These approaches are based on a process of community communication. But the above discussion shows that it is a top down approach because there is not a community involvement in the development work stages. They are only implementers of the work because the place and type of the project is predetermined by the donors and administrators. But "without active citizenship and community participation, a sense of ownership over the development process cannot be achieved" (Clarke, 2009). And Yoon (2000) argues that allowing people to participate in the implementation, evaluation and decision-making processes concerning the development communication strategy, will empower them to benefit and will enable sustainable outcomes.

And another way that indicates the local government practiced a top down approach, a man from FGD1 said:

> There is a rule that one family member from PSNP users works five days a month but they don't practice in real, we work the whole working days. When we ask them, they said it is a mandatory to you and it is ordered from the top level managers.

Generally, the development communication approach of CARE Ethiopia is almost gone to the top down approach rather than participatory communication. Participatory communication is an approach based on dialogue, which allows the sharing of information, perceptions and opinions among the various stakeholders and thereby facilitates their empowerment, especially for those who are most vulnerable and marginalized. "Participatory communication is not just the exchange of information and experiences: it is also the exploration and generation of new knowledge aimed at addressing situations that need to be improved" (Mefalopulos & Tufte, 2009: 16).

"In the decision making level of participatory approach the local communities have a chance to decide the program (content, time and place etc) and in the controlling the administration and financing" (Haimanot, 2013:52). But in this study area the projects program is designed by the donors and the local government without the active involvement of the local people. Because of its predesigned and predetermined program without the participation of the local community, it is a top down approach rather than bottom up approach.

Participatory communication presupposes a people-based communication, or one characterized by a horizontal flow, it utilizes dialogue that leads to collective processes in research, problem identification, decision making, and evaluation of change community-based implementation of solutions to development issues (Mefalopulos & Tufte, 2008:2; (Mefalopulos, 2003: 241).

In the participatory communication the center of attention is the empowerment of citizens by their active involvement in the identification of problems, development of solutions and implementation of strategies. But it is not true in this study area.

4.3.2 Dominant Communication Methods
The dominant communication approaches of CARE are discussed in the following subtopics like as mass media method, interpersonal communication, group communication method, drama as edutainment and community gathering.

4.3.2.1 Mass Media

Even though media is the major information transmitter and plays a major role in spreading information, teaching and creating awareness about different issues in different area, the respondents stated that mass media are the least used and least preferred method.

A woman from focus group discussion 2 said:

I have a radio set but I don't give attention and more emphasis for the messages of the radio because I spent my time in work. I do not have a time to listen it, even in the night time I have played with my families.

And another woman from this focus group discussion states that:

"I do not have radio set at my home. And I cannot listen to the different messages passed through the radio."

FGD1, 2 and 3 discussants showed that they have no radio and TV set at their home. Even though if there was a radio, they didn't listen the news and programmes passed through the medium. Because they said, they have not enough time to listen it and used their time with working daily chores and played with their relatives. In contrast from the in-depth interview data the participant states:

I have a radio set at home. I do not want to talk with my friends because my friend is the radio. It is very simple to handle even I plough on my farm land; I put it somewhere and listen it. And I get information about farming, education, health and nutrition, saving, HTPs and Traffic that was happened everywhere at every time. (II 6)

From the study participants that mean the in-depth interviewees and FGDs, most of them but not all do not have a radio set and do not have a chance to listen the news, advertisements, messages that have passed through the radio in different topics.

Another mass media method is TV and from the all in-depth interview and focus group discussion participants of the local communities, all do not have TV set in their house because there is not electricity power in their village. So they missed a chance to listen news and watch different programs like as drama and the other important programmes and topics related with their life.

According to freedom of the mass media and access to information proclamation No. 590/2008 Article (12) rights of access to information states that: All person have the right to seek, obtain and communicate any information held by the public bodies. In this article sub article (2) added that everyone has the right to be informed whether or not the public body holds a record containing the requested information and to obtain information from any public body by means of (a) inspection, taking extract and notes, (b) certified copies of any records of such public authority (c) diskettes, floppies or any other electronic mode or through print-outs where such

information is stored in a computer or in any other device. This indicates that there is a freedom to take and give information from one to any bodies.

Unfortunately, in this study area of CARE Ethiopia NGO, this is not true. One of the in-depth interview respondents of the project worker said:

> Without the federal willingness of CARE Ethiopia, CARE's work which is useful and good practice are not sent and disseminated in the print and voice record for any media. Not only for media but also for any person, the experts can't give any information about the project's work. Even I gave the information for you; you said that it is used only for educational purpose. Such kind of transmitting information for any government and non-government media was forbidden by the organization's/CARE law and may punish on it. The punishment may be drive back from his/her work. (II2)

This shows that CARE is very restricted. If it is a government organization, it is possible to give information to any media agencies. But it is NGO and giving any information about the organization for any media is not allowed. Unless the federal willingness of the organization no one expert is not giving and disseminating the organization's status.

