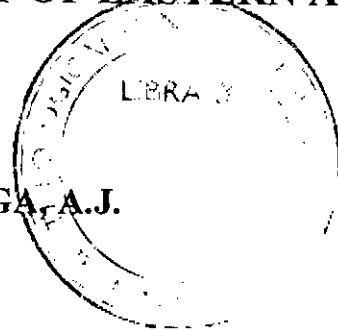


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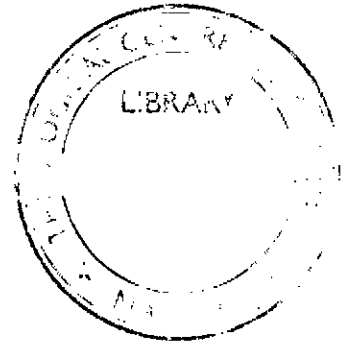
**PARTICIPATORY VIDEO FOR EDUCATION IN
POVERTY ALLEVIATION. A CASE STUDY IN SIRONKO
DISTRICT, EASTERN UGANDA**

Supervisor

Dr. Zacharia Wanakacha Samita

A Thesis Submitted in Partial Fulfilment of the Requirements for the
Award of the Bachelor of Arts Degree in Social Communication

NAIROBI 2009



DEDICATION

I dedicate this work to my beloved late grandparents: Fabiano and Salome. You contributed immensely toward who I am today. May your souls rest in perpetual light of the resurrection.

To my parents, for all your parental support: you communicated to me the greatest gift, life itself.

ACKNOWLEDGEMENTS

I would like to thank the Apostles of Jesus Missionaries who granted me an opportunity to further my knowledge in Social Communications. It is with immense gratitude that I acknowledge the Catholic Scholarship Programme for East Africa which financially supported me. May I thank most sincerely Dr. Zacharia Wanakacha Samita for his full assistance in academically supervising this work.

Many thanks also go to the Director of the Institute of Social Communication, Fr. Maurice Schepers, the Academic Advisor Mr. Joseph Mwongi, Assistant Administrators Francis Chishimba and Jeff Atika. They encouraged me very much in my studies.

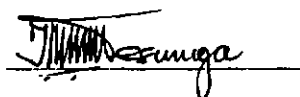
Finally, I would like to specially appreciate those who assisted me in administering the questionnaires and those who sacrificed their time for me during the interviews.

STUDENT'S DECLARATION

I, the undersigned, declare that this thesis is my original work achieved through my personal reading, scientific research method and critical reflection. It is submitted in partial fulfillment of the requirements for the Bachelor's Degree in Social Communications. It has never been submitted to any other college or university for academic credit. All sources have been cited in full and acknowledged.

Student: Pius N. Wesunga

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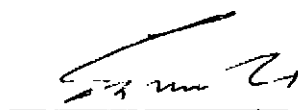


Date: Saturday, April 4th, 2009

This thesis has been submitted for examination with my approval as the College Supervisor

Supervisor: Dr. Zacharia Wanakacha Samita

Signed:



Date: Saturday, April 4th, 2009

ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
Cf	Confer, Compare
DRC	Democratic Republic of Congo
Et al	And Other Persons
Ed.	Edited by
FGD	Focus Group Discussions
FM	Frequency Modulation
GOU	Government of Uganda
HIV	Human Immunodeficiency Virus
Http	Hypertext Transfer Protocol
Ibid.	Ibidem; in the aforementioned place
ICT	Information Communication Technology
IMF	International Monetary Fund
KTN	Kenya Television Network
LG	Local Government
MTN	Mobile Telephone Network
NGOs	Non-Governmental Organisations
NTV	Nation Television
No.	Number
PEAP	Poverty Eradication Action Plan
PO	Participant Observation
PV	Participatory Video
SMS	Short Message Service
SPSS	Statistical Package for Social Sciences
TV	Television
UN	United Nations
USA	United States of America
Vol.	Volume
WWW	World Wide Web

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GENERAL INTRODUCTION

Poverty remains a matter of growing concern in many developing countries of the world. Today, as other continents continue to register sustainable economic growth and development through the use of media, Africa is not only lagging behind, but is also trapped in a vicious circle of borrowing and donor dependency syndrome. Some critics view this technological lag as one of the causes practically sabotaging real development.

Politically, Africa has perpetually failed to marshal its development efforts towards maximum utilization of the immense natural resources many of its countries are endowed with. These resources would, if exploited, propel their economies and people towards high levels of economic and social performance. Consequently, this would eliminate pervasive poverty.

Africa is amongst the continents where poverty is constantly on the increase. As a result, millions of people live each day in abject poverty. Many communities find themselves under extraordinary stress of taking care of one another, educating children, children going without food, their bodies stunted by widespread malnutrition and caring for the ill. Assisting people who need a hand is proving difficult. The stresses of extreme poverty, oppression, environmental injustice, failed educational systems and diseases such as HIV/AIDS make life a daily challenge. The Commission for Africa finds the conditions of the lives of the majority of Africans to be deplorable and an insult to their dignity.

There is need to change these conditions in order to make poverty past history in Africa. In the mid 1990s, close to 50% of Africa's population of 700 million lived in absolute poverty.

Like many other African countries, Uganda has poverty as its biggest challenge. Majority of her citizens live in rural areas. It ranks 154 out of 177 poorest countries in the world.¹ Despite the challenge of poverty being widespread in rural areas, it has not necessarily and deservedly been attended to by the media. The contribution of media to enable the poor people to rise out of their poverty situation is critical. The poor in rural areas are in most cases not reflected in the macroeconomic interventions. Because of the foregoing scenario, poverty escalates unabated. Society holds women responsible for all the key actions required to end hunger, family nutrition, health, education and increasing family income.

The rural people operate mainly in the informal economy where the whole context for their lives and economic activities do not produce enough surpluses to uplift their standard of living. As a consequence, they lack the ability to generate incomes, to save and to initiate economic activities. The poor are traditionally disregarded as "unbankable" and "uncreditworthy".²

Poverty is a reality. It is one of the ever- present and longstanding challenges facing governments and populations throughout the world, Sironko District in Uganda being one of them. It does not matter how it is defined or measured.

¹ *Human Development Report 2007/2008* < <http://www.hdr.undp.org/en/statistics> > 4. 2. 2008

² Cf. V. Nassozi, (2007), *The Contribution of Women Self-Help Projects to the Eradication of Poverty: A Case Study of Lyatonde Sub-County in Lyatonde District*. Unpublished Work, Makerere University, Kampala, 13.

It may be lack of basic human needs such as food, shelter and clothing. Despite anti-poverty programmes and aid to the poor, poverty continues. Millions of people in the world live in poverty.

Poverty is painful. The poor suffer physical, emotional and moral pains.³ To be poor is to live without fundamental freedoms of action and choice. Being poor is to lack adequate food and shelter, education and health. The poor are exposed to ill-treatment by institutions of the society and are powerless to influence key decisions⁴. If poverty is painful, why do the poor remain poor? To be sure, the poor are not lazy, stupid, or corrupt. The media is believed to be the extension of our “five senses”: the mouth, the eyes, ears, nose and legs. The media can help in extending the voices, eyes, ears, legs, and mouths of the poor by sending them powerful messages that point the way towards poverty reduction.

Uganda has poverty as its biggest challenge. Majority of her citizens live in rural areas. It ranks 154 out of 177 poorest countries in the world.⁵ Despite the challenge of poverty being widespread in rural areas, it has not necessarily and deservedly been attended to by the media. The contribution of media to enable the poor people to rise out of their poverty situation is critical. The poor in rural areas are in most cases not reflected in the macroeconomic interventions. Because of the foregoing scenario, poverty escalates unabated. Society holds women responsible for all the key actions required to end hunger, family nutrition, health, education and increasing family income.

³ Cf. D. Narayan, et al (2000), *Voices of the Poor. Can Anyone Hear us?* Oxford, Oxford University Press.

⁴ Cf. J. Klugman, ed., (2001), *A Source Book for Poverty Reduction Strategies*, Washington, World Bank.

⁵ *Human Development Report 2007/2008* < <http://www.hdr.undp.org/en/statistics> > 4. 2. 2008

BACKGROUND TO THE STUDY

One of the major problems facing human beings is poverty. According to Human Development Report (2000), 1.2 billion out of the world population of the 6 billion people survive on less than one dollar a day⁶. Eight hundred and forty million people go hungry; over 1 billion people either lack safe water or are illiterate.

A third of the world population is not expected to reach the age of 40 years; 100 million children are on the streets, 1.2 million women have turned to prostitution as a way of surviving and over 90 million children are out of school because of poverty at primary level⁷.

One thing arises out of this scenario, that in the global economy of abundant resources, “this is a scandal reflecting gross inequality and inexcusable failures of national and international policy”⁸. The urgency to eradicate poverty has not been lost to the world community. It has been top on the agenda of the world community and world summits for social development in 1995 and 2000.

Summits attended by up to 120 heads of state and 180 representatives of governments, all viewed eradication of poverty, “as an ethical, social, political and moral imperative of human kind”⁹. There have been other approaches to addressing the poverty problem by Non-Government Organizations (NGOs). Even multi-lateral institutions, notably the International Monetary Fund (IMF) and World Bank have been keen on this.

⁶ Cf. *Human Development Report*, 2000, 2

⁷ Cf. *Human Development Report*, 2000, 3

⁸ Cf. *Human Development Report*, 1997, 2

⁹ *Ibid.*, 7

Poor people formed membership groups. These may be highly effective for their survival, but are often constrained by limited resources, information and technology. This really questions how far they can go in fulfilling their objectives.¹⁰

In addition, these groups often lack bridging and social capital. That is, they may not be connected to other groups unlike themselves or to other resources of the civil society or the state.

It is only when media connects them with others across communities eventually becoming federations with a regional or national presence that they begin to influence government decisions.¹¹

PROBLEM STATEMENT OF THE STUDY

Sironko District is on the slopes of Mount Elgon. Here, volcanic soils nourish the growth of food and cash crops. There are many NGOs and government initiatives on poverty alleviation, for example, through print and electronic media. With regard to the latter, radio is most prominent. Despite these efforts, poverty apparently remains rampant in the district.

The people of Sironko District are culturally well known for *imbalu*, circumcision of boys. During the instructions that are part of the *imbalu*, the candidates are told to live and work in solidarity and shun laziness. This is manifested in a symbolic way when the elder hands to the candidates a hoe and a panga as tools for work. Yet, they have continued to be poor. For some time now, the main media used in the alleviation of poverty and other impediments are the radio and print.

¹⁰ Cf. J. Klugman, ed., (2002), *World Bank*, 407.

¹¹ *Ibid.*, 408-409.

The radio is a monopoly of audio communication. Information being passed across seems limited to only one sense, that is, the ear. Similarly, the print media is limited to the literate. In most cases, radio and print media tend to be more accessible to men than women due to the patriarchal structure of the society.

Women as major players in the plans for poverty alleviation have apparently limited access to these channels of information in Sironko District. Could it be then that the radio and print media are not effective enough in stimulating them to think, shape and modify their attitudes out of poverty?

The aforementioned two types of media, the radio and print, tend to harbour a top-down flow of information. That means, ideas, plans and other important decisions are apparently made by the central government and handed down for execution through government extension workers. It is the central government that identifies, plans, implements and evaluates activities. Obviously, this leaves little impact on the participation level of the people. Yet, everyone is capable of doing something well provided they know how.

Poverty alleviation demands that effective means of communication appealing to people to identify their problems and solutions be applied. Lack of effective means of communication to alleviate poverty among the people of Sironko District could instead compound poverty. There is fear that if no effective means of communication is applied in poverty alleviation, Sironko District would remain in the shadow of globalisation revolution and achievement of the millennium goals. Could it be that there is need to change focus from radio and print media to other channels such as participatory video communication in transmitting information on poverty alleviation?

What critical role then might video communication play to alleviate poverty? Would poverty reduction gain from an enhanced concept of participatory video? How could video communication be used in creating social awareness on poverty reduction? And could video communication be used as a tool for social transformation?

These are critical questions that constitute the core research problem due to be investigated. The study looks at the possibility of using participatory video communication in poverty alleviation and social transformation in Bulambuli and Budadiri counties, Sironko District.

OBJECTIVES OF THE STUDY

1. Establishing the role of participatory video communication in poverty alleviation in Sironko District.
2. Promoting the concept of participatory video use as a tool for imparting information on poverty alleviation
3. Educating people about the important role participatory video communication can play in creating social awareness about poverty alleviation.
4. Highlighting on how active participatory video communication can be used as a tool and effective channel for social transformation.

HYPOTHESES OF THE STUDY

This study bases itself on the hypotheses that there is significant relationship between participatory video communication and poverty alleviation; that promoting the concept of participatory video communication can help as a tool for educating people on issues affecting them on poverty alleviation. That participatory video imparts information, hence, creating social awareness among people to become the primary and active agents in poverty alleviation, and that it can empower people through the process of conscientisation to become effective channels of social transformation.

This can best be realized if there is optimum communication between the agencies of change and the people targeted.

JUSTIFICATION AND SIGNIFICANCE OF THE STUDY

An analytical study of the inadequacy of mass media in alleviating poverty in Sironko District is justified. Unless people are involved in active methods of communication that stimulate their thinking to create new ideas and team up for action, poverty will not be reduced. This research will be a significant contribution in Sironko District on the fight against poverty.

The findings of this study will inform the people of Sironko District on how to come up with effective means of communication that enhance poverty alleviation. NGOs are strong pillars to development. Therefore, findings from the study will enable them to consider a new approach for effective communication in poverty alleviation. This study geared towards effective mass media in poverty alleviation might be helpful to the Local Government too, in its planning for initiatives at the grass- roots levels.

LIMITATIONS OF THE STUDY

In Sironko District, there are 18 sub-counties covering a total area of 1,090.8 square kilometres. The district itself is divided into two counties, with a total population of 291,906. Time constraints, poor road network, circumcision festivities, and distances involved if one were to visit all the sub counties, would make the cost of the study prohibitive. Therefore, the study is limited to the community development workers and some successful community development groups in Sironko District. As a result of this limited sample size, reasonable generalizations can be made from this study.

METHODOLOGY OF THE STUDY

The researcher will sample a population of 40 community development people involved in Sironko District. These people will respond to the questionnaires. The researcher shall also interview some people including especially, the District Development Officer, some community based development officers and some leaders of community development groups so as to decipher the hindrances to poverty alleviation amidst government efforts to reduce it by 2015. In addition, the researcher will use participant observation.

STRUCTURE OF THE THESIS

The study has three chapters. The first chapter is a detailed description of Sironko District: the foundation, the location, size and population and the review of literature related to participatory video communication on poverty alleviation. Chapter two deals with field research. It discusses the research methodology: sampling

criteria, and detailed data collection and analysis. It will also present audience research, needs assessment and media use in view of the communication project. This chapter also focuses on interpretation of the findings linked to relevant communication theories that will help in explaining specific trends to be discovered in the research. In the third chapter are details on the communication strategy and its justification based on relevant communication theories and research findings.

It will also present details for the implementation of the proposed communication project. A general conclusion summarizes the project's objectives and the viability of a proposed project. The said conclusion includes the social and cultural impact of communication as well as the ethical implications.

CHAPTER I

THE SOCIO-CULTURAL SITUATION IN SIRONKO DISTRICT

1.1 Background of Sironko District

Sironko District is one of the 77 districts of Uganda. It was started as a response to the decentralization policy which was enacted in parliament in 1999. The district was hived from Mbale District.

The district is located in the eastern region of Uganda. It borders Kumi District in the West, Nakapiripirit District in the North, Kapchorwa District in the North-East and Mbale District in the South. Kenya borders it in the East. The district has a total land area of 1090.8 square kilometers.

According to the population census of 2002, Uganda has a population of 24 million.¹² Sironko District's total population is 291,906, 141,270 being males and 150,636 females. The population growth rate of the district is said to stand at 2.4%. Its population density is 265 persons per square kilometer, with an average household size of 4.5%.¹³

¹² Cf. H. B. Kabera (2002), *The Population of Uganda by Districts*. Kampala: Department of Geography, Makerere University Press, 120-135.

¹³ Ibid.

1.2 Social Set-up of the People

The district comprises six ethnic groups. The Bagisu are the majority, standing at 80%. The remaining 20% are the Karamajong, Iteso, Bagwere, Sebei, Banyole and Basoga. Because of inter-marriage and business, the latter 20% have settled in the district. In the education sector, the district has 166 primary schools.

