American University of Nigeria

School of Arts and Sciences

Draft Curriculum for the UNICEF-AUN MSc in Communication for Development and Social Change

MAY, 2022

Authored by

UNICEF and AUN-CMD

CURRICULUM

MSc in Communication for Development and Social Change

Introduction

The M.Sc. in Communication for Development and Social Change is a collaborative program between the American University of Nigeria and the United Nations Children's Fund (UNICEF). The program is proposed by UNICEF in response to the training needs of communication personnel working in various humanitarian and development-related sectors and assignments in Nigeria.

Program imperatives

- Rapid changes in global communications call for new thinking in the ways we use communication: to reduce poverty, address humanitarian, livelihoods, social inclusion, displacement, and various other challenges, particularly in conflict-affected and post-conflict societies.
- The concept of Development has gained new momentum with the changed configuration of the role of the State, Economic agencies, and Welfare mechanisms.
- Developmental initiatives too have undergone radical change by putting the intended recipients at the center of the decision-making process.
- Developmental stimulus requires non-state agencies more than ever with the pace of change varying extremely for different sections of the society.

Program Objectives

- To upgrade practitioners with specialized knowledge and skills in communication for social change.
- To expand the knowledge base of theories around development, and its interrelation to communication, culture, behavior change, and social transformation.
- To understand the newer approaches to Communication for Development (C4D) concepts, methods, and techniques.
- To cater to the growing demand for communication experts to work on development issues in Africa
- To impart skills in research, design, development, implementation, monitoring & evaluation of C4D interventions

Duration of Program

The program will normally cover a period of two academic sessions.

Credit Requirements

Based on the UNICEF Module, the M.Sc. in Communication for Development and Social Change requires a minimum of 36 Credit Units made up as follows:

SN	SOURCES OF EARNING CREDITS	CREDIT UNITS
1.	10 Core Courses @ 3 units each	30 Units
2.	Electives	6 Units
3.	Thesis	6 Units

Total	42 Units

Details of the courses and program are listed below

LIST OF REQUIRED COURSES FOR BY SEMESTER

Semester	Course Code	Course Title	CR	Type
Semester I	CDC800	Theories of communication for development and social change	3	Core
	CDC801	Studies on development: History, theories, and concepts	3	Core
	CDC803	Communication for Human Development	3	Core
	CDC802	Communication Research Methods	3	Core
	TOTAL: 12 CR			
Semester II	CDC815	Situation analysis for communication strategy	3	Core
	CDC816	Strategy design: Planning models, processes and levels of intervention	3	Core
	CDC812	Social Media for Development[1]	3	Core
	CDC817	Themes and methods for message design and dialogue-based materials	3	Core
	TOTAL: 12 CR			
Semester III	CDC 820	Program Management	3	Core
	CDC 821	Research, Monitoring and Evaluation	3	Core
		Elective Course (select from the list of program electives)	3	Elective
		Elective Course (select from the list of program electives)	3	Elective
	TOTAL: 6 CR			
Sem – IV	CDC 888	Thesis	6	Core
	TOTAL: 6 CR			
SUM TOTAL CR: 42				

Based on the above, the first three semesters shall be dedicated to course work. In the third semester, students will have the opportunity to choose two courses from a range of electives – based on their interests. The fourth semester will be for thesis writing up. Students are

[1] This course replaces UNICEF's Module 4: Media and Communication for Development (in India)

expected to pass all the course work before proceeding to write their thesis under the supervision of a competently qualified faculty.

SEMESTER 1

CDC 801: STUDIES ON DEVELOPMENT: HISTORY, THEORIES AND CONCEPTS

This course is designed to provide students with an overview of the history and evolution of development studies. In this module, students will learn about main theories, analytical premises, and critiques. Emphasis will be given to understanding the influence of theoretical models on development policies and programs. Particular attention is paid to the impact of theories and practice in Africa.

CDC 802: COMMUNICATION RESEARCH METHOD

This course is designed to expose students to the systematic or scientific approach to knowledge building in the social science domain in general and in communication and multimedia design in particular. The scientific method is distinguished from the use of common sense and individual experience in problem-solving. The commonly used approaches to systematic inquiry in the field of communication and multimedia (such as survey method, content analyses, experimental design, and qualitative approaches) are considered in detail, using case studies. The scientific procedures in research methodology are rigorously addressed focusing on critical concepts like; Problem identification, searching for sources, evaluation and use of sources, documenting sources, literature review, research question, hypothesis formulation, data collection, data analysis, and reporting. Students will begin to distinguish the quality of the study from the quality of the report. Students will be encouraged to apply the knowledge gained in this course to begin to develop the proposals for their thesis.