And the farmers do not hear about the working activities of the project and its good practice that have done for the people in other places in the mass media. That means we could say, there is not relationship between either the private and government media such as ATV, AR, Bekur newspaper, EBC and other media.

The other method is print media. There were manuals for the communities to discuss together about saving and nutrition. "The manuals are prepared in the federal level and circulate for the local communities who are organized in the group and sometimes for school clubs." (II 2)

A woman from kebele 03 in-depth interviewee said;

> I am a village agent in Mother to Mother group. I teach my members in our village about feeding habits of infants and pregnant mother. We have used booklet and manuals prepared in picture and with words, and we read it for the members. There is a hot debate between the group members, lastly we agree on such issues. I am happy with this debate and discussion because there is a change in our life comparing from the past years that I had passed. Today, women don't

give birth at home, they give birth in the nearby clinics and we call for Ambulance if there is a cause. There are uneducated women who can't read and write but we select a woman who is educated, can read and write then she read the manual and discussed together. (II 3)

A woman from the in-depth interview showed that the difficulties of illiteracy:

I am uneducated person because there were not schools around our village and there is a backward attitude about females' education in my youngest age. Because of this backward attitude of the community and absence of school, my parents didn't send me to school for learning and then I cannot read and write any words in Amharic language. Now, there are CARE's manuals for discussion and one of the women who can read, teach the group members and we listen and participate orally based on the topics of the manual. The now children like you are lucky because there are a lot of schools that have found in our village. (II 5)

The above women illustration shows that, illiteracy is one of the main problems of the local community which in turn constrain to teach and make them to understand within a short period of time, causes a huge problem to communicate by using print media and leaflets especially within the uneducated audiences. It has an influence on people's awareness creation and to bring societal attitude change.

4.3.2.2 Interpersonal Communication

Like Charades game, interpersonal communication is a mutual, ongoing process of sending, receiving, and adapting verbal and nonverbal messages with another person to create and alter the images in both of our minds.

The majority of the local communities have no access to the existing mass media like radio and television as discussed above; therefore, interpersonal communication is the optional kind of strategies. The project facilitators give training for the village agents in the woreda and kebele level where they are assigned and also they assist the community in the village groups. The group discussants were held meetings or discussions twice a month conducted in the form of raising awareness about the raised issues. .

One indication method that the communication method is interpersonal is that; from the organized groups especially in the SAA group member, one group member persuades five

members who are out of the group members around his/her village or relatives. He/she advocates the disadvantage of HTPs. Those SAA groups are organized with many community members like as religious leaders, government employees, women, youths and farmers to protect harmful traditional practice in their area. Such method is done using interpersonal communication as a major tool and with this type of communication a woman from the in-depth interview participant said:

> One of harmful traditional practice which is circumcision is then stopped especially females' circumcision. If one woman wants to circumcise her male child, she takes to the nearby clinic rather than the "*traditional doctor*" because we discussed in the group discussion that traditional doctor is not essential for the now modern time. (II 3)

This type of communication creates a chance to communicate between the village agents and project workers with the local community in the face to face interaction way about different issues.

A priest from FGD3 said:

"I am a priest. I have 20 confessors that I pray for them; I taught and advocated them about the HTPs, saving habits of money, I persuade them to celebrate a feast related with their income, not to credit from the individuals for that feast."

Within interpersonal communication there is a little change on the people's life comparing with the previous years as they (FGD1, 2 and 3) said. Though they have not radio and TV sets at home, they get information by using interpersonal communication and training of the organization. FAO (2002, 2005:45) states: "many scholars argue interpersonal communication has more effect than the media radio and television." Even Mass media are important in spreading awareness of new possibilities and practices, but at the stage where decisions are being made about whether to adopt or not to adopt a new idea, personal communication is far more likely to be influential. Hence in interpersonal communication the individuals directly involve in the communication process itself.

The above illustration looks it is an interpersonal communication that has practiced in the project to transfer the messages and to create awareness about nutrition and saving practice and it showed that interpersonal communication was a persuasion and advocating methods of the rural local community to change their backward attitudes. Brook (1971, p.145) defines interpersonal communication occurs when two or more persons are involved in an interaction that allows all

participants to send overt verbal messages and it is a face to face interaction to share information like as conversations, committee meetings, and group discussions. The village agents assist the organized group that have found in their village in a month and twice a month when they are discussed in their group.

4.3.2.3 Group Communication Method

The community is organized in different groups like as Village Saving Loan Association/VSLA/, Social Analysis an Action/SAA/ and Mother to Mother Support group/MTMSGs/ in their village. The VSLA group has focused on the saving and credit activities and the SAA group focuses on the harmful traditional practice/HTPs. This SAA group is formulated with different communities like as religious leaders, youths, women, health worker, agricultural worker and others. The Mother to Mother group is formulated with women who are lactating, non- lactating and others.