Out of these, 149 are government aided, 5 are private and 12 are community based.¹⁴

Sironko District has 36 health units. Twenty-seven of these are government sponsored, 5 are private and 4 belong to NGOs. The personnel working in these units are few. They have only two doctors, 37 enrolled nurses, 1 registered nurse and 30 enrolled midwives. It has 29 clinical officers, 8 health assistants and 2 health inspectors. Sironko is the largest town and the administrative headquarter. Mafudu, Nakaloke, Mutufu, Buyaga, Kamu, Buluganya and Budadiri are the main trading centers within the district.¹⁵

1.3 Political Set-up

Sironko District is composed of two administrative counties: Budadiri and Bulambuli. It has 18 sub-counties and a town council: Bulaago, Buginyanya, Sisiyi, Masira, Muyembe, Bunambutye, Bukhalu, Butandiga, Buluganya, Busulani, Zesui, Bukhulo, Buwalasi, Bumasifwa, Buyobo, Buhugu, Buteza, Bulegeni and a town council. The sub-counties are divided into 105 parishes, which are further divided into 1,700 villages. It has three political constituencies, namely, Budadiri East, Budadiri West and Bulambuli.¹⁶

¹⁴ Sironko District, <http://www.sironko.go.ug>, accessed on 20.9.2008.

¹⁵ *Ibid.*

¹⁶ Cf. W. Khamalwa, (2004) *Imbalu: Initiation Among the Bamasaba in Uganda*. Bayreuth, Bayreuth University Press, 18

1.4 Cultural Set-up

Sironko District is predominantly of a Bantu speaking people, most of them, Bamasaba or Bagisu. The language spoken is Lumasaba or Lugisu. They practice circumcision for their young males. This ritual is elaborately celebrated. It lasts for a whole year. Circumcision is believed to be the doorway into this community.

Its broad range of rich symbolism has a depth of psychological impact on the entire culture. It is impossible for one to be a full member of the community without undergoing the ritual¹⁷. This ritual weaves the social organization into a political entity; it defines membership; serves as a means of sex differentiation and gender construct; connects maleness and the cult of strength to the defence of the land.

The people in this district are relatively culturally conservative. They are bound to the land and the ancestors. Besides, they are endowed with a sense of self-worth and communal pride. Circumcision instils in these people, a strong concept of manhood. It also socially differentiates one from boys, making it very difficult for a non-circumcised person to stand in front of these people and teach them.

1.5 Economic Situation of Sironko District

Sironko District is located on the slopes of the extinct volcanic Mount Elgon. The soils are loam and very fertile. The district is divided into two agricultural zones. First, is the upper zone, which is higher and receives heavy rainfalls. Second, is the lower zone, which is drier and comparatively with less fertile plains. The average land holding is 1.6 hectares.

¹⁷ *Ibid.*, P. 13

The district has several water streams, especially in the upper zone, forests, swamps and game reserves, which occupy about 29,392 hectares of land.¹⁸

1.5.1 Economic Activities

Agriculture is the back-bone of Sironko District. It constitutes 90% of the total labour force. The district depends on agriculture as a source of income with crop and animal husbandry as the major activities carried out.

Variety of food and cash crops are grown across the district for subsistence as well as for commercial purposes. These include bananas, coffee, cotton, beans, millet, potatoes, maize, tomatoes, onions, cabbages, yams, pumpkins, peas, groundnuts, cassava and passion fruits. Among the animals reared include cattle, sheep, goats, rabbits and fowls. These have local and external markets.

The soil is mainly light volcanic loam, which retains its fertility well. But poor soil conservation methods are causing serious soil erosion. There are two rainy seasons, the main one from about the middle of March till mid-June. The short spell is from September till the end of October. For the last two years, this pattern of rain season has changed. It has been raining throughout the year, rendering people without any proper plans of cultivating. People practice intercropping. There are usually two harvests of maize and beans.

There is decline in agricultural output. Income levels have potential implications for food production and the continuing economic growth of Sironko District. The decline in agricultural output has been due to lack of research recommendations relevant to the farm contexts of the farmers.

¹⁸ Sironko District, <<http://www.sironko.go.ug>,> 20.9.2008.

Lack of an effective communication system to disseminate information to farmers, particularly farmers with limited cropland, has also contributed in part. Coupled with the above challenging realities, the information section of the Ministry of Agriculture is expected to effectively intervene. However, it seems incapable of translating research findings into a usable form by extension staff and understandable by the farmers on a large scale.¹⁹

1.6 Definition of Terms

The following are definitions of terms that shall be used throughout this study:

Mass Media: This term is used to refer to communication channels which enable the sender of the message to reach many people at the same time. The term refers to aids, including radio broadcasting, television (TV), newspapers or magazines.

The term can also be used as a collective noun for press or reporting agencies²⁰. Most media theorists view mass media as neutral carriers of messages that are meant to inform, educate, and entertain large numbers of people. In this research, therefore, mass media will refer to the main ways or means that large numbers of people receive information simultaneously.

Participatory: Is derived from the word participation, which refers to an act of taking part or becoming involved in an activity. Participatory then is allowing or providing for the participation of all members of a group [*Webster's New World Dictionary and Thesaurus*]. This term will imply the involvement of the local people in the decision-making mandate on salient matters that affect their lives.

¹⁹ Interview with the District Production Officer, 20.7. 2007

²⁰ Kimengich, Traditional Media in Africa, Lecture notes, 2007- Tangaza College, Catholic University of Eastern Africa.

Education: Etymologically, this term is derived from the Latin word *educatio* which in turn comes from the verb *educare*, implying the general process of growing up, of rearing, of bringing up. Hence, education refers to the process of training and developing the knowledge, skill, mind, and character by teaching through instruction or training.²¹

Alleviation: This term implies making something less severe or easing something. It will refer to means of easing poverty among the people (*Oxford Advanced Learners' Dictionary*).

Poverty: This term will refer to a situation where individuals or house holds are unable to meet their basic needs of food, clothing and shelter as well as their survival needs of education, healthcare and medication, leading to feelings of powerlessness and vulnerability.²²

Empowerment: implies possession of a tendency of independence and self-reliance. It may also refer to a process of redefining, experiencing and realizing one's own power. It is this process that enables people to be whatever they are and at whatever level to make decisions especially those that concern their welfare and destiny, using or exploiting their innate potentialities and those at their disposal.

²¹ Cf. R. J. Njoroge and G.A. Bennaars, (1986): *Philosophy and Education in Africa*, Nairobi: Transafrica Press, 124 -- 125.

²² Cf. Ministry of Finance, Planning and Economic Development (1999, 2001), *Participatory Poverty Assessment*, Kampala, x

1.7 Manifestations of Poverty in Sironko District

1.7.1 Overview of the Poverty Situation in Sironko District

We have earlier showed how Sironko District has great potential in terms of human and non-human resources. Ironically, in practical levels, poverty is one of the most serious challenges in Sironko District.

It is a complex and multidimensional reality in the sense that no single definition befits it²³. Most people in Sironko District understand poverty as lack of monetary income. They perceive it to be the absence of material goods and services required to sustain their lives at a level and in a manner that promotes their human dignity.

They look at it as the absence of the basic means of survival, for instance, food, clothing, shelter and clean water²⁴. A case in point is the denial to lead a long healthy creative life and to enjoy a decent standard of living, freedom, dignity, self-respect and respect for others. Poverty can be seen from the cultural or mental perspective to mean the isolation, loss of direction, hopelessness, apathy and passive suffering.²⁵

1.7.2 Aspects of Poverty

Poverty in Sironko District has various faces including lack of income²⁶. Selling of votes by the electorate is common during political and any other elections. Many of the people do not have any clear source of income sufficient to ensure sustainable livelihoods. There is hunger and malnutrition²⁷. People are unable to meet their medical

²³ Cf. M. Theuri, "Poverty in Africa" in M. N. Getui and E. Obeng, eds., (1999), *Theology of Reconstruction: Exploratory Essays*, 2nd ed., Nairobi, Acton Publishers, 230.

²⁴ Ibid., 233.

²⁵ Cf. P. N. Mwaura, "The Impact of Globalisation on Women in Kenya". In M. N. Getui and M. Theuri, eds., (2002), *Quest for Abundant Life in Africa*, Nairobi, Acton Publishers, 7

²⁶ Cf. Ministry of Finance, Planning and Economic Development (2004), *Poverty Eradication Action Plan 2004/5-2007/8*, Kampala, 12

²⁷ Ibid., 15

bills; they cannot afford higher education. Children die at an early age; people live in very dilapidated huts; there are high rates of crime and prostitution; the water they drink is unsafe. There is decline in agricultural products. Traditional culture is breaking down; solidarity between families and neighbourhoods is weakening; there is migration to urban areas such as Mbale and Kampala, with others going to Nairobi.

Numbers of HIV and AIDS cases are escalating²⁸. Marriages and families are breaking down. The phenomenon of single motherhood and destitute children is quite explicit. Children who complete their primary and secondary school lack access to further education and/or gainful employment.

1.7.3 Causes of Poverty in Sironko District

Various factors account for the poverty situation in Sironko District:

1 Political Instability

The wars that Uganda underwent weakened the state institutions for development²⁹. Ineffective economic policies made the farmers poorer. The people of Sironko relied very much on coffee and cotton as their cash crops. These crops could not find market in Uganda. The people had to carry coffee and cotton on their heads looking for market in Kenya. Along the way, they encountered hostile ethnic groups such as the Sebei who killed some of them. Because of this, the coffee plants were uprooted. People stopped as well growing cotton.

2. Ethnic Conflicts

Sironko District has had very violent conflicts with neighbouring districts. The Kararnojong have been raiding cattle and looting the property of the local people.

²⁸ Ibid., 17

²⁹ Cf. Ministry of Finance, Planning and Economic Development (2004), *Poverty Eradication Action Plan 2004/5-2007/8*, Kampala, 17.

This has caused people of Sironko District to abandon the fertile soils in the plains and migrate to the towns.³⁰

3. Poor Infrastructure

Sironko District has one tarmacked road that passes through the district. The remaining roads are made of murrum soils. These roads are not well maintained. During the rainy season in particular, they become impassable. The farmers, therefore, are hindered from transporting their farm produce to the markets³¹.

4. HIV and AIDS

Among the major causes of poverty in Sironko District is the HIV and AIDS pandemic which affects the productive population. It increases the number of AIDS orphans and widows. It targets the most vulnerable members of the society: the children, youth and women. HIV and AIDS affect the most resourceful sector of the population, turning them into a dependent sector. It has the most destructive force on health services, economic production and social institutions. Most of the victims of HIV and AIDS in the district are in their prime age. Consequently, the disease is crippling the national capacity for creativity and regeneration.³²

5. Natural Disasters

Weather changes are also contributing to increased poverty. The seasons seem to be changing. Sironko District has experienced droughts. Heavy rainfalls have also caused floods and landslides. These in turn have destroyed people's property.

³⁰ Ibid., 16.

³¹ Sironko District, <<http://www.sironko.go.ug>>

³² Cf. Z.W. Samita, "Churches and AIDS in Kenya". In M. N. Getui and E. A. Obeng, eds. 2nd ed. *Theology of Reconstruction: Exploratory Essays*. Nairobi: Acton Publishers, 1999, 176.

6. Corruption

The Government of Uganda (GoU) through its decentralization policy sends money for local government development plans. This money is supposed to reach as far as the village administration. In most cases, money gets lost on the way and it never reaches to the people. Projects for the communities have been started but not completed. If completed, they just collapse within a very short time because leaders often swindle the money.

7. Socio-cultural Events

People tend to spend a lot of time and resources on traditional ceremonies, including circumcision. There are some people who even sell off their land in order to carry out the ritual. Women, the major proponents of development are culturally sidelined. The women are still part of customs and traditions which systematically deny them the right to own land; they have no freedom of action. They lack explicit access to capital and inheritance rights. They are often seen as important for labour. But when time for selling the produce reaches, they are hardly involved. There is high alcohol consumption. This takes a lot of money.

8. Demographic Challenges

In Sironko District, tradition holds that the more children one has, the better for him or her³³. Children are regarded as a security in one's old age. Girls are seen as source of income, particularly through bride wealth upon marriage. Having many children is perceived to be prestigious. Because of the poor health of the children,

³³ Cf. Ministry of Finance, Planning and Economic Development (2004), *Poverty Eradication Action Plan, 2004/5-2007/8*, Kampala, 17.

people want to have more for insurance purposes: so that at least some may survive poor nutrition, sanitation and medical care.

9. Diversification of Agriculture

During the colonial times, agriculture was looked upon as backward and primitive. People focused most on produce that they could market. Accordingly, this dealt a blow to culturally- friendly or indigenous patterns of production: they now dwelt on growing more of cash crops such as coffee and cotton instead of food crops.

10. Other Causes of Poverty

These may include misuse of the environment and low prices for agricultural products. Poor people can not afford to leave land fallow which leads to reduced fertility and yield. With no access to other lands, increasing numbers of people have moved to steep hillsides accelerating soil degradation. Most people rely on gathering wood for firewood, poles for building, harvesting grass for thatching houses and cutting tree roots and barks for herbs. The high costs of farm inputs and the lack of basic infrastructures make returns of farm products poor when taken to market.

1.8 Overview of Mass Media in Poverty Alleviation in Sironko District

1.8.1 Communication Network

Sironko District has poor road infrastructure. Roads allow people to move up and down in pursuit of their economic activities. In the process, people use the gains from the economic activities to develop families and the district. Roads play a big role in poverty alleviation³⁴. We are talking about the movement of goods and services.

³⁴ Cf. Y. K. Museveni (1997), *Sowing the Mustard Seed: The Struggle for Freedom and Democracy in Uganda*. London, Macmillan Publishers, 183.

If people are unable to sell their goods and services, they will not only be unable to alleviate their own poverty, but also to eradicate it altogether through their own efforts.

1.8.2 Mobile Phone Revolution

The telecommunication system in Uganda has been expanding since 1990. It is reported that the telecommunication system has tremendously grown. In 1999, for example, there were only 2.6 telephone lines for every 1,000 Ugandans.³⁵

In 2008, it is reported that 80% of Ugandan communities had mobile phone coverage, and 5% of households owned mobile phones.³⁶

The coming up of mobile phones is what has helped in exposing and connecting the people of Sironko District with others. The district lacks landline telephone networks. It is connected to the world by the use of mobile phones whose network signals are spread throughout the district. The mobile phone is like a trusted companion who walks along with us. It is the most powerful source of information and a medium of communication. Four companies are supplying this service: Mobile Telephone Network (MTN), Zain, Waridi and Mango. Mobile phones are a profitable business. Some people are selling phone calls and credit cards to others in the villages. Mobile phones are used for enquiring about the prices of commodities in the market, family contacts and have reduced unnecessary trips. They enable people to readily access government services. Winifrida Nagoye observed that mobile phones were doing a lot for the farmers, "Often times, I encounter challenges in the course of my farming duties. Fortunately, I simply send a text message or make a call to the veterinary officer who responds with a solution to my problem.

³⁵ Cf. "Uganda" *Microsoft Encarta Encyclopedia* 2002, accessed on 5. 9. 2007.

³⁶ Cf. The World Bank (2007), *World Development Report 2008: Agriculture for Development*, Washington, D.C, 175.

This saves ten thousand shillings that I could have spent on transport only in order to get the same information.”³⁷

Doctor Nabende, the Director of district health services, credits the coming of the mobile phone: “Due to the poor state of roads in Sironko District, our workers use the mobile phone sms service to send us weekly medical returns from dispensaries, security information, HIV/AIDS awareness information and sex education.

During the landslides, it is used for sending rescue operation information”.³⁸ Despite these advantages, mobile phones seem to benefit more multinational companies than the local populace that own them. They keep on sucking the little money that the poor have.

1.8.3 Print Media

The government daily newspaper *New Vision* which started in 1986 largely serves the district. It is written in English language. It deals mostly with information about government, focusing especially on political issues.

The Monitor started in 1992. It is a privately owned paper. It also focuses its information particularly on politics. The print media is restricted mainly to the urban areas due to some reasons. First, because of the poor situation in the rural areas, the circulation of the papers is better in urban areas than in the rural areas. Second, the reading culture is not strong in the rural areas as it is in the urban areas. Literacy levels in the rural areas are low. As such, the newspapers are not as effective in terms of information dissemination in rural areas. They do not help much to set the agenda for the people on issues they need to think about as they indulge in poverty alleviation. They are limited to the literate and to those who can afford to buy.

