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# Communication for Development and Social Change

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## **WHERE SOCIAL CHANGE SCHOLARSHIP AND PRACTICE WENT WRONG? MIGHT COMPLEXITY SCIENCE PROVIDE A WAY OUT OF THIS MESS?**

Here I argue that social change scholarship and practice has gone horribly wrong. Simply put, we stand on a ground that is shaky -- fraught with faulty assumptions. We have been climbing a ladder (or ladders), steadily reinforcing its wobbly foundation, questioning not the need to climb.

Am I purporting to be holier than thou? No. I have been complicit in this enterprise, not questioning enough, perpetuating a misguided way of thinking, inadvertent as it may seem.

How did we get into this mess? Is there a way out? Here I present my thoughts, tempered by the thoughts of others, striving for a thesis and an anti-thesis, and perhaps some synthesis.

\* **PI-CHUN CHANG**

## **DOES CHINA HAVE ALTERNATIVE MODERNITY? AN EXAMINATION OF CHINESE MODERNIZATION DISCOURSE**

This study presents a comparative study of how the West perceives non-Western modernization, and how China asserts its allegedly particular one both at the official and the popular level. This comparison will show that in the West's eyes the backwardness of Chinese modernization in the past was tied to cultural reasons and the progress of Chinese modernization in the present has also been attributed to cultural traditions. From the Chinese perspective, they believe their cultural and historical background has buttressed their rising success, thus paving a different path of modernization from the Western norm. As Chinese official discourse and popular discourse overlap to a certain degree, both "socialism with Chinese characteristics" and "saying no to the West" underlie the uniqueness of Chinese modernization, modernity and development in terms of cultural differences. The emphasis on Chinese alternative on the basis of local knowledge, culture and perspective, however, resonates the culturalist binarism it attempts to oppose.

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**\* NANCY MUTURI**

### **HEALTH EDUCATION FOR HIV/AIDS PREVENTION IN THE CARIBBEAN**

HIV/AIDS continues to be a global catastrophe for the 21<sup>st</sup> century with education for behavior change now widely recognized as a crucial intervention in the fight against the epidemic. Mass media and public education programs, conventional education, health communication and empowerment actions are common but oftentimes-spontaneous interventions that fail to address the issues behind risky behaviors and practices that contribute to the prevailing epidemic. This article describes the development of a theory-based health education and behavior change project that addresses the high HIV/AIDS prevalence in the Caribbean. With a focus on college-age youth, the project uses a participatory approach to involve key stakeholders at various levels. This article describes the application of the P-Process model in design and implementation of the project activities, offering insights on behavior change strategies from lessons learned from the Caribbean experience.

**\* SIDDHARTA MENON**

### **POLICY IMPLICATIONS OF THE COMMUNICATION EFFECTS GAP HYPOTHESES AND MAINSTREAM ORGANIZATIONAL COMMUNICATION STUDIES IN DEVELOPMENT COMMUNICATION CAMPAIGNS**

The research on development communication campaigns, the communication effects gap hypothesis, and mainstream organizational communication studies have by and large followed three distinct trajectories. While these various areas of intellectual inquiry are not necessarily mutually exclusive, research in the respective arenas has made halting progress in drawing on common insights. This exploratory article focuses on the implications of the communication effects gap hypotheses and mainstream organizational communication studies on development communication campaigns. Particular attention is accorded to the interpersonal interactions among employees in NGOs and the ways that communication between personnel in these organizations and the target populations can be structured to better serve a community's development needs. Finally, the article also considers key communication policy implications of this inquiry.

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### **VISUALISATION IN PARTICIPATORY PROGRAMMES (VIPP): TAKING STOCK OF ITS DIFFUSION AND IMPACT**

Over the past 15 years, Visualisation in Participatory Programmes (VIPP) has been used in many communication and education programs around the world as a toolkit for participatory planning and training, as well as partnership building for many programmes. VIPP has its roots in the popular education movements of Latin America and in the structured methods of *Metaplan*, in Germany, but it first came together as a distinct set of methods in UNICEF, Bangladesh in 1991. The VIPP methodology breaks down this "seminar culture" and is adaptable for use with almost any framework. The authors document how, since 1991, VIPP has been applied

successfully in programs and events in Asia, Latin America, Africa, Europe, and North America, including the development and design of regional communication initiatives, training on Participatory Learning and Action, WHO's teaching/learning methodology on for adolescent health, and strategic planning for health programs in the UK. This article takes a critical look at the ability of VIPP methods to transform the environment and context of the work of communication programmers and development workers using these methods. It analyses the strengths and weaknesses of the methods and the conditions under which it is most beneficial for communication programmers.