The experts gave training and taught the local community in the organized groups in each kebele.

Participants in FGD1, 2, 3 states that: "We were received the message of the meeting of CARE by using the kebele administrators, *Milisha* and *Mengstawi budn* in our local village by oral message. And we go there without any doubt because we believe if the meeting is by CARE, we think that it gives allowance."

The project workers called the local communities to the kebele center as they want to educate and persuade about the different issues and the projects aim. And the project workers inform the kebele administrator or kebele manager by calling mobile or letter to arrange the place and time of the meeting with the local communities. After the message is delivered and the time is arranged, the experts or CARE project workers' went to the place, then train and educate the community about the development works, about the importance of saving, nutrition, food security and the disadvantage of harmful traditional practices and orient them to discuss about those issues in each group discussion.

The organized groups were the main information exchange methods of every activity. The project workers have created awareness for the farmers by using the organized groups such as SAA, VLSA and MTMSG.

4.3.2.3.1 Social Analysis an Action/SAA/

This group was formed with different communities such as religious leaders, farmers, kebele development workers, women, youth and many others. The main purpose of this group was fighting against harmful traditional practices. "The groups have got training for creating awareness" (II 4). And "all SAA groups received training on how to reflect on and combat HTPs dictated by socio-cultural practices and attitudes, while each member had responsible for disseminating their knowledge to five other members" (II 2). Discussion topics include gender, power relations, and household division of labor, decision-making power, early marriage, family planning, and other related topics are raised and discussed in this group. Meetings are held monthly with the guidance of two appointed group facilitators (one male and one female). In this group, religious leaders are more powerful to stop the HTPs.

Religious leaders were keys to bring behaviour change in the community (by persuading/ counseling and negotiating with their followers) and disseminating harmful traditional practice such as early marriage, female circumcision, extravagancy at different holidays and also saving, maternal and child health messages using their beautiful languages and approaches. They use churches/ mosques as the major centre to disseminate messages during specific holidays, Sundays and/or Saints' congregations.

The religious leaders also visit confessors home to disseminate and persuade about the disadvantage of harmful traditional practice and the importance of saving, caretakers of children and mothers on maternal and child health messages. Because the priests were also supporting MTMSGs and VSLA group in their initiative for the same effective team work and behaviour change. On average a priest has 24 confessors to visit regularly and pray for them. The priests use such communications as opportunity for talking about the given messages role in the community. The people believed on the religious leaders rather than the kebele administrator, development worker and health extension worker.

Discussants from FGD3 said:

> The religious leaders persuade us at the group here, at home and also church and mosque. When we gathered in the organized group and these religious places, the religious leaders taught the people for a few minutes about different issues related with the Holy Bible and Quran. At this time we accepted and listened attentively them rather than the government cadres/'*Milisha* and *Amerar'*. Unfortunately,

when one government cadre stands for transmit a message about politics and other issues, we want to go home because their message is clichés and don't persuade us in a smooth language. The religious leaders' message with its smart and beautiful language approach is enough for the soul and the remains body. The government messages must disseminate for us at the other places and that is enough. (FGD 3)

And another in-depth interview participant said:

I listen my confessor or religious leader who prays for me. I consult him every time and everywhere when I faced cases. Fortuitously, he is a member of SAA group and he persuades me about HTPs and saving money. He advises me not too money use for every feast and celebrations when I was prepared it. Because of his advice then I save everything starting from needle and blade up to the big property. (II 6)

This discussion shows that the local communities want to listen the religious leaders at the religious places, at home and any other places than the government bodies. That mean religious leaders are a powerful message transmitter/communication ways.

4.3.2.3.2 Village Saving and Loan Association/VSLA/

This group is more focused about saving and credit accounts. A number of people were formed together and save some many depending on their income twice a month. They have their own bylaw. And there are five committees; one chair person, one minute taker, two key holders and one cashier. Every group member has a chance to credit money from the saving accounts of the group. The project workers assist them how they are saving, what is their bylaw and also creates awareness about the importance of saving money. The other chance of the group is that CARE facilitates credit from Amhara Credit and Saving Institution/ACSI/ and other saving and credit institutions found in the woreda.

Participants from FGD1 said:

We can credit money in our group saving accounts in the simple interest. But before CARE was organized us in group and creates awareness about saving, we credited from the individuals who are pawnbroker. They lent money in a very excessive rate or interest and we cannot do anything that we want with that money. After the group was organized and have got awareness about saving and credit, we can save everything start from match. (FGD 1)

In VSLA group there was one box and four small bowls given by the project; its colour and usage were different. The green one which the saving money put, the yellow which the interest money put, and blue which the social fund put and the red colour which the penalty money is put. And also the members sit in circle style around the small bowls. It is a chance to see the money which put on the bowls and communicate one to the other in face to face.