³⁷ Interviewed Winifrida Nagoye, a member of Women in Livestock Development Group, Budadiri, on 28.12.2008

³⁸ Interview Dr. Nabende, Director of district health services Sironko, 28. 12. 2008.

1.8.4 Radio Media

The district receives the government radio wave, Uganda Broadcasting Corporation which broadcasts in 22 local languages. It was founded in 1954. The station, which serves the district, is located at Butebo in Pallisa District. The signals are poorly received.

From 1990, the number of private radio stations in Uganda has grown to 200 both radio and television³⁹. These have helped in disseminating information. The district receives FM signals from eight stations: Open Gate FM, Radio Maria which belongs to the Catholic Archdiocese of Tororo, Radio Veritas, belonging to Soroti Catholic Diocese, Capital FM, Step FM, Signal, Impact FM, Star FM and Top FM.

1.8.5 The Internet

During the first meeting of the United Nations (UN) working group on the potential of Information and Communication Technology (ICT), Mr. Kofi Annan, the then UN Secretary General, observed that:

Recent developments in the fields of communication and information technology are indeed revolutionary in nature. Information and knowledge are expanding in quantity and accessibility. In many fields, future decision-makers will be presented with unprecedented new tools for development. In such fields as agriculture, health, education, human resources and environmental management, or transport and business development, the consequences really could be revolutionary. Communication and Information technology have enormous potential, especially for developing countries and in furthering sustainable development⁴⁰.

Unfortunately, nearly after eight years, Sironko District still lags behind this call. The district has Internet services in the district offices. There is hardly any public browsing shop.

³⁹ Tabu, Butagira, "Uganda's 32 Media Stations face closure in crackdown", in the *Daily Nation*, Thursday January 29th, 2009, p.18

⁴⁰ Cf. J. Aboje, *EcoNews Africa: Internet and Development*. October/November, 2001, p.4

Connecting Sironko to the web would provide efficient and important links to poverty alleviation agencies and medical information. For example in 1995, after Democratic Republic of Congo (DRC) suffered a deadly outbreak of ebola, local doctors used HealthNet website to both alert neighbours and communicate with the outside world.⁴¹ Internet would serve as an income generating project for people. Establishing it would create jobs. It would provide people with the capacity to compete favourably in the job markets. Internet has rich information. It would assist farmers to get vital farming information capable of greatly improving production at much less cost. Farmers would be able to access information about new environment-friendly technologies, hence conserving the environment.

1.9 The Concept of Participatory Video for Education in Alleviation of Poverty

The concept of participatory video may be difficult to understand without looking at the application of the participation concept. Participation has various meanings to different people at different times and places. Participation can be looked at in two dimensions. Firstly, is from the goal of participation. When looked at from this angle, it means to empower communities to determine their objectives and take action to achieve them. It calls for optimal involvement of the community members right from the planning stages of any development initiative. It is about recognizing that not all the major challenges that face the world can be addressed by a group of people, but each person in community has valuable information to contribute.

⁴¹ Cf. J. Aboge, *EcoNews Africa: Internet and Development*. October/November, 2001, p.4

Participatory video, therefore, would aim at facilitating the expression of people's needs and priorities through effective communication processes.⁴² These processes are geared towards enabling people gain strength, confidence and vision to work for positive changes in their lives together with others.

Secondly, participation may be viewed from the need of enhancing community members' knowledge, skills, attitudes, values and practices through capacity building. The aim of capacity building is to help the people build self-confidence and self worth as they realize their potential to transform their lives. It is about building people up to strengthen their ability to make decisions about their lives. So participatory video would be to educate the community members on issues of development. Participation here allows people to learn about their histories, the constructs of their societies and possible alternatives to their development. Participation in this sense is intended to unearth the root causes of underdevelopment in communities so as to participate in paving the way or laying an operational platform for long-term development approaches.

1.9.1 Qualifying Characteristics of Participation

For the above concept of participation to remain on course toward achieving its intended objectives, it has to have the following defining factors:

1. That people are put in decision-making about what should be done to have their social lives improved. People make initiatives in development and should actively take part in discussing such initiatives and planning for activities aimed at facilitating the transformation of initiatives into community development.

⁴² International Information Support Center, Participatory Communication, in http://www.asksourc.info/res_library/participatory.htm, 13.1.2009, p.1

2. That community members participate in the implementation process of the community initiatives. That is, community members are allowed to play a central role in the actualization of development initiatives. This in return will make them feel connected to the development activity taking place in the community.
3. Fostering and valuing the integration of indigenous knowledge in the analysis of the historical and modern factors.
4. Evaluation of the initiatives, that is people are involved in analyzing the performance of the project.
5. Paving way for social change, that people themselves decide to bring about a transformational change based on the knowledge and education received.

1.9.2 Meaning of Participatory Video

The concept of participatory video (PV) refers to a set of techniques to involve a group or community in shaping and creating their own video. The idea behind this is that making a video is a great way of bringing people together to explore issues, voice concerns or simply to be creative and tell stories. This process can be empowering, enabling group or community members to take their needs and ideas to decisionmakers and other groups and communities. Participatory video, as such can be a highly effective tool to engage and mobilize marginalized people and to help them to implement their own forms of sustainable development based on local and contextual needs and realities.

Participatory video communication is a mediated process of decision-making which directly involves people in discerning and prioritizing their own problems and finding the information and resources needed to address these problems. It is a process wherein people themselves understand the video project methodology and process and control the content of the video productions.

The main objectives of participatory video are to empower people with confidence, skills and information they need to tackle their own issues.

PV aims at disseminating and sharing information with community people as well as government officials and the civil society. It is to enable the community people to access the information and to build the bargaining capacity for mobilizing resources.

1.9.3 Origins of Participatory Video

Don Snowden, a Canadian was the pioneer of the idea of using participatory video to enable a people-centred community development approach. He carried out his first experiments in 1967 on Fogo Islands, with a small fishing community of Newfoundland. As people watched one another's videos, different villagers on the island came to realize that they shared many problems and that by working together they could solve some of them. These same videos were also shown to the politicians who lived too far a way and were too busy to actually visit the island. As a result of this dialogue, government policies and actions were changed. The techniques developed by Snowden became known as the Fogo process. Snowden went on to apply the Fogo process all over the world until his death in India in 1984.⁴³

⁴³ Origins of Participatory Video, in <en. Wikipedia.org/wiki/participatory_video>, 19.1.2009.

1.9.4 Participatory Video as a Process

Participatory video as a process is completely self-involving. It is about taping myself, taping others and taping each one of us. Later, one can watch alone or watch together. We all react to and think about what we have seen. We discuss and reflect and afterwards share with others.

As a process through video, anyone can express ideas, articulate their viewpoints or voice opinions of importance with no barrier of status or consequences.⁴⁴

Participatory video as a process is a tool for individual, group and community development. It serves, as a powerful force for people to see themselves in relation to the community and become conscientized about personal and community needs and realities. It brings about a critical awareness that transforms the basis for creativity and communication. Hence, it has the potential to bring about personal, social, political and cultural change.

Participatory video is focused on the context for interaction, sharing and cooperation with an outcome of individual and group growth. It may also focus on simply involving people in a beneficial manner from the start to the finish in producing video to meet a specific communication goal.

1.9.5 The Role of Participatory Video in Alleviation of Poverty

Video is derived from a Latin word *videre* which means to see. Video is quite a powerful channel. Its use of the images, sound and words makes it very prominent in helping people to learn for themselves new ways to alleviate poverty.

⁴⁴ W. Shirley (2003): *Participatory Video: Images that Transform and Empower*. Routledge, Sage Publishers, pp. 19-20.

In an environment where electricity supply is not constant and the people are not highly educated, video if effectively used can be a good tool for stimulating development. Uganda Television started in 1963. Its reception in Sironko District is very poor despite the booster at Buwalasi Hill. The broadcast is often interrupted by frequent electricity failures. A week or some days may elapse without receiving the signals.

People have resorted to videos where they use portable generators, battery packs and solar systems that supply them with electricity for running the video machines.

As the old adage tells us, one picture is worth a thousand words⁴⁵. People find video messages interesting. They grasp them more easily. Retention rate is high and it makes the abstract concrete. Similarly, Pierre Gendron is quoted to have noted that “Video is an awakening tool. Bureaucrats have so much information coming at us, a lot of it which is impressive but you forget. If you are seeing it on a video, it stays in your subconscious longer ... I mean I read significant documents all the time but it goes out of my mind as I read the next significant thing, I keep shifting several times a day and I think the video has much more lasting power.”⁴⁶

Stuart (1980) affirms that video is a powerful force which can be used for changing the lives of the people and their relationships to society: “Today, all over the world, video empowers people to respond to the world around them from the highest motives-the exercise of their creative functions.”⁴⁷

⁴⁵ Cf. S. E. Lucas, *The Art of Public Speaking*, 3rd Ed., 254.

⁴⁶ Cf. G. Ferreira, Pelican Case Study: Participatory Video in Policy Making Process, in <http://www.dgroups.org/groups/pelican/docs>, accessed on 16.1.2009, p.5.

⁴⁷ Cf. S. White, et al., (1996). *Participatory Communication: Working for Change and Development*. New Delhi, Sage Publications, 364.

The strength of participatory video for people lies in its ability to bring awareness to the people. It enables community members to share information about their own life situations-information they are able to identify themselves with. It enhances the improvement of the human life situation as it sets the development agenda for the community. In so doing, it contributes to the functional education and knowledge of the people.

Cases in point include, screening of videos to teach mothers about malaria control in families, childcare, and preparation of good food and how to care for livestock and environment.

Because it is portable, the video can be recorded from another society and be screened in another society, enhancing the decision-making process of the people and a tool for documenting the activities of the community for the future generations as well as promoting culture as it preserves the oral traditions of the community. This makes video to be a tool for power sharing and a means of transforming cultural values.

In poverty alleviation, PV plays an increasingly powerful role in engaging people into development works. Being a portable, flexible and adaptable medium, video can help the community to improve in agriculture, literacy, nutrition, in motivating the people, helping them to do fundraising, enabling bottom-up communication, community-community exchange and for information dissemination. Video encourages communication directly from person to person, group to group, village to village. This is possible because video messages produced in one place can be taken and shown directly in another place with no prior necessity of going back.

Video enables people to communicate directly with one another rather than through an institutional third party that controls whatever medium is being used. It overcomes the barriers of traditional literacy. People do not need to read or write to use video. It is an instant literacy medium. It is user-friendly and can be readily user-controlled. Hence this makes it a powerful learning tool.

Use of participatory video in poverty alleviation, may offer a unique learning experience. One is able to see for him/herself as others view themselves. This increases the self-esteem that most poor people have lost. As this happens, it changes the person's perception of him/herself; it expands his/her viewpoint.

Participatory video allows people to share knowledge and experience using their own initiative. The video can be replayed severally and people given chance to discuss it. People can view a video on how others have tried to overcome their poverty. They start to use that knowledge in solving their own. Video then becomes a powerful tool for causing social change and remains a constant reminder to the community.

At the local level, video is flexible, manageable and adaptable with regard to training. In situations such as Sironko's where electricity is only supplied along the road and nothing in the rural areas, video can effectively work by using portable generator, battery or solar system. Because of its flexibility, it is able to put illiterate viewers as well as illiterate producers at par with their literate counterparts with reference to their visual power. This equalizing element transforms relationships, supports a high level of participation, and has great impact among people who cannot read or write.

Video has the potential to carry content that is specific to a particular area, group of people or project. Video does not need to be connected to any central broadcasting

source. Its power to entertain as well as to inform on poverty alleviation agents can be interspersed.⁴⁸

Another role video could significantly play is in social and political contexts. It links isolated groups of people who are deprived of adequate communication with central and local government officials by reminding them of their forgotten and unfulfilled development projects. As Lilian R. Beaudon observes:

When a senior policy-maker or politician sees the reality of having to travel by plane for basic health care or a youth having to leave their family and community for ten months of the year just to get a high school education, it is different then reading it in the report or document. It becomes real. The humanity of the stories is what helps them make the decisions that they need to make for our people.⁴⁹

It creates a network to support and encourage traditional communities in their search for human and social rights. For example, the taping and viewing process enables the whole community to become integrated in the decision making process, and make their representatives accountable.⁵⁰

Participatory video plays the role of empowering the people to adapt and adopt appropriate technology in farming. For example, innovations in animal husbandry and crop production. It also acts as a channel of mutual communication between the rulers and the ruled. The ruled express their aspirations, joys and problems and the rulers communicate their ambitions for the community as well as how they want to see these ambitions fulfilled to the people.

⁴⁸ Cf. C. Ogan, (1985). *Media Development*: "Cultural Imperialism by Invitation." No. 32, Vol. 1, 2-4.

⁴⁹ Cf. G. Ferreira, Pelican Case Study: Participatory Video in Policy Making Process, in <http://www.dgroups.org/groups/pelican/documents>, 16.1.2009, p.7.

⁵⁰ Cf. E. Michaels, (1985). *Media Development*: "How Video has Helped a Group of Aborigines in Australia." No. 32, Vol. 1, 16-18.

Participatory video acts as a window to the outside world by enabling wider life in the village to be understood or at least be aware of possibly rendering help where needed. For example, the video clip on the hunger situation in Bamba village in Mombasa told the world as to how children are surviving on wild fruits for a meal.⁵¹

It finally plays an important role in safeguarding, conserving and promoting the time-tested cultural practices that have been and continue to be useful to the community. Culture is a way of life.

Some forms tend to change with time and place while others are more permanent. Some cultural practices are good, while others are bad when examined for their usefulness to the community. Participatory video acts as a library to safeguard, conserve and promote good and neutral cultural practices which maintain people's identity.

1.10 Ways of Using Participatory Video

Participatory video can be used in diverse ways and situations, from advocacy and enabling greater participation in development projects to providing a therapeutic and communicative environment for the mentally ill or disempowered. Thus, it can be used within a village to show individuals or groups analyze what they are saying about their own hopes and problems. They can be used in horizontal learning and peer teaching. This will involve taking video tapes made about one village group and showing them to the same kind of group but in another village group.

Vertical communication is when the community people use the video to speak to people of authority, to people who are regarded as having power over common people.

⁵¹ Cf. Catherine Mwatho, Reporter: "Residents Survive on Wild Berries", *KTN Prime News*, 19.01.2009.

In the same manner, the community uses video with people in authority to talk back to the common people of the village. This is advantageous in the sense that it links groups and individuals who have not been able to talk to one another be able to do so and to learn from one another.

One can, therefore, conclude that participatory video is a powerful tool in poverty alleviation. It can be used for documentation, monitoring, encouraging participation, generating discussion and facilitating the learning process. It is, therefore, a way to encourage group communication in poverty alleviation.

1.11 Review of Related Literature

Traditionally, media has been known for three main functions to the society: educating, informing and entertaining. From the 1960s, a new function has been incorporated, that of development. The role of the media to the poor people should be to increase the opportunities available to the people, reduce their vulnerability and empower them to address their own problems. They should also help to increase production by both increasing the productivity of existing activities and developing new ones. They ought to help in improving accessibility of basic services especially health, education and infrastructure.

This literature review looks at these and related issues, including the relationship between alleviation of poverty and the media. Do inadequate uses of media affect or delay poverty alleviation?

A leading media scholar James Curran (2002:158) reports, "The conviction ... that the media are important agencies of influence is broadly

correct. However, the ways in which the media exert influence are complex and contingent.”

This assertion by Curran recognizes the complexity of the media and the relationships between media and the reality. One can hardly measure media influence because the users of the media, human beings are a complex reality.

Shirley (2003) observes that video is a tool to communicate volatile conditions that people face. Visual images have more communicative power and influence on people. Indeed, people tend to like more the visual and audio aspects combined than just video. He remarks that even though video cannot eradicate the problems, the challenges can certainly be shared, stated and exposed through images.

He reiterates that instantaneous transmission of images are imprinted on one’s memory. He further recommends that video must continue to be used by people living in poverty and become their voice ... the powerful images of video are to transform people, relationships, perceptions and understandings.