4.3.2.3.3 Mother-to-Mother Support Groups (MTMSGs)

MTMSGs are the most important community-level structures that play significant role in bringing behavioural changes regarding good practices of maternal and child health care. Here, no more change is achieved in the community because still now the people are living with poverty. And the communities fed their children as a traditional way. But as FGD2 states that "now we feed our babies three times a day if we have food." That mean they could not feed their children as a modern way or they fed when they got enough food.

The group leaders got training in the woreda level and they train the members in their village. Each MTMSG has one influential/positive thinker mother as a group facilitator. The group was assisted by the kebele health extension expert.

From the date of establishment, the members of the MTMSGs have selected their respective group facilitators and fixed date of convention at their village (1-2 times per month). Most of MTMSGs have been conducting regular conventions among the group members at village level to discuss about maternal and child health care. The members of the MTMSGs have also been supporting each other using different opportunities like by visiting homes of members (important especially for pregnant and newly delivered mothers), during coffee ceremony, "*mahiber*", religious social guild, fetching water, market days, congregations at churches, etc. They also disseminate key messages discussed during get-together to non-members of the MTMSGs i.e. for relatives and other family members.

At this time the group and the facilitators discussed on many issues such as maternal & child health related skills & messages, optimal breastfeeding, personal hygiene, health care seeking behaviour, recognizing dangerous signs of childhood illness, home management of childhood illness, expanded program on immunization, facilitating & organizing discussions by MTMSGs and also conducting home visit for target mothers (pregnant and lactating mothers) and counseling (CARE annual report, 2005).

When the MTMSG discussed on the above issues with the kebele health extension worker and village agents, they used booklet and manual prepared by CARE and it was prepared with picture and words. And there is an image box. The image box indicated that; every child whose age from birth up to twelve, 2 years must feed fruits, vegetables or in other words the parents must feed their child a balance diet and they wash the infants after and before they ate. The fruits and vegetables image was clearly put on the paper and it is simple to understand because it is coloured. The words are written in English language and it is prepared for the health extension workers. Because it is difficult for the rural people without the kebele health extension worker; the local communities cannot read it because most of them are illiterate. But in the other way there was a manual for each group such as MTMSG, SAA and VSLA and it was written in Amharic language. If there is an educated person in the group, he/she reads it for the members and they discussed on the raised issue.

4.3.2.4 Drama

Drama is one of the message delivery and persuasion methods of the community in CARE. It is a visible and entertains the people that participate in the place. Because of its visibility and entertainment it is a good communication approach to change the communities' behaviour. But no more change is happened in the local community, there still live like as the previous years.

In the study area which was Simada woreda, there was an Amateur club which was '*Bizen'* Amateur club. According to II 2 "If there was a training and community gathering in the area, the Amateur clubs were showing drama for the people. But the amateur club is no CARE's. If we want them, we tell the topic to prepare the drama and we paid allowance for them."

The people already laughed and entertained themselves and got a bit knowledge about the raised issues like as nutrition, health, development work and others.

Discussants from FGD2 and FGD3 and II2 indicate that they watched drama in the nearby school parents day and different festivals in the kebele level. When there is parents' day in the school where the kebele is included by CARE, CARE prepared drama for that day by the school mini-media club and CARE gave training for the members and paid payment for the school mini-media club or students. At that time they refreshed themselves and got awareness about the message of the drama.

There, the participants of the drama were babies and they had not in-depth ken about the issues but their action is attractive rather than the message. And there was shortage of time to rehearse it. They practice when the day is reached than before two or three days. (II6)

And also in Zebo kebele/ In-depth interview 6 added that he languished the school parents' day. He remembered it his youngness that he run to school especially on June. And still then he did not absent in that day and watched the drama show. He got awareness and refreshed himself from hardworking in the dissemination message of the show about saving, nutrition, health and sanitation and other development issues. But today the drama was cool down that he saw in the day today experience

From the researcher observation that he noticed in Zebo kebele; some weakness of the drama was observed. There was not presentation about the message of the show for the audiences by the drama facilitator or one member after the show ends, the stager/trainer directly continues to the other topics. The community saw it as refreshment. And also this drama happened infrequently(one or two time a year) not consistently or if the Amateur club members are free and have not additional individual work or it may be, if drama is mandatory for that topic (In-depth interview 2)..

Generally, most of the respondents replied that group methods were the best preferred communication method than the other methods. Results of FGD1, 2, 3 and II2 showed that the local communities prefer the group methods of communication which include training, community gathering and orientations. According to these respondents, group methods are the best stages for local communities to learn one from each other to raise different issues at a time and learn more things in less time, and allow a hot debate to decide and agree on the raised issues. The discussants revealed that in the group method, they can share experiences one to another learns from ones success and failure, because failure itself is another learning method of experience.

A woman from FGD3 said that:
I got a good experience from my friends in the discussion. Before we started discussion in the form of group method like this, I don't have knowledge and awareness about feeding habits of my babies because I can fed my baby three times a day if I have enough food at home, saving systems of property, the

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harmful traditional practice like as female circumcision and credit habits from
ACSI rather than individuals. But then I have got a good ken about those issues.
And also I am a good teacher for the others. /laughing/

The above discussions about interpersonal and group methods of communication were associated with top down communication approach because the local communities were discussed about the problems and solutions within the face to face interaction between the project facilitators and the local communities themselves. Within this framework it is said to be one way communication approach. Because first of all, the project is predetermined with its time, place, budget and schedule without the involvement of the local people so that it is top down approach.

4.3.2.5 Community Gathering

CARE has used community gathering to create awareness about different issues like as food security, saving, nutrition and harmful traditional practices (II 2 & 4).

Even though in the community gathering a lot of people were participating or found there, we could not say it is two way communication/dialogical model because the project experts advocate and directly create awareness to the community to form a group and save money depending on their daily and monthly income. Because of this creating awareness for those communities, on average there was 20-30 groups were organized in the kebele. Besides to creating awareness about organizing in a group to save and discuss in the different developmental issues is very essential for the peoples' life, the other use of community gathering is creating awareness about the negative effects of dependency syndrome, HTPs, and the importance of feeding infants and pregnant a balance diet regularly and also hygiene and sanitation issues. From FGD1, 2, 3 and in-depth interview 2 showed that these awareness creation places where the communities gathering together are the religious places like church and mosque, food aid distribution centers, on Farmer Training Center (FTC) in the kebele center and when the kebele administrators call the farmers for the public work.

The project experts/we/ disseminate information about saving, HTPs and food
security when the community is gathering in church, mosque, funeral ceremonies,
Idir and others. At the end of the program, we taught and persuade the local
community for a short period of time. (II 4)

The above awareness creation places create a chance for the project experts to get a large number of audiences. Even though in community gathering many people were participated, here the

purpose of communication is creating awareness, persuasion, advocate and orientation about different issues, and this kind of communication is a monologic/one way and top down communication approach as I discussed in the theoretical framework of the study.

4.4 The Perception of Development Communication by the Project Experts and the Local Community

This section presents the perception of the local community and the project experts respectively about development communication.

Communication with the FGD 1 and 2 discussants are perceived as dissemination and sharing of development information between the local community with each other and the development experts. A woman from FGD1 said:

"When we communicate with the project experts, they disseminate the key messages about saving, feeding habits and HTPs and any other issues related with our life."

In the other way communication is as perceived as persuasion of the community about development activities to do/accept the important messages and to avoid the backward attitude of the community that was coming with them from the past to the then. And FGD3 perceived that "communication is creating awareness and sharing experience for the people."

A man from FGD3 shows that:

> Communication is the transmission of message from top to down hierarchy. That mean, the experts transmit their message for the community and the community listen them to do the activity that they transfer or teach. The experts taught the community how we feed our children, how we save our money, and the disadvantage of HTPs. This is called communication as my perception.

And the others perceived communication as "the exchange of information between two or more parties in the day to day activities" (II 5).

This shows that the community exchange information and experience related with their life in their village, at road, when females are fetching water, farmers are gathering crops and doing other chores.

The project facilitator (II2) perceives that, "communication is advocating development to tackle poverty in the community and to secure food sufficiency for the farmers." The project experts disseminate the projects aim, objective and development issues from the organization to the community.

We create awareness for the local communities with success stories that have practiced in another place and we narrate that success story at the time of the communities were gathered together in the community gathering places to drive out from poverty, produces their own property and can feed themselves year to year. (II 2)

"Awareness creation, persuasion and advocating the community, these activities are basically grouped under the information transmission model characterized by a one way and top down communication approach" (Adem, 2017:202; Mefalopulos, 2008). According to Servaes (1995) and Veneklassen (1990) (as cited in Haimanot, 2013:68) in participatory communication, there should be a process of raising consciousness and deep understanding about social reality, problems and solutions; rather than persuasion for short-term behavioral changes those are only sustainable with continuous campaigns.

The other in-depth interview in the food security office (II1) perceives:

Communication is an image building way for the organization and the donors. Unfortunately, CARE's training that gives for the community in the kebele and woreda level creates a good image for the organization. CARE has been got a good insight/image by the community, but it is connected with money because it gives per diem for every training sessions. This incentive seems a communication method to create image building. Farmers believe the organization; it is deeply rooted in the communities' heart and they called it '*Cher*' but not CARE.

Within this awareness creation, there are 20-30 groups were organized in each kebele to save their money and credit with each other in their group account and ACSI.

Unfortunately, the organization has not a communication expert and communication policy to facilitate the projects goal.