McNamara (2003) observes that, “Governments ... have focused on the mass media as sources of powerful influence. Editorial in leading mass media have been shown to affect stock prices, lead to corporate collapses, cause falls in sales, result in the resignation of senior office holders and even bring down presidents.” Implicitly, one can argue that if media can cause such changes, then video have a powerful influence in helping to reduce poverty, more so when they focus on particular issues.

Kumar (1994) argues that for poverty to be reduced, participation of all the stakeholder is necessary. Participation cannot be imposed from above.

Rather, it has to take root gradually in individuals, in a cultural group, and gradually become part of the community.

He recommends that video can be used to introduce innovation in agricultural methods because it is an effective way to involve people at the grassroots level. He affirms that media are central to all development activities.

According to White and Nair (1987), media should enable people towards participation: a process of empowering people to manage their own development and ultimately increase self-reliance, independence and gain a sense of power. They note, "People must be able to educate themselves through developing thinking, acting, and problem-solving abilities. Participation will give individuals a sense of power which will increase their control over the environment and free them to shape their own destiny" (Nair and White 1987, 254).

Lerner (1985) postulates that mass media is a prerequisite for making literacy widespread. In turn, this results into higher rates of literacy. Mass media exposure and literacy is related to economic participation. Mass media plays the role of mobilizing human resources by motivating change attitudes, beliefs and behaviours.

Rogers (1983) observes that mass media are good at spreading new ideas that come as a result of innovation. He argues that these ideas need to be diffused among people in order that new ideas are introduced into a social system to produce higher per capita incomes and levels of living through more modern production methods. The media for Rogers, are quite effective in touching individuals by changing their social mind, with the change of culture and of attitudes and ideas.

Wilbur Schramm (1964) sees media as the magic multipliers in the process of economic and social development. They are the agents of social change.

The mass media introduce people to new customs and practices and to different social relationships. They make people aware of a need that is not satisfied by present customs and behaviours. The media introduce the need to invent or borrow behaviour that comes close to meeting the need. They facilitate the decision-making process and help people put the new practices into effect. For Wilbur, media have the potential of widening horizons, to focus attention, to raise aspirations and to create a climate for development. They are good channels for education and training. He reiterates that it is hardly possible to imagine national economic and social development without some modern information multiplier.

Patel and Shirley (1988) propose that participatory message making is vital for poverty alleviation. They advocate for video because it makes the intended receivers of messages to easily relate to the content, which is localized. They also identify with the local people they see in the video.

Freire (1971) intimates that the poor people need to be empowered from the grassroots: people need to acquire knowledge and skills to take control of their own destinies. He argues that the use of video draws peasants, villagers or community citizens to have the ability to act, to change and control their environment, to decide their own actions, and to become more self-reliant because it provides information which is critical to the needs of the people. It also instils confidence in their own knowledge and ability to solve their problems through using that knowledge.

Lakshmana (1963) observes that media is a prime mover in the development process. They connect remote rural areas with urban centers. They bring new people and ideas to the villages. The new information opens up people's minds.

People not only are ready for change but demand and expect it. They bring in modern ideas and values from outside. Traditional ideas and modes of behaviour are gradually dislodged. People start to get educated, leading to new jobs and higher productivity which comes along with improved income, widening consuming habits and increased economic activity within the village.

Melkote (2001) observes that mass media can play a big role in building human capital in reducing poverty. Accordingly, poverty in poor countries is not a result of shortage of natural resources but the underdevelopment of human resources.

Hence, mass media should be looked at as vehicles for transferring new ideas to the rural areas which are drowsing in their traditional patterns of life. The urge to develop economically and socially usually comes from seeing how the well-developed countries or the more fortunate people live.

Obayelu (2006), analyzing the role of media in gender empowerment and sustainable poverty alleviation concurs, "Using information and communication technologies to support poverty alleviation is found to be possible, practical and affordable ... but the government has to acknowledge its role as a major employer and user of these new technologies. It must have a development commitment that targets poverty alleviation by enhancing timely access to accurate and reliable information by the poor."

Koteng' (2000)⁵² observes that mass media have a great role to play in mediating and enhancing organizations towards making appeals that can enable the poor overcome the vulnerable and dehumanizing situation.

The media create responsibility and bring about knowledge where the poor can get help through initiation of social services. She underlines the fact that media should be highly involved in sensitization programmes on addressing poverty issues such as education, population control and highlight on new farming technologies.

Tierney (1988) notes that video has joined the family, school, peer group and the Church in providing a significant formative influence in the lives of people. He looks at television as an audio-visual device which spreads information from all over the World and which is able to reach multitudes of people in their homes.

McLuhan (1964) is of the view that media can bring into our homes a transformation or development that one could not have thought of. With the media, one can be educated, informed or entertained. The information one gets from all over the world can help in confronting the prevailing challenging reality of poverty.

Anderson (1988) reiterates the process of participatory video production for local use. He observes that the degree of participation in producing and using video messages is paramount. He remarks that the basic reason for participatory video messages is that those best qualified and most effective in communicating and influencing the actions of a particular community are very often members of that same community. He advocates for the horizontal dissemination of video messages.

⁵² Cf. G. A. Koteng', "The Mass Media in the Twenty-First Century Africa". In P. G. Okoth (2000) ed., *Africa at the Beginning of the 21st Century*. Nairobi, Nairobi University Press, 351-366.

Ogan (1985) concedes that video is portable and does not depend on any central broadcasting source. It means that messages are portable and also have the potential to carry content that is specific to a particular region, or group of people. Because of this ability video is capable of bringing specific ideas and information to the community.

World Bank (2002) urges that information is a requirement for enabling people to develop and participate. Mass media should be seen as the means for disseminating ideas and initiatives. They should articulate needs and challenges, helping them to assert their autonomy. Mass media should be used to diffuse information from the rich to the poor.

Basing ourselves on this literature review, media remain important in the development initiatives. It has the power to influence, empower and educate the people towards transforming their community. With media, people receive new ideas and skills.

They are enhanced to participate in their own challenges and through capacity building they become agents of their own social changes. It is worthwhile to note that fighting poverty in Sironko District will require the use of participatory video which is a very simple channel for passing on education and information to the targeted people.

Conclusion

Poverty is a reality that needs to be addressed. It is multidimensional. Households are crumbling under the stresses of poverty. Lack of proper media to address this issue has rendered many governments and NGOs ineffective in eradicating poverty. The role of the government and NGOs in the lives of the poor is limited by the

type of media they use, forcing the poor to depend primarily on their informal networks. Media should be used to empower and persuade the poor to participate in addressing their own poverty challenges. Africa has not been at the forefront in the use of media to fight against poverty. One thing that governments and NGOs have not noted seriously is that media are inevitable in poverty eradication initiatives.

Poor people do not want charity but opportunity strategy for overcoming poverty. Speckman (2001) using Acts of Apostles Chapter 3 rightly argues that rather than alms, people need arms, that is, ability to arm or equip themselves to be self-reliant and liberate themselves from the dependence syndrome⁵³.

Video as a medium is this opportunity. Today, it may be a powerful medium for changing peoples' poverty situation by facilitating the sharing of experiences and group discussions on real issues "... Images attract and inform people of their real life situation and their extreme severity would register in peoples' minds the seriousness of the situation"⁵⁴. It has the potential to bring about conscientization. It is a motivational tool for participatory communication which is vital in development.

It has been difficult to find out what the trend is on video influence on poverty alleviation. What we have worked on are assumptions that videos have influence. Hopefully, the findings of this investigation will arouse interest for a sustained research in this area.

⁵³ Cf. M. T., Speckman, (2001), *The Bible and Human Development in Africa*, Nairobi: Acton Publishers, 255-279.

⁵⁴ Cf. Presidential Press Service, "Use Cinema for AIDS Education", in *The Daily Nation*, (December 24, 2000), 2.

Chapter II

Research Methodology

2.1 Introduction

This chapter analyzes the survey conducted to verify that, there is significant relationship between participatory video (PV) as effective means of communication and poverty alleviation. Further, it seeks to show that PV communication can help in educating people on poverty alleviation; it can be used as a tool for imparting information. Participatory video can empower conscientization. The findings are applicable to Sironko District, specifically to Bulambuli and Budadiri counties. Bugusege Women Livestock Cooperative Society, Bugudoyi Farmers Association, Masyompo Integral Development Project, Mutufu Give a Gift Project and Bugusege Heifer Project were visited. The reason for visiting them was because the researcher was told by the district community development officer that the use of video in these projects was already a success in the district. The study area, sampling criteria, collection and analysis of data, problems encountered and video use are discussed in this chapter.

2.2 Methodology of Research

The researcher relied mostly on quantitative research method. It involved conducting a survey on a selected sample in Sironko District, Eastern Uganda.

The researcher distributed questionnaires to people who are involved in community development in the counties of Bulambuli and Budadiri and later collected them from respondents for analysis. The survey comprised self-administered questionnaires to selected respondents.

The researcher also carried out ten individual interviews in informal circumstances. During focused group discussions (FGDs), the researcher met with six groups composed of 8 members in the three projects he visited. He used pre-designed interview guide that had open-ended questions. The researcher as well used participant observation (PO). This was through physically visiting some projects to witness what actually was happening on the ground in families and had interaction with the people in charge.

2.3 Study Area

The area of study is Sironko District. The research was carried out in the district's Bulambuli and Budadiri counties. In Bulambuli County, respondents were selected from Bulaago, Buluganya, Muyembe and Bunambutye sub-counties. In Budadiri County, respondents were selected from Butandiga, Zesui, Town Council and Buwalasi sub-counties. Both open-ended and closed-ended types of questions were used in the questionnaire. Open-ended questions gave respondents an opportunity to explain their points and make suggestions.

Closed-ended questions provided respondents with a list of options from which they selected the one that suited them best. These questions were used because they provided greater uniformity of responses hence could be quantified and analyzed.

2.4 Sampling Criteria

The questionnaire was administered to 40 respondents. These respondents were drawn from the community development officers of each sub county. These people are the ones who teach people on ways of improving on their economic lifestyle. Every sub-county had a maximum of two community development officers.

Out of the 40 questionnaires distributed, 31 were completed and considered valid for analysis while 9 were invalid. Nevertheless, this was a high turn-up percentage. The respondents were in the age bracket of 20-51 years. In the economic sense, this is the most valuable age for seeking integral development through hard work to safeguard the community. It is the age with immense potential and energy to carry out development activities.

2.5 Challenges Encountered During the Field Research

The researcher faced some challenges during data collection. First, were time constraints. The research was conducted during Christmas and New Year festivities; hence, it was difficult and expensive to get the targeted people. During circumcision celebrations, most people are involved in the passage of their sons into adulthood. This is a very revered initiation ritual in the community. The rains of October through November rendered the roads unusable for the most parts.

Fuel crisis also made fares to rocket high. This became a challenge to the researcher's attempt to travel and meet respondents.

Some of the respondents expected or even demanded for an allowance, arguing that it was a common practice for them to be paid whenever they were involved in any activity.

This was apparently due to past experiences. Indeed, I established that the government or NGOs that involved them even for a meeting paid transport and lunch costs. They also cited incidences when they had offered information which ended up only benefiting the researcher and not the people that were interviewed. This is an important point to note: the need for research findings to benefit the targeted consumers. and We note also, how NGOs have destroyed the spirit of collective responsibility in the community development by commercializing participation exercises.

There were financial constraints. The research work is not funded externally. The research had to bear the financial load. Despite these constraints, the researcher gathered data for analysis and found the whole experience very enriching.

2.6 Data Analysis

Statistical Package for Social Sciences (SPSS) was used to analyze data. It is a recognized program to manage data statistically in social science contexts when conducting surveys and quantitative research.⁵⁵

⁵⁵ Online Tuition, "SPSS, lessons for Beginners", <[http:// www.vgputa.com/products/spss.html](http://www.vgputa.com/products/spss.html)>, 24/1/2008

2.6.1 Demographic Characteristics of Respondents

This section presents findings on the demographic characteristics of the respondents.

2.6.2 Age Structure of Respondents

Of the 31 respondents, 35.5 % of them were aged between 31 and 40 years, 32.3% between 41 and 50 years and 16.1% between 20 and 30 years and a similar percentage aged above 51 years (Table 1 below).

TABLE 1: Age Structure of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 Years	5	16.1	16.1	16.1
	31-40 Years	11	35.5	35.5	51.6
	41-50 Years	10	32.3	32.3	83.9
	51- Years above	5	16.1	16.1	100.0
	Total	31	100.0	100.0	

2.6.3 Marital Status of Respondents

Of the 31 respondents, 58.1% were married, 25.8% single, 3.2% separated and 12.9% widowed. This implies that most of them are married, hence they highly regard marriage. Noticeably, the number of those who are single is emerging. This could be for the fact that as people advance in the education ladder, they claim, “marriage is essentially male oriented, oppressive, dehumanizing, depersonalizing and fundamentally limiting their development, growth and advancement”.⁵⁶ As people move to urban areas in search of employment, they get part-time friends with whom they stay so as to subsidize the living costs.

⁵⁶ Cf. P.N. Wachege (2003). *Third Millenium African Single Mothers and Mother Widows*, 121

Later, they bear children with but never get married to them. Eventually, they are forced to take care of their children single-handedly. Indeed, the phenomenon of “come we-stay”⁵⁷ as casual marital relations and single parenthood are gaining prevalence in modern African societies.⁵⁸ HIV/AIDS pandemic and especially war and disease seem to contribute to gradual rise in widowhood. It also means that in every one hundred people in Uganda, there are 12 who are widowed.⁵⁹ Although the percentage is small, it is an indicator that this is affecting the performance of the community development workers (See Table 2 below).

TABLE 2: Marital Status of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	8	25.8	25.8	25.8
	Married	18	58.1	58.1	83.9
	Separated	1	3.2	3.2	87.1
	Widowed	4	12.9	12.9	100.0
	Total	31	100.0	100.0	

2.6.4 Sex Composition of Respondents

Pie Chart 1 below indicates that 61.3% were male and 38.7% female. The discrepancy in gender representation was not out of design but accidental. The outcome of this sex composition implies that the socio-economic environment in Sironko District favours males, creating an imbalance in the education system. In so doing, it sidelines the girl-gender.

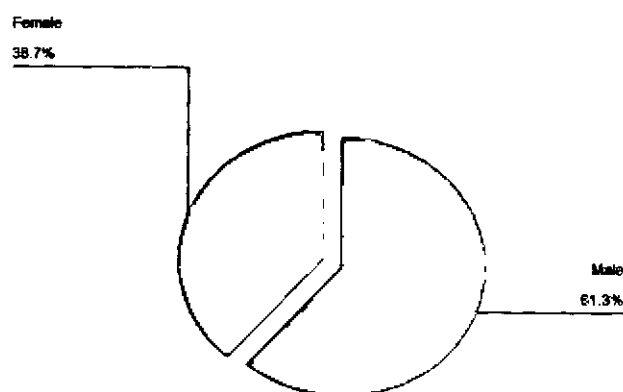
⁵⁷ Cf. P.N. Wachege, (1994). *African Single Mothers*, 49-71.

⁵⁸ Cf. M. Aringo, “Plight of Poverty Among Single Parents and the Struggle Towards Integral Human Development” in *African Cultures and Religion: Field Research Papers of the Maryknoll Institute of African Studies*, Nairobi, 1999. Vol. 1, No. 3, 91-100.

⁵⁹ <http://www.heiferfoundation.org/witnesses/en/2417>, accessed on 12.2.2009.

The research carried out in 2008 indicated that 37.9% of the people of Sironko went upto primary school⁶⁰. This could be interpreted to mean that as people ascend the education ladder, the number of female students reduces hence ultimately, few of them get civil employment. However, in the groups that the researcher visited, women surprisingly played a big role in the establishment of the projects; they were ever willing to help in anything that they perceived would be beneficial to them and their offsprings. The researcher observed that women were more affected by poverty. Indeed, most of them were lowly educated and had low-paying jobs (Pie Chart 1 below).

Pie Chart 1: Sex Composition of Respondents



2.6.5 Education Level of Respondents

Pie Chart 2 below indicates that 51.6% attended college, 29.0% secondary school education, 16.1% university and 3.2% postgraduate. Education is one of the best insurance policies for protecting an individual against living in poverty. As one notices, the greatest number of people involved in community development went up to colleges. This implies that they are meanly educated.

⁶⁰ Cf. P. Wesunga, (2008), "The Influence of Media in Poverty Alleviation in Bulambuli and Budadiri Counties in Sironko District, Eastern Uganda", Unpublished Work, Tangaza College, Nairobi, 37.