From in-depth interview 4 states:

"The project has no a communication policy and communication expert in the organization. The project experts did the communication process that was creating awareness for the local community to change their backward attitude" (II4).

Even though the success and failure of the project do not know before surveying the final result, without the communication policy and professionalism of communication itself, success may be difficult for the project. "Lack of clear communication strategy has hampered the organization's work" (Adem, 2012:48)

4.5 The Barriers that affect the development communication

This section analyses and discusses the major factors or barriers that affect development communication and the development work of CARE Ethiopia NGO.

There are a lot of barriers that affect the goal of CARE projects and the development communication practices. The dominant barrier is dependency syndrome. It is one of the major impediments of sustainable development in CARE's intervention areas. In the study area there is aid for long years and the people developed dependency from the previous years and also there is less communication on creating awareness for those people to change their behaviour. So if there is aid programme, the development work will be affected. Most of the people seeks business or wants to get more money in his/her pocket from the project.

> There is dependency syndrome in the farmers mind. They asked to get capacity building training and per diem because they see in CARE like this. When CARE calls the community, no one is absent. In the opposite if natural resource and kebele administrator calls them, no one is present because they didn't get any profit from this kind of meeting. Because of the benefits that they got, another name of CARE in the community is magnanimous/*cher*. They called like this because it gives money for every training or meeting sessions. (II 1)

The other factor is maladministration that was made by the kebele administrators and CARE itself. If there is partiality between different people, change and development is impossible because there is a negative competition and hate between the local people, and it is not safe to work together any development works.

FGD1 also states:

> Today CARE itself turns its face to the leaderships. When we train in CARE for the first time, no one leadership interferes on our work but now if there is training in the woreda and kebele level by CARE the kebele administrator sends their relative, not call us. Even the tea and bread preparation for the trainees are provide by their relatives, we can't participate to sell it.   The kebele administrators don't see the poorest like us. /*They present it in a hot manner*/

And also woman from FGD2

> CARE starts bribery. If there is a good worker, it/CARE selects the person, who has mouth only but has not real work. And also our group still now didn't stop

saving, didn't share out money, our minutes taker/writer is very clever but CARE didn't train him. If he gets training, we do a lot more than it and sharing the training messages.

The FGD2 idea indicates that they want something from CARE, and they don't think saving is important for them. That means they work hard to get reward or another incentive from the project. This indicates that dependency syndrome is still live with the community. And also they understand CARE cheats them, but from the other group discussants and in-depth interviewee complain the kebele administrator.

> CARE gave sheep before a year, and this year it gives training but the kebele administrator alter our chance to the others, and the people shout because this is the responsibility of the village agents. The village agent selects the person who will get a chance for the training in the groups but the kebele administrator deleted our right and selects his kin. The people said why we don't save our money if we don't get per-diem and other incentive from the training. (II 3)

The above discussions are an indication that "dependency is a deep-rooted problem in the area which impedes efforts of sustainable development" (Adem, 2017: 221).

The other challenge is labour abuse. The poor labour was despoiled by the richest ones. It affects the morality of the poor and pushes them for loss of confidence. They think that they are the poorest of the poor and seem slave like as the old century but then it is a 21st century or we live in the new modern world era.

> When the top ten farmers were gone to another place for training and exchange good practice, the PSNP users work the top ten farmers' crops; carry hay/cattle grass and other activities. And also if they participate in building water pond, they asked why only we participate on it because the whole people use this water. (II1)

And another man from FGD1states:

> I am PSNP user; I spend much of the time on the public work. I haven't a chance to control and plough my farm land. Then the land loses its fertility and eroded by soil erosion. Even I absent from the public work, I lose the aid of wheat and oil. This is a challenge for my life. The experts didn't understand this situation. When we ask them, they answered that: you ate your wheat so that you work the public work/development work. But if we protect our farm land from soil erosion, plant

trees around it, plough it currently, we will get more products. But we can't do it because of the public work. We get 15kg of wheat from PSNP in a month. (FGD1)

The above illustration showed that the PSNP users work a development work in the kebele. This type of participation in the development work decreases the productivity of their land because they spend much time on the development work and do not have time to cultivate theirs. Because of the decreasing of productivity, the people could not graduate from PSNP and feed themselves. And it shows that there is lack of communication to get a mutual understanding about the time or schedule of the public work.

In this development work the local communities turn is participating only in the implementation of the development work but not on the other stages. The place, style and time of the work are prepared by the government without the active involvement of the community. And also CARE project is an implementer because it is predetermined by the donors. This kind of approach is top down approach but not participatory approach.

The discussants from FGD2 said:

Then when it compares the first year, CARE didn't attend our groups; when we reach, what we want, in what way we go, what errors we do. We are getting hopeless because of the lack of attending the groups work by the project experts.