Need arises to effectively help the rest of the populace by teaching them on how to alleviate poverty. As such, effective means of communication are critical in educating the people, even through video. In most situations, where the community development workers are less educated such as this one of Sironko, the use of pictures complements their explanations to the people. It attracts their attention, thus increasing their concentration level.

Adults without any formal education are very vulnerable to poverty hence unable even to educate their own children. Because education requirements in primary school level are few, most parents take their children to school. But as more educational needs increase with the rise on the education ladder, fewer children go to school for lack of money to meet the increasing needs in secondary school education.

The early non-consensual marriage whereby girls marry before 18 years while male counterparts do so at 23 years was also common.

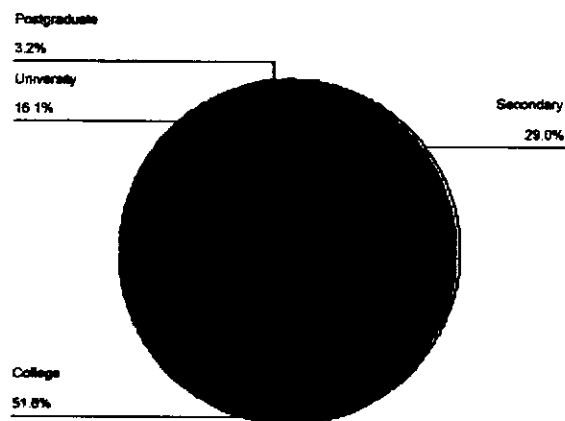
Most primary schools are located in the villages in close proximity to their families. This does not demand of their parents so much in terms of transport and maintenance of the children. Eventually, we get the fewest number of children able to reach college or university education which are situated quite far from the villages. Another possible contributing factor is high population. Most parents do not plan for the number of children to be born in the family and how these children are spaced. This leaves one person with many children in the same class or following one another. This makes it unaffordable for him/her to meet their educational needs.

Polygyny has contributed to this challenging reality as well. Some women cannot allow their husbands to send their co-wives' children to school at their expense.

It does not matter even when such women's own children are still too young to go to school. This reality also adversely affects even the school-going children who come from polygynous families. A family may get about five children who have passed exams to join secondary schools but the parents cannot afford taking them through to completion.

Cultural factors also add to the low levels of education. This is in the sense that after the boys are circumcised; they are believed to have graduated into adulthood and are officially mandated to marry. Many young boys have ended up falling out of school early (Pie Chart 2 below).

Pie Chart 2: Respondents' Level of Education



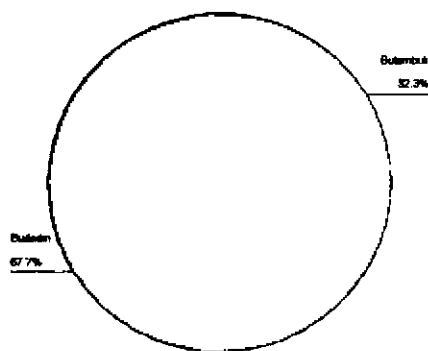
2.6.6 Respondents' County of Residence

Chart 3 below indicates that 67.7% were from Budadiri and 32.3% from Bulambuli counties respectively. The discrepancy in the percentages was accidental, not intentional. The researcher observed that Budadiri County had more community workers than Bulambuli. Further, Budadiri County had several projects that dealt with community development.

Such projects included Bugusege Women Livestock Cooperative, Bugusege Heifer Project, Budadiri Women in Livestock Development, Masyompo Integrated Project and Mutufu Give a Gift Project while Bulambuli had Bugudoyi Farmers Project, Arabic Coffee Farmers Association and Goat Farmers Project. However, with such percentages, it still means that the findings reflect the overall situation of the two counties.

Consequently, the results can universally be applied in both counties, without one claiming that the research was biased (Pie Chart 3 below).

Pie Chart 3: Respondents' County of Residence

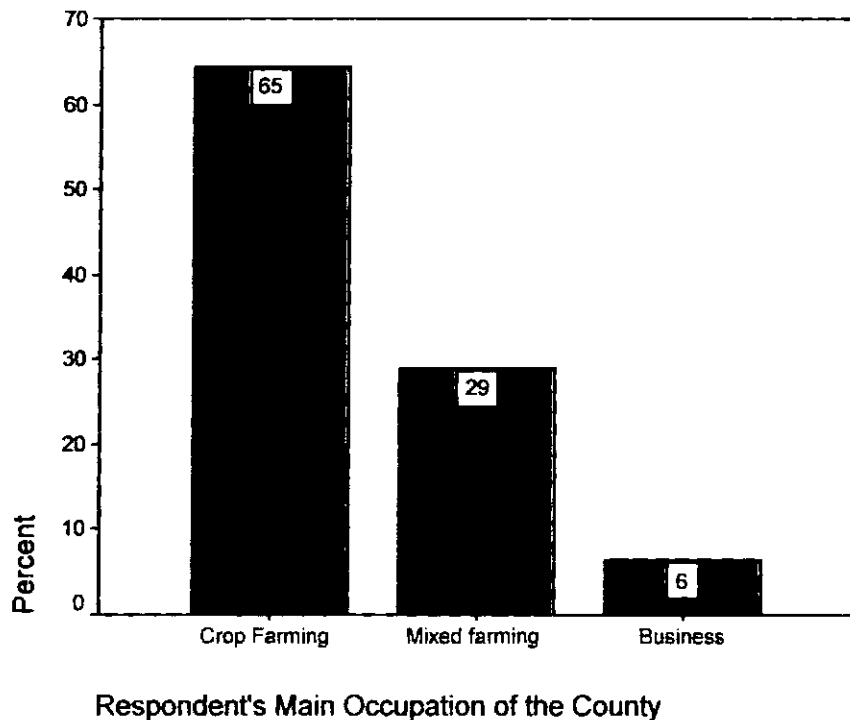


2.6.7 Respondents' Main Occupation

According to Graph 1 below, in the two counties, the predominant activity is crop farming. This is confirmed by 65% of the respondents. Of the 31 respondents, 29% proposed mixed farming. This is beginning to take root in response to the government appeal on diversification of agriculture. When the respondents were asked why crop farming was widely carried out, majority attributed this to fertile soils and favourable climate.

Knowing the main occupation of the people is important: it helps to determine the kind of education and information that people could wish to pursue. From the research findings, it is evident that people require more education on agricultural activities. Need, therefore, arises to come up with a communication strategy (See Graph below).

Graph 1: Main Occupation of the Respondents



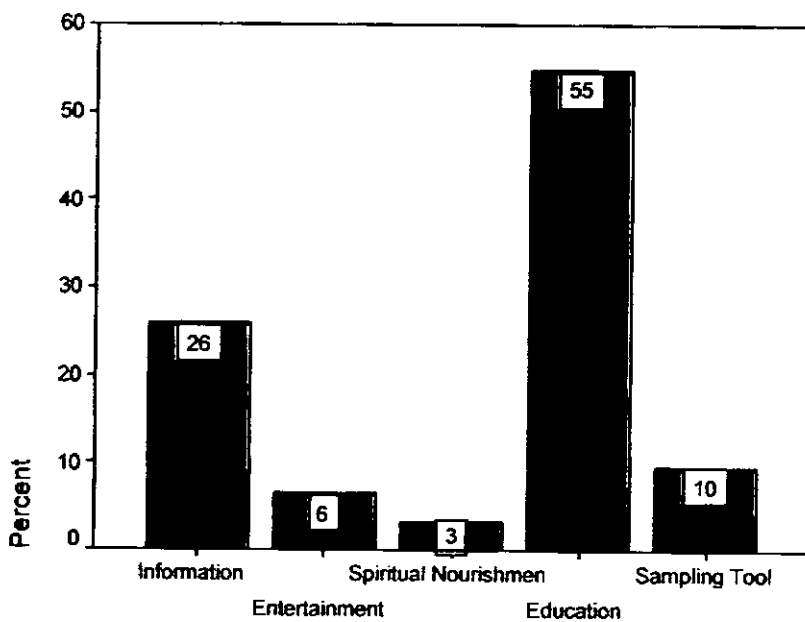
2.6.8 Respondents' Opinion on the Use of Video

Of the 31 respondents, 55% proposed that video would be a good and effective tool for educating the populace. About 29% proposed that video was good for information and 6% pointed at its entertainment role. This implies that most people use video for entertainment purposes. These include music and watching movies. Applied for education purposes, most people will benefit from it.

When respondents were asked to give reasons, they noted that with video, one could practically view a task. This would empower people as they watch and listen to testimonies of successful stories from other districts. This is affirmed by a witness of Heifer Project International who observed that video changed peoples' hearts and minds.

He compared video to a facility that gives insight into walking in other people's shoes for a while and later walking away with new knowledge and skills acquired to be applied to one's challenges and solutions.⁶¹

Graph 2: Uses of Video in Poverty Alleviation



Uses of the Video in Poverty Alleviation

⁶¹ Witnesses, www.heiferfoundation.org, 10.2.2009

2.6.9 Instances When Video was Used

The researcher wanted to know whether or not community development workers had some knowledge on the use of video. Of the 31 respondents, 48.4% showed that they were aware of the video being used in the entertainment industry; 25.8% confirmed that it was used in HIV/AIDS and control of Malaria. Only 16.1% had an experience of using video in educating farmers. And 9.7% conceded that they had no idea. Jane Magombe the chairlady of Bugusege Women Livestock Cooperative observed that educating the members on zero-grazing at the beginning was very difficult.

They could not grasp issues easily because they were being explained to them verbally. But when the Heifer Project International opted to bring films that explained zero grazing in Kenya and also involved tours of farmers to successful farms, the members' attitudes changed and the project picked up⁶². Among the people whose attitudes changed is Peninah Mutoto⁶³; she had three indigenous cows from which she got less than five litres of milk a day. She would struggle with the cow before she milked it. But after watching the film on zero grazing she was impressed by the quantity of milk a farmer got from one exotic cow. Milking it so easily. She opted to sell them off and get a Friesian cow. She now gets twenty litres of milk everyday. She has built a house from selling milk and she pays school fees for her child. This could be that pictures are vital in teaching and drawing people's concentration. Pictures also speak more messages than words. With pictures, one is able to refer to the message at some convenient time⁶⁴ (Table 3 below).

⁶² Interviewed Jane Magombe, Bugusege Women Livestock Cooperative, on 30.12.2008.

⁶³ Bugusege Women Livestock Cooperative, FGD on 30.12.2008.

⁶⁴ Cf. S.E. Lucas, *The Art of Public Speaking*, 254.

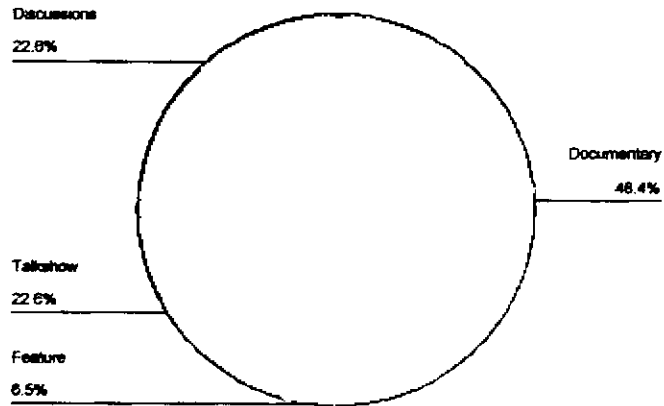
Table 3: Instances When Video Was Used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HIV/AIDS and Diseases control	8	25.8	25.8	25.8
	Farming education	5	16.1	16.1	41.9
	Entertainment	15	48.4	48.4	90.3
	None	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

2.6.10 Type of Format of the Programme

Regarding the type of format, most respondents (48.4%) proposed a documentary with reasons that it was factual and practical. A total of 22.6% concurred that this should be a discussion or talk show. A mere 6.5% felt it should be a feature. This was a technical and professional question that sought to grasp the knowledge of the community workers. From the FGDs, the researcher noted that the district local government had been taking members for visits to other successful projects, for example, Kisinga Women Goat Project in Kasese, Kirinya Heifer Project in Nambole, Kampaia, Masaka Integrated Rural Farming Project, Masaka and Kawanda Agricultural Farm Research. Respondents noted this to be costly. At that moment, they could not remember all that they were told and saw. Had it been filmed, it would have benefited more people than only those who went for the tour.

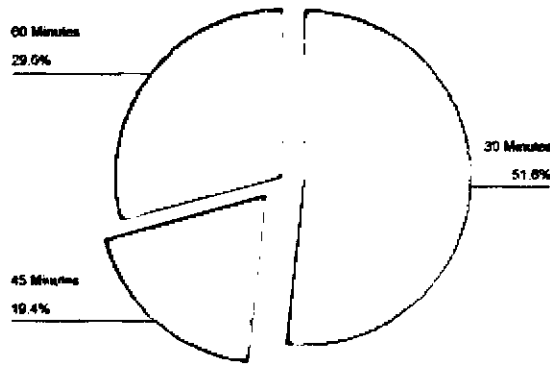
Pie Chart 4: Type of Format of the Programme



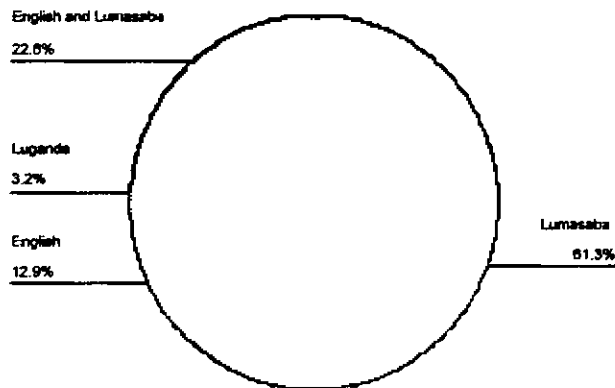
2.6.11 Language and Duration of the Programme

In terms of the duration of the programme, most respondents (51.6%) preferred that it should be 30 minutes: 29.0% wanted it to be one hour while 19.4% proposed that it should be 45 minutes. Asked to suggest the language in which the programme should be produced, an overwhelming majority of 61.3%, proposed Lumasaba (Lugisu). They felt that Lumasaba was widely spoken in the district, hence would not need an interpreter. Further, people can readily identify with the programme in their own language (Pie charts 5 and 6 below).

Pie Chart 5: Duration of the programme



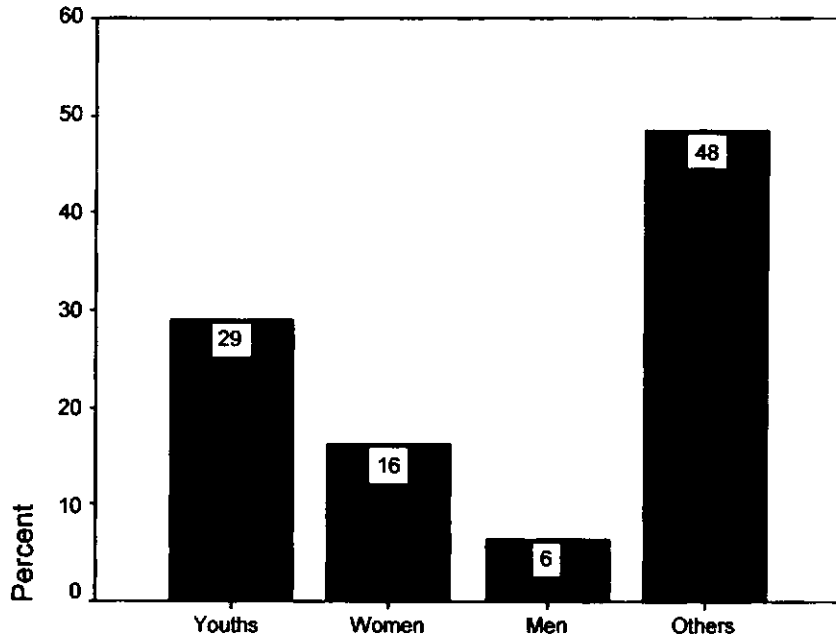
Pie Chart 6: Language of the Programme



2.6.12 Audience Suitable for the Information

Most respondents (48%) were of the opinion that the information was vital for all people: men, women and youths, while 29% preferred it for the youth, 16% for women and 6% for men. Majority of the respondents explained that the fight against poverty demanded the corporate involvement of all the people in the community and not just a particular group of people (Graph 3 below).