These groups adapted dependency as the discussion showed above because they want something from CARE and they think it is important for CARE, don't think it is theirs. The truth is, "CARE directly shows the direction and the way of saving money, getting income but it/CARE didn't reach the people up to the last stage/from the poor to the richest level" (II 2).

The other major factor that affects the practice of development communication is lack of professionalism in CARE Ethiopia NGO. There is no communication expert in the organization. So without the communication expert how the communication process is gone, in what way they empower the local community. Because of these gaps, development communication in general and participatory communication in particular could not be practiced in real, and its role for development may not be understood well. To support this idea Servaes (2003: 20), who states that, "the successes and failures of most development projects are often determined by two crucial factors: communication and people's involvement." Without the active involvement of the local people and communication, development couldn't achieve its success. And a number of

studies have confirmed that a top-down management approach to development is less effective than a participatory one (Mefalopulos, 2008:7).

> Good professional should also have the right attitude toward people, being empathic and willing to listen and to facilitate dialog in order to elicit and incorporate stakeholders' perceptions and opinions. Most of all, a professional development communication specialist needs to be consistently issue-focused, rather than institution-focused. (Mefalopulos, 2008:19)

The projects plan is a five year initiative as I discussed in the introduction part of the study.

> The project plans to accomplish its goal in five years that mean 2013 - 2018. But it is difficult to achieve the objective in a short period of time to change the peoples' attitude about saving, HTP, feeding habits of infants and pregnant mothers and health and sanitation activities. (II2)

In a short period of time practicing participatory communication is difficult because it takes a lot of time. Participatory communication communicates and participates the local community horizontally and down to up hierarchy.

The researcher asked the project manager, why the project plan is short and how it could be achieved and he answered that:

> The donor of the project planned its fund for five years. In this short period of time the project planned that creating awareness for the local community about development issues by using organizing different groups in the village, gave training in the kebele and woreda level and taught them in the community gathering in their village. (II4)

Generally, dependency syndrome from the local community, lack of professionalism or communication expert and short period of time of the project's plan from the organization are the barriers that affect development communication.

CHAPTER FIVE

1. **Conclusions and Recommendations**

5.1 Conclusion

The study was conducted in an attempt to scrutinize the practice of development communication in CARE Ethiopia an NGO working on development issues. Three research questions were formulated based on the objective of the study. The questions asked were: what are the dominant development communication approaches and methods that are practiced in CARE Ethiopia in the sharing of development messages, how do the local community and the project practitioner's perceive development communication and what barriers affect the communication process of CARE Ethiopia development organization.

Based on the research questions, the researcher has arrived on the following major findings.

The project was predetermined by the donors and the local government. The time, budget and place were already prepared without the active involvement of the community. This type of communication approach is a top down approach.

And the local communities didn't participate in the planning, problem identification and monitoring and evaluation stages of the participatory communication. This was considered to be a missing link. The local communities did not have a chance to actively participate in every stages of development. In the absence of this genuine participation, it is hard to achieve the empowerment of the local community since "empowerment is the result of the process by which community decides what to do, lead where to go, and are involved in actions" (Waisbord, 2008: 509 as cited in Adem, 2017, p. 256).

The dominant communication methods were group communication method and in some instance interpersonal communication. The local communities discussed together within different issues like as saving and credit money, feeding habits and HTPs in their group that was organized in their village and discussed about the problems and solutions. Within this frame work it seems participatory approach but the local communities did not have a chance to participate in the whole design stages of the project. But because of its predetermined time, place, style, schedule and budget by the donors and the local government without the active involvement of the local people, it is monologic/one-way communication model associated with top down approach. The project workers gave training for the village agents in the woreda and kebele level to create awareness, and

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these village agents also share their experience for the group members. And also in the SAA group one group member persuaded five local communities or his/her relatives in the village about HTPs. it is called interpersonal communication.

The local community perceived communication as transmission of information and creating awareness for them by the project experts and communication in the project practitioners perceived as advocating development messages for the community and as an image building activity for the organization.

The research results reveal that the major factors that affect the development approach was dependency syndrome.

The other barrier was there is not a communication policy and communication expert in the organization. Without professional expert, the development communication in general and participatory communication particularly has not practiced in any organization and it is a dream.

There is shortage of time to achieve the projects goal and to practice a good communication method. And to practice participatory approach it takes time. So that, the project's schedule was suitable for one way communication approach to create awareness for the local community.

5.2 Recommendations

Based on the findings of the current study the following recommendations are presented.

➢ The project is predetermined its place, time and budget is prepared by the international donors and the local government. It is recommended that the local communities should be participating in all stages. Without the active involvement of the community success of any project is difficult.

➢ The communication approach is more likely one way or top down communication approach. It is recommended that for the successful development, CARE needs to use two way/dialogical mode of communication to decrease the barriers of development and development communication as well.