Graph 3: Audience that is Suitable for the Information



Audience Suitable for the Information

2.6.13 Situations for Using Video

According to the findings, 51.6% of the respondents indicated that it should be used during workshops, 22.6% proposed meetings while 9.7% suggested that it should be used in schools. This could imply that if video was used in schools, then the young people would acquire new skills and ideas that they could incorporate in fighting poverty. They viewed video as a channel for disseminating ideas, initiatives, and articulating needs and problems. Therefore, that great percentage tells us that video enhances development by diffusing information from those who have to those who do not have. Respondents also suggested that this could be carried out by people watching and later going into groups for discussion (Table 4 below).

Table 4: Situations Suitable for the Programme

Error!

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Workshops	16	51.6	51.6	51.6
	Schools	3	9.7	9.7	61.3
	Meetings	7	22.6	22.6	83.9
	Villages	5	16.1	16.1	100.0
	Total	31	100.0	100.0	

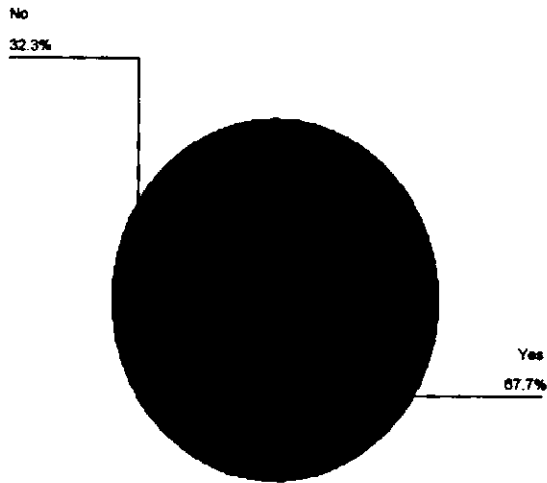
2.6.14 Video as Effective Means of Communication and Teaching

According to the findings, 67.7% of the respondents conceded that video had a big role to play in educating people on the fight against poverty. Only 32.3% thought otherwise. This implies that although video is not widely used in teaching, people believe it could be a good channel for carrying and disseminating ideas, initiatives and articulating needs and problems. That is why when the researcher asked the respondents whether video could be used for teaching, an overwhelming majority of 77% were affirmative as indicated in Pie Chart 6 and Bar Graph 4 respectively. Shirley attests to this fact observing that:

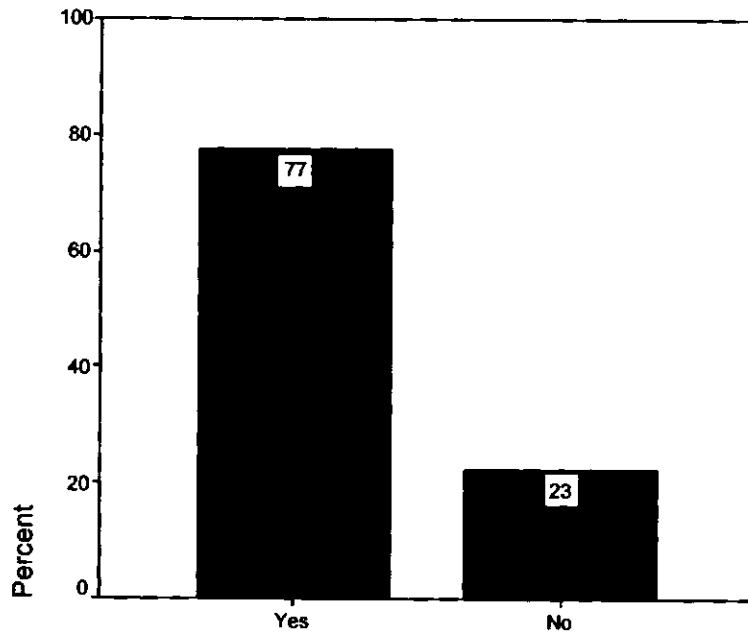
In the hands of skillful community workers, video is a tool which can greatly accelerate the process of self-help and learning. It is used for describing the human condition and for providing context to policy makers who have little or no conception of the reality of life in remote communities their struggle with healthcare, education ... it can be used as a tool to educate staff about realities of rural communities.⁶⁵

⁶⁵ Cf. W. A. Shirley, *Participatory Video: Images That Transform and Empower*, 20

Pie Chart 6: Respondents' View of Video as Effective Means of Communication in Alleviating Poverty



Graph 4: Respondents' Opinion on Using Video for Teaching



Respondents' Opinion on Using Video for Teaching

2.6.15 People to be Involved in Community Mobilization

When the researcher sought views on who should be involved in mobilizing the community towards alleviating poverty, majority of the respondents (54.8%) suggested the Religious, community workers and community leaders while 22.6% were for the opinion leaders, extension officers and district leaders and 6.5% opted for everyone to be involved. As much as video suggested to be an effective tool for educating the people, the respondents see the need for someone to guide. Surprisingly, the religious seem to be trusted. This could be from the historical fact of the Church's visible role in initiating development projects, hence many people believe in its delivery. On this, Martyn Drakard writes, "The church fills in for the government and saves it money and headaches ... it is the church that is spearheading development in poor communities".⁶⁶ The findings also imply that it is best for the community mobilizer to know the people well in the community. He/ she must be conversant with the community's joys and problems, groupings, perceptions, beliefs and all the things that make it the way it is. McNamara confirms these findings when he notes, "No programme will help small farmers if it is designed by those who have no knowledge of their problems and operated outside of that community"⁶⁷ (See Table 5 below).

⁶⁶ Cf. Martyn Drakard, "Realities That Add Richness to Life", in *National Mirror*, February 2009, Issue No. 2 0/02, p.19

⁶⁷ Cf. J. Ascroft, "Participatory Decision Making: A Parable". In A. W. Shirley, et al (1994) eds., *Participatory Communication: Working for Change and Development*. Sage Publications, London, 247-258.

TABLE 5: Type of People to be Involved in Community Mobilization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Religious, community workers and community leaders.	17	54.8	54.8	54.8
	Opinion leaders, extension officers and District Leaders.	7	22.6	22.6	77.4
	Teachers, youths and community leaders.	5	16.1	16.1	93.5
	Everyone to be involved.	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

2.6.16 Respondents' Recommendations Outside the Questionnaire

In Questionnaire 16, respondents were asked to contribute to what the questionnaire paper had not addressed. Of the 31 respondents, 32.3% commented that it was expensive to purchase the equipments. A total of 12.9% feared that video would replace the role of the community workers. And 9.7% expressed that there was low motivation among community workers because the government poorly paid them. About 22.6% of the respondents lamented of poor infrastructure, especially during the rainy season while 16.1% highlighted lack of electricity as a major hindrance. Finally, 6.5% concurred that video could never work in Sironko District (Table 6 below).

Table 6: Respondents' Recommendations outside the Questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Equipments are expensive	10	32.3	32.3	32.3
	It will destroy the worker of CDOs	4	12.9	12.9	45.2
	Poor salaries hence no motivation for teaching	3	9.7	9.7	54.8
	Poor infrastructure	7	22.6	22.6	77.4
	Lack of electricity	5	16.1	16.1	93.5
	It can never work in Sironko District	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

2.7 Analysis of Findings and Communication Theories

2.7.1 Video Use in Poverty alleviation

The survey and audience research have established that video could be an effective medium for imparting information and education on poverty alleviation. Statistics indicate that 55% of the respondents proposed participatory video as a good tool for educating and carrying information for the populace on poverty alleviation. Some of the reasons established for video use are:

1. That audio-visual messages capture people's concentration.
2. That audio-visual messages can be kept and referred to later at convenient times.
3. That one can exactly show people what they actually deserve to know.
4. That it enables people to get to know about the challenges and solutions that are available from other places, that is, it reduces the transport costs of people going to visit and hear testimonies of successful projects in other areas.

5. That it would be used for recording the natives' knowledge and experiences hence enable them to express their wants and hopes.

Similarly, the survey and audience research also established that video has been used in some areas for educating the people. According to the statistics, 48.4% of the community development workers conceded that video was used for entertainment; 25.8% acknowledged that it had been used for educating people on the HIV/AIDS and malaria control while 16.1% used it for educating farmers in some projects.

2.7.2 Audience Suitability for Participatory Video Use

The survey shows that all people deserve to get education and information on poverty alleviation. Statistics indicate that 48% of the respondent agree that women, men and the youth deserve to be involved in the fight against poverty. The survey further points out situations when the video could be used: 51.6% of respondents see the need to use it during workshops while 22.6% indicated its use during village meetings.

2.7.3 Belief in the Usefulness of Video as a Tool for Educating People

Both the survey and audience research have established that 67.7% believe that video is a powerful tool for educating people on poverty alleviation. This implies that although video is not accessible to many people, the use of images combined with sound remain powerful in disseminating ideas, initiatives and changing peoples' attitudes. But the effectiveness of the video will depend on the skillfulness of the community development workers.

2.7.4 People to be involved in Community Mobilization

The survey outcome indicates that although video is a powerful tool for educating people, it still needs people to carry on with the mobilization work. Statistics reveal that 54.8% of the respondents still require skillful and influential people if poverty alleviation education is to succeed. This broadly means that opinion leaders are needed.

2.8 Communication Theories

From the survey and audience findings, it can be noted that lack of proper information and knowledge are identified as basic factors underlying the spread of poverty. Need arises for good theories that can inform and improve practical life and practical activities of the people against poverty.

2.8.1 Knowledge-Gap and Poverty

The first step in socio-economic transformation is to recognize the power that is within an individual or the group. This is nothing other than the power of knowledge,⁶⁸ having the information. For the people of Sironko to eradicate poverty, they need to understand what is happening around them. Information is a valuable resource. It lets people do things that they could not do otherwise. An adage has that knowledge is power. This means that knowledge gives people the capability to do things and take advantage of opportunities at their disposal.⁶⁹ Unfortunately, knowledge as any other kind of wealth is not equally distributed to the people. Most people who are languishing in poverty are also information-poor.

⁶⁸ Cf. B. C. Stuart, (2003), *Understanding Human Society*, 111.

⁶⁹ Cf. J. W. Severin - J. W. Tankard, (2001), *Communication Theories*, 5th edition, 245.

They have no access to formal channels from which they can tap information in order to effectively address their problems, or what specific programmes exist to respond to their needs.

In most circumstances, poor people hardly see their problems as information needs; they are not very active information-seekers because majority of them live in despair. They have lost hope of becoming wealthy in their lives. They are very contented in their informal information network that enables them fulfill their subsistence needs. This is deficiency in the information that is ordinarily available to the rest of the world.

Information is very important. Alleviation of poverty depends on well-informed people. One should be well informed in order to intelligently carry out development plans. Such include environmental protection, managing high family populations, food security and handling HIV and AIDS. A well informed public on these issues is best equipped in effectively confronting its challenges. It remains the role of media to help alleviate many of these constraints by providing people with the information they need. Media have the potential of reaching people who have not been reached by other means, including the poor. It is this knowledge-gap that makes us look for which theory we can use to get rid of the gap.

2.8.1.1 Two-Step Flow of Communication Theory

The proponents of the Two-Step Flow of Communication theory were Paul Lazarsfeld and Elihu Katz in 1940⁷⁰. The theory states that media information is channeled to the masses through opinion leaders, people with most access to media,

⁷⁰ www.ciadvertising.org/studies/student, accessed: 3.3.2008

those having a more literate understanding of media content and people who can explain and diffuse the content to other people. The theory suggests that communication from the mass media first reaches the opinion leaders who filter the information they gather to their associates, with whom they are influential. Ideas often flow initially from media to the opinion leaders and then from them to the less active sections of the population.⁷¹

2.8.1.2 *Characteristics of an Opinion Leader*

An opinion leader is an agent who is an active media user, one who interprets the meaning of media messages or content for lower-end media users⁷². Opinion leaders are those held in high esteem by those that accept their opinions. They are people that someone wishes to emulate. In them, the society sees values. Opinion leaders are influential not only because of who they are but also because of the structure and values of the groups of which they are members. These leaders are competent people in a particular sphere, that is, knowledgeable people in their subject of discussion.⁷³

2.8.1.3 *Opinion Leaders as Instruments of Change*

Our survey indicates that opinion leaders have the power of social influence. Talking to people encourages them to talk about their problems; it reverses beliefs of people, for instance, about poverty. Through opinion leaders, people get to understand norms and use of appropriate sources that convey suitable messages on poverty alleviation.

It is because of this valuable consideration that 54.8 % of the respondents when asked who to be involved in the mobilization work signed the need for the influential people.

⁷¹ Cf. P. Lazarsfeld - B. Berelson- H. Gaudet, (1944), *The People's Choice*, 20-45

⁷² [Http://www.en.wikipedia.org/wiki/two_step_flow_of_communication](http://www.en.wikipedia.org/wiki/two_step_flow_of_communication). 3.3.2008

⁷³ Cf. J. W. Severin - J. W. Tankard, (2001), *Communication Theories*, 5th Ed., 204.

They observed that in the community, these people have influence over others and they could stimulate interpersonal discussion.

2.8.1.4 *Opinion Leader and Community in Decision-Making*

The Two-Step Flow of Communication Theory stresses the need for human agency. It argues that the word-of-mouth remains an efficient medium due to the importance and trustworthiness that interpersonal contacts generate. Opinion leaders with their rhetoric encourage diffusion of new ideas in the society. That is, they play the role of spreading awareness of a new idea in a community. Opinion leaders promote interpersonal relations exercised through visiting well-doing projects such as demonstration farms.⁷⁴

As much as people may watch video, they need somebody who can guide them in the application of the new knowledge acquired. They also need clarification on certain issues that the video may not have addressed adequately. The circumstances also vary. For example, most of the media messages are in English. A case in point is, *Whose Development?* A video tape on community development project. When such a video is used in teaching, it needs someone familiar with the information to explain to the rest of the people.

It is, therefore, the role of the opinion leaders to explain media messages to influence people's decisions about transformation of society and to persuade them to become social agents. Such opinion leaders may include development officers, at community, area, county and parish levels.

⁷⁴ Cf. J. W. Severin - J. W. Tankard, (2001), *Communication Theories*, 5th Ed., 204.

To be noted is that opinion leaders do not replace media. Rather, they guide participatory discussions of the media. Development planners have come to see that development is first and foremost a process of conscientization. People through discussions take stock of their environment. They come up as a group with the steps needed to improve the conditions of their situation. When people begin to respond to their situation as a group, they feel empowered. Closely linked to Two-step Flow of Communication Theory is the Agenda Setting Theory. The mass media sets what the audience consider to be important issues.

2.8.2 *Agenda-Setting Communication Theory*

2.8.2.1 *Precursors of Agenda-Setting Theory*

Before McCombs and Shaw came up with ideas related to agenda-setting, direct agenda-setting sentiments had appeared in the late 1950s. For example, Norton Long, in his article of 1958 had observed:

In a sense, the newspaper is the prime mover in setting the territorial agenda. It has a great part in determining what most people will be talking about, what most people will think the facts are, and what most people will regard as the way problems are to be dealt with.⁷⁵

Similarly, Kurt Lang and Gladys Engel Lang in 1959 commented on agenda-setting:

The mass media force attention to certain issues. They build up public images ... they are constantly presenting objects suggesting what individuals in the mass should think about, know about, have feelings about.⁷⁶

Another prominent agenda-setting idea came from Bernard Cohen about the power of the press. He noted, "It may not be successful much of the time in telling

⁷⁵ Cf. J. W. Severin - J. W. Tankard, (2001), *Communication Theories*, 5th Ed., 221.

⁷⁶ *Ibid.*, 221.

people what to think, but it is stunningly successful in telling its readers what to think about".⁷⁷

2.8.2.2 *Agenda-Setting Theory*

Agenda-setting Theory was formulated by McCombs and Shaw in 1972. They studied agenda-setting in the USA presidential campaigns of 1968, 1972 and 1976 and theorized that the mass media set the agenda for each political campaign, influencing the importance of attitudes toward political issues⁷⁸. Their research concluded, among others, that agenda setting was the media's capability, through repeated information dissemination, of raising the importance of an issue in the mind of the audience. The media focuses on a specific issue, elevating it to be important issue to the public.

Agenda-setting, therefore, is about giving prominence to issues affecting the society that have hitherto not been focused on. Agenda-setting focuses on two elements: awareness and information. It attempts to assess the relationship between what the audience in a community portray as critically important issues that need attention and which issues are of less importance to them.

What is basic to this theory is that it creates public awareness and concern of important issues by the media. Some assumptions can be underlined about agenda setting: the media do not reflect reality; they filter and shape it; media concentrates on some issues and subject, leading the audience to perceive those issues as more important than other issues.⁷⁹

Agenda-setting is based on both media agenda and audience agenda. These influence each other: media agenda influences the public agenda and vice-versa.

⁷⁷ Cf. B. C. Cohen, (1963), *The Press and Foreign Policy*, 13.

⁷⁸ Cf. M. E. McCombs - D. Shaw, (1972), *The Agenda-Setting Function of Mass Media*, 176-187.

⁷⁹ Cf. *Ibid.*, 176-187.

Agenda-setting uses priming: the process in which the media attend to some issues and not others, thereby changing the standards by which people evaluate their situation. It is, therefore, necessary to observe that agenda-setting may influence our most important decisions on alleviation of poverty.

2.8.2.3 A Change in Thinking about Agenda-Setting Theory

With reference to the survey above, it appears that people are becoming increasingly concerned about the challenge of poverty in their society. They view poverty as an issue that should be addressed. The concept of agenda-setting may create the perception of poverty as the most critical challenge. Although agenda-setting initially focused on change of attitudes of people in politics, it also affects their perceptions and their worldviews in social settings. For Joseph Klapper, "Mass communication ordinarily does not serve as a necessary and sufficient cause of audience effects, but rather functions among and through a nexus of mediating factors and influences".⁸⁰ According to cognitive psychology, people are active seekers of knowledge, functioning in the world on the basis of this knowledge.⁸¹ In view of this, people may be seen as problem-solvers rather than as objects of conditioning or manipulation.

Again, cognitive psychology is concerned with the representations of the world people build in their heads and how they go about building these ideas. The Agenda-Setting Theory, by investigating the importance that people assign to certain issues and how these saliences are arrived at, is very compatible with cognitive psychology.⁸² People are interested in the relationship between media coverage and the perception of

⁸⁰ Cf. J. T., Klapper, (1960), *The Effects of Mass Communication*, 8.

⁸¹ Cf. J. W., Severin - J. W., Tankard, (2001), *Communication Theories*, 222.

⁸² *Ibid.*, 222.

the importance of issues. There is need to look at the actual prominence of specific issues in reality. The media should address the most important challenges facing the society. When members of the public rate an issue as important, they are motivated to listen to it because it touches on their lives.

2.8.2.4 *From Agenda-setting to Agenda Building*

The concept of agenda-setting is expanding into the concept of agenda building. It is being understood as a collective process in which media, government and the public influence one another in determining what issues are considered to be important.

According to the newest development in agenda-setting, focus is on a new understanding of agenda as a list of items in order of priority, with the most important at the top⁸³. Hence, this new level of agenda-setting model builds upon the idea that an agenda is an abstract notion and that many things other than issues could be items on the list⁸⁴. Such items could be poverty, dialogue, democracy and education.

The media could highlight some of these issues or activities, making them stand out.

The language used by the media may affect perception of the importance of an issue and agenda building. It is accelerated when well known and credible individuals begin to speak out on an issue.

2.8.3 *Uses and Gratifications Theory*

Uses and gratification Theory claims that people use mass media to gratify human needs.” Indeed, instead of asking what the media do to people, this theory turns this question around: what do people do with the media?”⁸⁵

⁸³ Cf. J. W. Severin – J. W. Tankard, (2001), *Communication Theories*, 222

⁸⁴ *Ibid.*, 236.

⁸⁵ Cf. J. Lull, *Media, Communication, Culture*, 101

For Harrold Lasswell, mass media carry out four basic functions in society: surveillance to give news and information; entertainment through diversion from routine; socialization and personal identity⁸⁶.

Our survey showed that respondents used the video for three main reasons: for entertainment, for HIV/AIDS and disease sensitization and for education. The use of video for entertainment was prominent. This could suggest that our respondents had the need to divert themselves from the routine of worrying about poverty. It also suggests that people can change this use of the video: from entertainment to some education purpose. This will enable the people to be economically aware of their environment and to become critical about the poverty issues in their district.

Conclusion

The above findings imply that participatory video can be an effective tool in poverty alleviation. It would help the people to document their indigenous knowledge, experiences, innovations and express their wants and hopes from their own perspectives. But how is this participatory video to be carried out so that it meets the needs and desires of the poor people? In the following chapter, we propose the strategy for bringing this to actuality.

⁸⁶ Cf. J. Lull, (1948). *Media, Communication, Culture*, 101

Chapter III

Communication Strategy

Introduction

This chapter outlines a communication strategy that addresses the problem of alleviating poverty by the use of Participatory Video (PV) messages which has been discussed in this study. Research findings, established that video could be a powerful tool in educating people and providing information on alleviation of poverty. However, video is not common in Sironko District. This makes it impossible for the audience to satisfy their needs due to reasons such as lack of electricity, video equipments and poor road infrastructure. Despite these hurdles, a simple PV strategy whose production will be based on acceptable standards is proposed.

This chapter, therefore, proposes a communication strategy that we believe can facilitate local participation, empower the people and lead them to self-reliance. To achieve this, it is paramount people receive right education and information on issues that affect them so that they can make properly informed choices in the fight against poverty.

3.1 Definition of Communication Strategy

A strategy is an approach or method to be used by an individual or organization to most effectively accomplish its mission towards a practical vision⁸⁷.

A strategy is meant to help an individual or organization focus on producing effective decisions and actions that further the mission of the community meet its mandates and satisfy key stakeholders. Communication strategy therefore is a process of “well-planned series of actions aimed at achieving certain objectives through the use of communication methods, techniques and approaches”⁸⁸. This definition implies that any communication strategy starts with having clear communication objectives. There is need to assess the available resources and understanding the dialogical audience.

3.2 Communication Objectives

From the survey conducted the results indicated that lack of appropriate knowledge and information were responsible for the widespread poverty in Sironko District. Therefore, the primary objectives for this communication strategy will include:

1. Educating the people on the causes of poverty through participative discussion and set the agenda for people on issues they need to think about.

⁸⁷ Cf. F.W. Mulwa, *Demystifying Participatory Community Development*, p.171

⁸⁸ *Handbook on Participatory Communication* [http: WWW.Fao.org/docrep](http://WWW.Fao.org/docrep), accessed on 16.3.2009

2. Disseminating and sharing information with community people as well as government officials and civil society.
3. Enabling the community access the information and empower them to be active participants so as to promote people driven development.
4. Building capacity for mobilizing resources by creating sharp psychological feelings in the viewers so as to trigger within them a sense of “I can do something to make a difference”.

3.3 Target Audience

The communication strategy targets people in three different groups: men, women and youths. It will primarily make programmes peculiar to each of these groups, beginning with women. This is because from the survey and visits to the projects conducted by the researcher, we established that women were culturally held responsible for all the key actions required in the community. Such include ending hunger, improving on family nutrition, health, education and increasing family income. The researcher also established that in spite of their low education levels, women initiated and managed most of the successful projects. As Irene Kituyi, observed, “The fight against poverty has to begin with doing something for the women extra. Today, women are becoming men in the homes. They buy clothes, pay education for their children and build houses.”⁸⁹ Similarly, Henry Wotunya emphasized that the people to spearhead the fight against poverty should require the involvement of all of us:

Poverty is like jiggers ... once your neighbours are infected with jiggers, even the children of the rich neighbour will also be bitten by them. But, women in Sironko are ready to do anything they can to end poverty: doing business in

⁸⁹ Irene Kituyi, interviewed at Sironko District Information Office on 27.12.2008.

insecure places, forming micro-finance women groups which are doing well. This is because women pay back the loans; men seem to be languishing in poverty and pride”⁹⁰.

However, to come up with an effective participatory message, each of these groups will be involved in the programme production including even the opinion leaders in the community.

This means that ‘The Two-Step Flow of Communication Theory’ will be necessary in coming up with the programme.

It implies that the video as a medium chosen for the strategy will play the role of inducing people to come together to watch and later discuss issues on poverty while the opinion leaders and community development workers will act as facilitators and guides in the entire process.

3.4 The Medium

Research findings indicate that video is a proposed and preferred channel for educating and disseminating information to the farmers. This is because the use of audio and images together persuade people to think, shape and modify their attitudes out of poverty as they encounter stories of success filmed from successful projects.

3.5 Communication Process, Methods and Techniques

For an effective PV as our medium for implementing the communication strategy, the process for realizing it will involve organizing PV training for community members. It also should introduce people to visual literacy as a language of video. Need arises to also organize FGD for issue prioritization of the community. People should be enabled

⁹⁰ Henry P. Wotunya, Deputy Chief Administrative Officer, Sironko District, Interviewed on 27.12.2008.

to visualize problems and their root causes in community. Findings should also be displayed to the respective government officials and local civil societies as well as displaying the commitments and decision of the officials to the community and local civil societies.

The method to be used for producing this programme requires the use of good and sharp images, good words and audio that can inspire sharp psychological feelings to draw viewers towards action taking. Contrast of two different lifestyles shall be used. For example, a farmer with several local cows can hardly get five litres of milk in a day contrasted with that one who has one exotic cow with a yield of 20 litres.

A farmer who has applied manure on his farm could be contrasted with the one who does not use manure. People involved in self-help projects could be contrasted with those that just sit idle or probably drinking alcohol from morning to morning.

The techniques to be used in achieving this strategy will be the language of the programme, instances when the video is showed to the people, contents of the programme and the format of the programme.

From the survey and interviews conducted, the researcher in analyzing and interpreting the data found out that the “Uses and Gratifications Theory”, is very relevant to this need. People choose and use certain forms of media with specific goals to attain. Such goals in our case include education and seeking information. This means that our programme should be made in such a way that it involves the audience so as to enable them share their experiences and concerns.

3.5.1 Elements of the PV Programme

The following elements are mandatory:

1. The language of the programme: Lumasaba (Lugisu). This is a language that the audience proposed as it is widely spoken in Sironko District.
2. The programme will be viewed during workshops and group meetings. People shall then discuss what they have seen and heard.
3. The programme will be 30 minutes long.
4. The programme format: documentary. This will carry factual stories of successful projects as well as beneficiaries. It will include interviews with community leaders and community members to get people's opinion on the programme.
5. The main goal of the documentary will be to educate, inform and empower community members to begin tackling issues that affect their community collectively.
6. The content of the documentary will come from successful projects identified from both within and outside the district. Such content will be based on main activities in the district such as banana growing, animal husbandry, poultry keeping, health and environmental care.
7. Programme name: *Feesi Kugagawale* (Let Us Get Wealthy All).
8. Music: this will be used as transition from one act to the next. Local songs on development shall be used to make people relax and get in

touch with their emotions and also to re-enforce the message communicated. This again affirms the 'Uses and Gratifications Theory'. The audiences have to satisfy their various needs such as information, education and entertainment.

3.6 Justification of Strategy vis-à-vis the Research Findings

Participatory Video as a communication strategy adapted is worthy implementing. Today, Participation is an indispensable component in any development endeavour. With PV, the audience is involved in the planning, analysis, implementation and evaluation of the environment.

The survey and interviews conducted indicated that education and information are inevitable in the fight against poverty. However, this demands the active participation of each member in the society.

With PV, the audience gets the forum to articulate their needs to the policy makers, minimize transport costs to visit the successful projects in other districts. People are able to document their own indigenous knowledge and express their problems to other partner developers such as the government and the civil society. Basing ourselves from what the community development workers have recommended, we believe and hope that this communication strategy proposed could address the challenges they have experienced over time. By using PV, the audience will be receiving the needed education and information for a specific goal. This will be done through the Agenda-Setting Theory.

3.7 Implementation of the Communication Project

The communication project shall be implemented in the following ways:

1. **Medium:** the channel of educating and informing the people shall be video.
It should be emphasized that this study was privately done and not sponsored by any organization or government. This means that the researcher will have to share his findings with the local government of Sironko District so that the project is adopted by the government in its struggle to fight poverty. On a small scale, the researcher intends to implement the project by initiating a project which will be used for pilot studying. In so doing, he will promote the new communication strategy, networking with the interested development partners.
2. **Issues to be addressed:** from the research findings, PV will highlight the following areas by educating the audience on the skills and knowledge for Self-reliance on livestock management, pasture improvement, poultry modernization, environmental care, disease control, soil conservation and crop modernization (coffee and bananas).
3. **Programme schedule:** Modernization of Agriculture. This will be implemented by making three documentaries with different target audiences: women, men and youth. The lifespan for such a project shall be one year for every group in order to start evaluating the knowledge impact.
4. **Sources and resources:** the sources for the documentary shall be individuals in families, men's groups, local leaders, church groups, successful project groups, youth groups, women's groups, government community development

officers and opinion leaders. Other sources that we can network with though independent include Uganda Participatory Poverty Assessment Project, National Agricultural Advisory Services, National Agricultural Research Organisation, and Plan for Modernisation of Agriculture and Department of Animal Resources. All these projects are the ones that have been involved at the grassroots fight against poverty and yet it remains. The resources needed to implement this project on a small scale are basically a television screen, video deck, a portable generator and a camcorder camera for the beginning.

5. Audience Participation: the local people shall be involved in the identification of the problems, in the planning and finding solutions and in drawing up programmes intended to solve specific problems. Some of them will be trained in the areas of camera handling and conducting interviews.
6. Flow of the programme: PV aims at wanting people to identify themselves with the content in the video tape. Hence, the flow of the programme will entail introducing the site. Using credible source to introduce the problem as seen by the intended audience and facilitating discussion of what could be done. Further, it will seek to suggest alternative solutions by demonstrating live examples. The programme will conclude with strong message by credible source with fine and ideal images of the community.

3.8. Basic Project Budget Proposal

BUDGET PROPOSAL AS FROM 1st JANUARY – 31st DECEMBER, 2010

Items	Details	Total
Personnel		
Director	12 months @ Ushs. 300.00	3.600.000
Cameraperson	12 months @ Ushs. 200.000	2.400.000
Soundman	12 months @ Ushs. 150.000	1.800.000
Lighting	12 months @ Ushs. 150.000	1.800.000
Facilitator	12 months @ Ushs. 250.000	3.000.000
Total Personnel Expenses		12.600.000
Project Equipments		
Camcorder Video Camera	1 Handycam-DCR-HC48E @ 700.000	700.000
Tripod	1 @ 60.000	60.000
Microphone	1 @ 50.000	50.000
VCR/DVD Player	1 @ 300.000	300.000
TV Screen	1 @ 400.000	400.000
TV Trolley	1 @ 15.000	15.000
Portable Generator	240V @ 1.800.000	1.800.000
Electric Extension Cables	50 Metres @ 3. 500	175.000
Cupboard	1 @ 150.000	150.000
MiniDv-Tapes	20 @ 8.750	175.000
Total Equipment Expenses		3.825.000
Project Expenses		
Workshops	3 workshops for mobilizers @ 300.000	900.000
Travel	Meetings, demonstration projects @ 600.000	600.000
Notebooks, Library videotapes	200.000	200.000
Pens	1 dozen @ 6000	6.000
Telephone	Internet, phones @ 100.000	100.000
Petrol	Generator 200 Litres @ 2.800	560.000
Engine Oil	Generator 20 Litres @ 4.000	80.000
Total Project Expenses		2.446.000
Total Project Budget		Ushs. 18.871.000

To conclude this chapter, it is important that we highlight some important facts about this communication strategy.

Although video is regarded as a powerful medium, it is adaptable and effective in the alleviation of poverty. PV use calls for acceptable videotaping for specific purposes. It is made for narrow audience who have specific interests. PV can be produced and shown either in raw form or in edited fashion. The use of PV is to promote participatory and interpersonal communication in development as it documents and enables people to reflect upon issues and activities of collective interest, thus generating discussion on critical issues. This is not the only strategy. But, its choice must be based on weighing the advantages. Video's effectiveness lies in the people understanding its peculiar language which is in images and symbols that the technology uses.