➢ The absence of communication policy and professionalism was observed in CARE Ethiopia organization. It is suggested that communication policy and communication expert are crucial to guide the communication ways and sustainable development because without professionalism and communication policy it is difficult to achieve development. Communication strategies need to be professionally designed and prepared to avoid some

of the problems found most frequently in projects and programs: inadequate diagnosis, flawed or ill-conceived design, or inappropriate timing.

➢   The finding reveals that the local communities' dependency syndrome affects the development approach. Because they are expect everything like funds from the donors and the government. It is recommended that creating awareness for local communities to participate in different income generation activities rather than expectation of funds from the international donors and the local government is better.

➢ The deadline of the project is short. In a short period of time, it is difficult to practice a genuine participatory communication and change the behaviours of the local communities and create empowerment. It is recommended that the project should add a few years to empower the local communities and to practice participatory communication approach. Because participatory communication processes evolve continuously over long periods of time (Yoon, 2004).

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Appendix A

Interview Guideline for the Project Workers

Dear participants:

The purpose of this interview is to gather data in order to understand the practice of development communication in CARE Ethiopia. And I used it only for the purpose of my thesis.

I want to say thank you that you give your golden time for my interview.

1. **Demographic Information**
   ➢ Sex
   ➢ age
   ➢ marital status
   ➢ position
   ➢ educational background
2. **Questions about the organization and their works**
   ➢ What are the major activities of CARE?
   ➢ Who are the major participants/beneficiaries of your project?   Why?
   ➢ What are some of the needs of the community in your development projects? Why?
   ➢ Is there any change on the people's life after the projects has started?
       ✓ If yes, what are these changes?
       ✓ If not, why?
3. **practice of development communication and communication channels**
   ➢ What roles do you think development communication plays for the decreasing of poverty and ensure food security?
   ➢ How development communication is implemented and perceived in your organization?
   ➢ Do you have a communication policy?
       ✓ If yes, how it works?
       ✓ If not, why not?
   ➢ How do you communicate the community to transmit the development messages for them?

- ✓ What are your communication strategies?
- ➢ Which communication methods are commonly used when you communicate with the beneficiaries?
  - ✓ Interpersonal methods
  - ✓ Group methods such as farmer's days, meetings
  - ✓ Mass media methods such as radio, television, newspaper
- ➢ Which of these methods are preferred by farmers and mostly use? Why?
- ➢ Are the communities participated in the participatory communication approach?
  - ✓ If yes, how they participated?
  - ✓ If no, why not?
- ➢ Are there any barriers or problems that affect the projects aim in the communication process?
  - ✓ If yes, what are those problems?
  - ✓ How do you think those problems could be solved?

Appendix B

Interview and Focus Group Guideline with Local Community

Dear participants:

The purpose of this interview is to gather data in order to understand the practice of development communication in CARE Ethiopia. And I used it only for the purpose of my thesis.

I want to say thank you that you give your golden time for my interview.

1. **Demographic Information**
   ➢ Sex
   ➢ age
   ➢ village
   ➢ marital status
   ➢ educational background
   ➢ Occupation
   ➢ Number of people in the household
   ➢ Income
   ➢ Are you graduated from safety net program or not?
2. **Farmers view of the development organization and the communication methods**
   ➢ How and when do you know CARE?
   ➢ What activities are implemented in your area by CARE development organization?
   ➢ Do you think that the project has a big contribution for your area? Why?
   ➢ What is your life looks like before and after CARE is coming here? Is there any change in your life?
      ✓ If yes, what are the changes that you get?
      ✓ If not, why?
   ➢ How do the organization workers communicate you to create awareness about food security? In what way? How often?
   ➢ What is communication for you and how do you perceive it?
   ➢ Which communication channels do you use in your local area?

➢ Which of them communication channels are dominantly preferred for you and usually used

- ✓ Traditional media
- ✓ Mass media
- ✓ Interpersonal media
- ✓ Group discussion method
- ✓ Community gathering

➢ Do you get training in the food security, income generation and other issues by the development organization? How do you get it?

➢ Are the project workers advising you to attend media? If yes, do you attend or not? Why?

➢ What barriers have you faced to participate actively with the development organization of CARE in the communication process?

- ✓ If yes, how do you think those problems could be solved?

Field observation checklist

Date of observation from------------- to ----------------

No.	Activities to be observed	Notes	Remark
1	How do the project workers communicate with the local community?		
2	Do the farmers use any communication channels?		
3	Which communication channels are more preferable and usually used by those farmers?		
4	Are the community participated in the communication process? How they participated? In what way?		
5	What the farmer's house life looks like?		
6	See the food aid farmers at the time safety net program day when they receipt wheat and oil. How does it look like?		
7	What is the overall practice of development communication in the organization?		

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Picture.3 food aid warehouse in the simada woreda   Picture 4: food aid people/they sit
                                                            and wait wheat