GENERAL CONCLUSION

As we come towards the end of this project, it is necessary to understand that this project was started to underline that PV plays a big role in influencing people in the alleviation of poverty in Sironko District. The researcher was guided by the hypotheses that there is significant relationship between PV communication and poverty alleviation; that promoting the concept of PV communication is a helpful tool for educating people on poverty alleviation issues. We further hypothesize that PV imparts information. In so doing, it creates social awareness among people to become the primary and active agents in poverty alleviation. It can also empower people through the process of conscientisation to become effective channels of social transformation. This can best be realized if there is optimum communication between the agencies of change and the people targeted.

The study has also established that the people of Sironko District in their endeavour to alleviate poverty suggested use of PV. They believed that visual images, as compared to sound, have more communicative and persuasive power and influence on people. As such, people tend to be more inclined to visual and audio aspects combined than just audio, as in the use with radio.

This study, therefore, postulates that video can be a very powerful medium for mobilizing people through the use of visual images in educating and creating awareness on poverty alleviation. Video could also play a big role in conscientizing the people on

their own community problems, and can facilitate, “participation of people at the grass roots in decisions regarding message making”⁹¹. This is a process which is regarded to be crucial to the impact of the message and effect on other community members.

Participatory development needs a balance between the application of today’s technology and the local people’s empowerment. Participation is an important prerequisite to development. Hardly can development occur without people’s active involvement. The way to development should begin from the recognition of the importance of people’s involvement in conceiving or designing the development idea itself, in the implementation of the idea, its sustenance and evaluation. It is saddening that despite the presence of diverse media technologies, many people still have limited or no access to enlightening information. They lack access to education hence, remain in the dark and are vulnerable to social and economic manipulation.

Communication theories are changing to keep pace with the changes in media technology. People are greatly concerned about the uses of mass communication especially on the need to create awareness and information. Changes in technology are stifling attempts at creating and transmitting essentially the same or uniform message. This is because different media use different languages. The rapid changes in communication technology suggest formulation of new communication theories that transcend the details of a specific medium. Need also arises to shift the emphasis from effects to socio-cultural impacts of communication. Let us briefly comment on this.

⁹¹ Cf. White-Nair- Ascroft, eds., *Participatory Communication*, 354.

SOCIO-CULTURAL IMPACT OF COMMUNICATION

Communication is an inescapable reality for the proper running of any community. We are caught up in it. When people stop communicating, society ceases to exist. It is because communication lubricates the social, cultural, economic, political and spiritual wheels of the community.

Communication is a vehicle for culture. In the case of our study, it is the culture of poverty alleviation. A community, government or any NGO cannot claim to fight poverty without a flow of treasurable information and education to the community members. The mass media should play the role of critically analyzing community activities, issues and policies for the people to be well informed.

Communication and transformation of social relations, as well as communication technologies affect social relationships in the society. For example, the use of telephone has greatly affected the physical need for people to see one another. One can stay away physically from the family for long and yet be in touch with the family members. Although this is good means of communication, it has led to a one sided-upbringing of children. Either of the parents merely uses the telephone for communication.

Communication and physical interpersonal relationship offers people space for social integration and expansion of their rights. The rights for women, children, disabled and even those with perceived deviant behaviour such as homosexuals, sodomy and lesbianism, have been highlighted by media, making such issues to sound normal in the society.

It was because of communication exposure that during the World Social Forum held in Nairobi in January 2007 that some African youth unashamedly claimed to speak for their rights to same gender unions.⁹²

Cultural imperialism is also being propagated by the new communication technology. New language tones such as speaking the way Americans do as a way of civilization at the expense of our mother languages portrayed as primitive reveals the impact of communication. Conglomerations that exist in form of international schools, corporations or international churches, are all geared to expanding their activities, services and products to diverse regions. This indeed is turning them into huge financial groups that dominate communication systems. This affirms the maxim that the one who has the power to control the communication system controls the culture.

Most developing countries are told to computerize or die⁹³. This is claimed to be the way to modernity. Unfortunately, we have been given outdated computers, making developing countries a dumping site. Above all, computer literacy is considered a priority for one to succeed in college or university studies or even be granted a job. This is intended to create urgent consumption of computer products. Kenya Telecommunication Corporation embarked on computerizing all its postal offices countrywide so that people could have access to easy communication.

New communication technologies have been on the frontline in promoting globalization, that is, universalizing particular cultures from the developed countries.

In fact, this has affected negatively the cognitive capacity of the developing people by making their children to become computer idiots.

⁹² L. Barasa, "Kenyan Gays and Lesbians Step Out to Demand Rights", in *NTV Prime news*, January 25, 2007.

⁹³ <http://www.Colorado.edu/conflict/peace/problem/cultrbar.htm>, 10.3.2008

It has turned poor people's frame of reference towards the developed countries. This has rendered indigenous knowledge of the poor people irrelevant, turning them into ardent dependents on developed countries.

Communication also helps local communities guard their indigenous cultures against wholesale influence of foreign cultures. It is true that culture is dynamic. But it is also true that people need identity which can be sustained through their way of life. For this to happen, they need communication. At different levels, that is, individual, group, communal and societal, communication impacts the way people behave, relate, and understand their social environment and how they perceive reality. It is for this reason that media practitioners have to play their role in society with sensitivity to the needs of society. This implies observing ethical issues on any subject of discussion. Profit or popularity should not overshadow the credibility and reliability of the information.

CRITICAL REMARKS

Media influence can turn out to be a 'vicious circle'⁹⁴. Audiences may seek other sources of information such as interpersonal conversations, social groups discussions and civil society organizations such as churches, among others. These are media consumers and possibly dependents as well. Reinforcement of people's beliefs and perceptions is itself a powerful and significant influence. It draws people into understanding their challenges and eventually reinforcing them into participatory solution finding. By reinforcing these social groups, mass media exert a major influence in society. Mass Media influence on poverty alleviation cannot thus be ignored.

⁹⁴ McNamara, *Mass Media Effects, A Review of 50 Years of Media Effects Research*, www.masscom.au/papers/media.html, accessed on 10. 3. 2008

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Appendix 1

Field notes

1. 27.12.2008

Place: Sironko District Offices

I interviewed Irene Kituyi. She is convinced that the fight against poverty has to begin with doing something extra for women; giving women education for sustainable living. Women today are involved in building homes and maintaining families. They are taking over responsibilities of men in the homes. The problem they face is culture that restricts them from attending meetings. Video as a tool may bring these two groups together with the curiosity to watch and listen. It will be another form of bringing the workshop from towns to the village. Through radio, millennium development goals are discussed but people are slow to grasp.

2. 27.12.2008

Place: Sironko

I interviewed Peter Wotunya. He postulates that fighting poverty will require the involvement of all people: "Poverty is like jiggers, once your neighbours are infected with jiggers even the children of the rich neighbour will also be bitten by them". But, women in Sironko are working hard against poverty: do business and microfinance loans. They pay back. But they need more information on investment strategies because most of them get loans to do similar businesses.

3. 27.1.2008

Place: Sironko

I interviewed Boniface Wodyambo, District Community Development Officer. He remarks that the campaigns against poverty have lasted for about twenty years. The government is educating people on modernization of farming but the adaptation rate is very slow; household poverty is on the increase. Problems experienced are transport, lack of money for buying improved seeds and animal breeds; soil is becoming infertile. Our people need basic education on farming and access to small loans.

4. 28.12.2008

Place: Muyembe

I interviewed Nabende, District Health Director. He notes that video has been used to conscientize people on HIV/AIDS and control of Malaria. So far, the impact was much better than when they could verbally and pictorially explain to the people. He laments that electricity and poor road network is a problem during rainy season.

5. 28.12.2008

Place: Budadiri

I interviewed Nagoye, Chairlady Women in Livestock Development Group. She is convinced that the mobile phone has helped her a lot in communicating with veterinary officers when her cow or that of another member is sick. She sends sms and is told which drug to buy. It has saved her money that she could have used for transport to Mbale. She observes that video could be a good tool for disseminating information and sharing knowledge.

6. 30.12. 2008

Place: Bugusege

I had a focus group discussion (FGD) with ten members: four men and six women. They cited hunger, nakedness, idleness, poor housing, diseases, and poor health as indicators of poverty. They observed lack of education and information to be a major problem in the spread of poverty. They complained that extension field workers did not do their work. They also lacked market for their products and provision of poor seeds during planting season.

They acknowledged video as effective in teaching. That was why the zero grazing of animals had picked up. They had visited Kisinga Women, Kirinya, Masaka projects.

I later visited their family projects: Friesian cows, cross breed hens and cocks, pigs, goats, coffee, fruits, bananas and horticulture farms. They were doing well. Their motto was sharing and caring. They had 470 farmers.

30.12. 2008

Place: Masyompo and Mutufu

I had a FGD with these groups separately. Masyompo is a big project. Members have been together since 1986. They dig together and have built a community dispensary. They are involved in coffee, trees, maize, cows and horticulture farming. They indicated that they had been using videos from Kenya. They often visited Bugusege farmers. One time, they visited Kitale to see how trees can be a source of income. Mutufu is a growing project that deals with Give a Gift Project. They acknowledged that they had just started using video and people were turning up in good numbers. They were also involved in pond fish farming and bee-keeping. They intimated that during video screening, children occupy the entire space that adults lack space. They have visited Busoga and Busembatia fish farms.

2 .1. 2009

Place: Buluganya

I had a FGD with a group of eight members. They concurred that they came together to find a solution to poverty. In this group, members encourage the rearing of exotic cows for milk. They also emphasize on modernizing coffee and bananas. They observed that they got the knowledge through the forums held occasionally by the community development workers who later issue out handouts for reading about other farmers. Some people read them and use the information to maintain their farms and change in their farming tactics. They have never seen video. In family visits the people are actually poor and dirty.

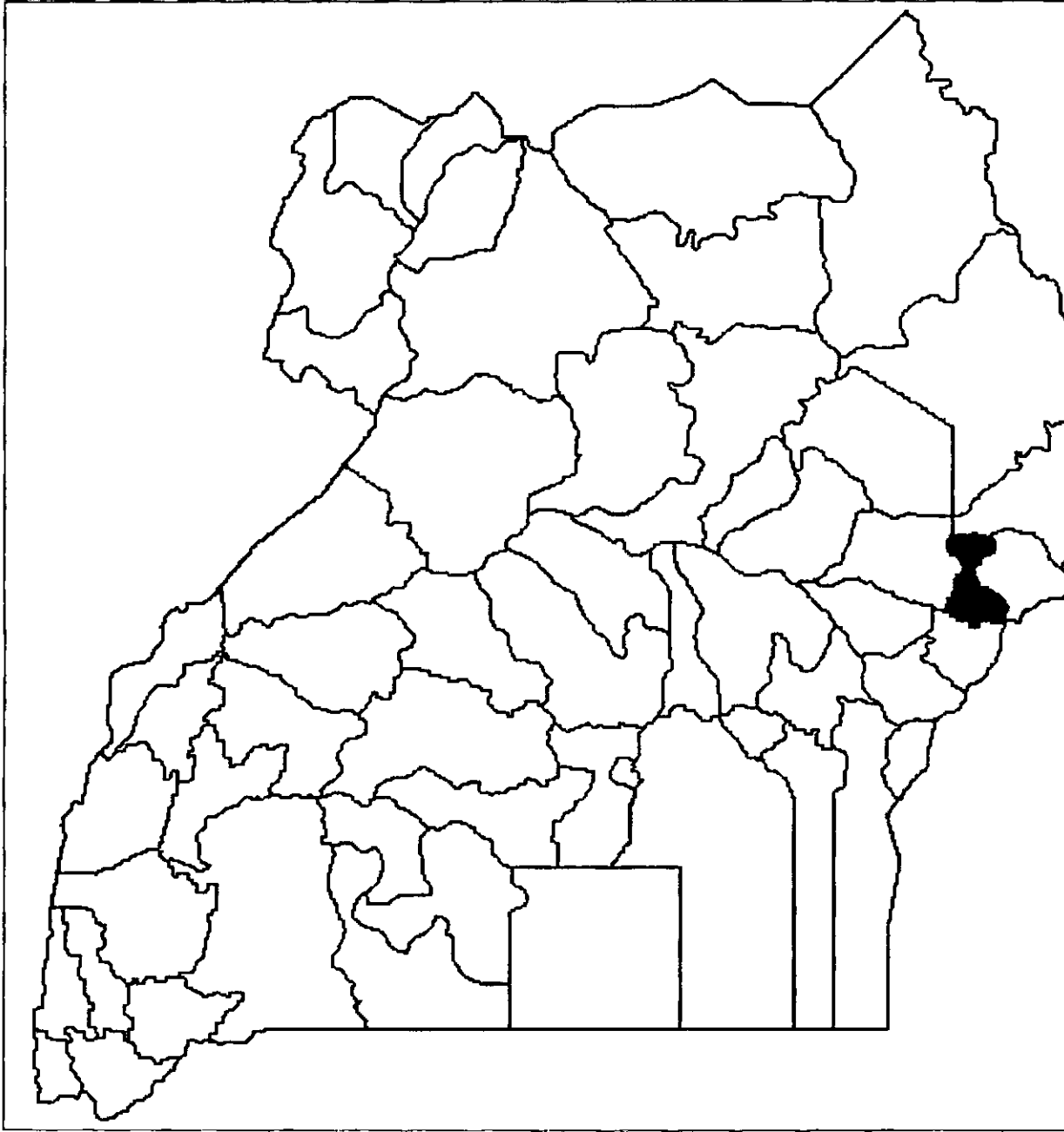
2 .1. 2009

Place: Bugudoyi

Interviewed Gibogi, a community worker. He notes that people no longer want to attend meetings where they are not paid. Most members are drunkards and have high cases of deaths caused by HIV/AIDS. The district introduced video for sensitizing and many people turned up. They have coffee, bananas and fish projects.

Appendix 2

Map of Uganda Showing the Location of Sironko District (in black)



Source: http://www.upload.wikimedia.org/wikipedia/common/f/fb/uganda_sironko.png

Appendix 3

QUESTIONNAIRE

Tangaza College,
The Catholic University of Eastern Africa

Institute of Social communication
Research on Participatory Video-Use on the Alleviation of Poverty in Sironko District,
Eastern Uganda.

Dear Friend,

I am a student of Tangaza College of the Catholic University of Eastern Africa. I am carrying out a study on how we can use video in teaching people on the Alleviation of Poverty in Sironko District. Kindly respond to the questions raised concerning poverty and the use of video. Your responses will be used with confidentiality. The researcher thanks you for sparing your time to complete this questionnaire. **You are kindly requested only to answer the questionnaire if you are involved in Community Development.**

Section one:

(Please tick only what applies to you)

1. Age:

20 – 30 Years 31 – 40 years 41- 50 Years 51 Yrs above

2. Gender:

Male Female

3. Marital Status:

Single Married Separated Widowed

4. Level of education: (Please tick one)

Secondary College

 University Postgraduate

Section 2

5. Your county: (Please tick one)

Bulambuli Budadiri

6. (a). Main occupation of the people in your county: (Please tick one)?

- Crop farming Animal husbandry Apiculture
 Poultry Business

(b). Explain your choice in the above question

(c). Mention what you think are the key indicators of poverty in Sironko District

7. (a) What can video be used for to influence the economic situation of the people (Please tick)?

- Information Entertainment Spiritual Nourishment
 Education Sampling tool

(b) Explain your choice in the above question 7(a) above

8. Mention some of the ways in which video has been used?

9. (a) In which programme format should the video be?

- Documentary Feature Talk show
 Discussions

(b) Explain your choice in the above question 9(b)

Section 3:

10. (a) Please suggest the length of the programme

- 15 Minutes 30 Minutes 45 Minute
 60 Minutes

(b) In which language should the programme be?

(c) Explain your reason for the choice of this language

11. (a) Which audience is suitable for information on poverty alleviation?

Youths Women Men Children

Others, (Specify) _____

(b) Explain your choice in 11(a) above

12. (a) Suggest moments when this video could be used?

Workshops schools Meetings Villages

(b) Show specifically how it can be used in the chosen 12(a)

13. (a) Is video an effective means of communication in the fight against poverty (Please tick)?

Yes No

(b) Explain your answer in 13(a)

14. (a) Do you think a video would be a better means of teaching people on carrying out development in your country. (Please tick one only)?

Yes No

(b) Explain your answer in 14(a)

15. Suggest which type of _____ should be involved in mobilizing the community towards fighting against poverty _____

16 Any other comments on the use of video in poverty alleviation.