CDC 804: THEORIES OF COMMUNICATION FOR DEVELOPMENT AND SOCIAL CHANGE

The goal of this module is to familiarise students with key theories and models of communication for development (C4D) and social change. The analysis of C4D theories module is organized around three levels (individual, community/ society, structural) identified by the socio-ecological model (SEM). According to the SEM, any given development/social issue needs to be analyzed in a multi-dimensional context. Development challenges are affected by obstacles and opportunities at various levels: individual, community, social, and systems/structural. As a reaction against the psychological model that assumed that obstacles and actions primarily lie at the level of the individual, the SEM stresses the importance of the social and political environment. SEM is not a theory in the sense that it does not provide explanations or predictions about what causes affect/explain specific problems or how they need to be addressed. Nor does SEM provide a series of action guidelines – what to do and how. Instead, it is an explanatory model that offers insights into levels that need to be considered to produce nuanced assessments of a given situation.

CDC 803 COMMUNICATION FOR HUMAN DEVELOPMENT

Communication for Development is applied to a wide range of thematic areas in development to find solutions and address underlying causes of problems that plague various populations.

It is of critical importance for C4D professionals to have a good command of technical issues to be able to design and implement sound communication programs. This module addresses five thematic areas identified as priorities in West Africa: gender, climate change, illiteracy, conflicts, food insecurity, health, and water and sanitation. Although each unit focuses on different sectors, it is important to understand connections across them, such as the role of women and gender in water management and environmental issues, the impact of climate change on food insecurity, health, and livelihoods, and the relationship between healthcare and sanitation. Likewise, it is important to analyze ways to integrate issues into common programmatic actions.

SEMESTER II

CDC 815: SITUATION ANALYSIS FOR COMMUNICATION STRATEGY

This course covers situation analysis, the first step
in the design of communication for development strategies. It provides students with tools to conduct situation assessments that are informed by participatory, human-rights principles, and to analyze data to guide strategic decisions.

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CDC 816: STRATEGY DESIGN: PLANNING MODELS, PROCESSES

This course is designed to provide students with an overview of the basic steps in the design of communication strategies for development. A communication strategy is the implementation of a program to achieve communication goals in support of development goals. Communication strategies include basic, linked steps: situation analysis, goal definition, activities, materials, products and messages, monitoring and evaluation. Strategic thinking should guide decisions and ensure that the plan is implemented

CDC 817: THEMES AND METHODS FOR MESSAGE DESIGN AND DIALOGUE-BASED MATERIALS

The goal of this course is to familiarise students with basic ideas and steps in message design and dialogue-based materials. Messages are the arguments for promoting change. Messages construct, modify, and maintain the meaning of certain actions in ways that inspire positive actions. Depending on strategic needs and actions, messages may change individual attitudes and behaviors, social norms, and policies.

CDC 812: SOCIAL MEDIA FOR DEVELOPMENT

This course focuses on social media as powerful tools and platforms for development communication. With a focus on Africa, the course will address the history, theories, ethics, and functions of social media in socio-economic, political, and cultural contexts. Students will

learn how to employ social media resources and strategies in planning and critiquing development campaigns

SEMESTER III

CDC 820: PROGRAM MANAGEMENT

The goal of this course is to familiarise students with basic program management competencies and offer opportunities to apply them in concrete situations. The module also aims to cultivate analytical and hands-on competencies to understand the basic components of drafting proposals, funding mechanisms and opportunities, program facilitation, and institutional roles and responsibilities.

CDC 821: RESEARCH, MONITORING AND EVALUATION

The goal of this course is to familiarise students with the basics of development research, monitoring and evaluation (M&E). Although M&E demands specific skills and expertise as well as specialists, it is important for any C4D professional to be cognizant of basic issues that need to be considered in the design and implementation of programs. The module offers insights into the planning, conducting M&E, and data analysis and feedback.

ELECTIVES

CDC 823: BEHAVIOURAL CHANGE COMMUNICATION STRATEGIES

Behavioral Change Communication Strategies will expose the students to the strategies for Behavioral Change Communication, with the view to equipping them with basic skills for successful Behavioral Change Communication campaigns. The course will expose the students to the various activities, steps, approaches, skills, and tools necessary for success in Behavioral Change Communication campaigns.

CDC 824: MEDIA IN HUMANITARIAN DISASTERS

This course addresses the role of media and communication in conflicts and humanitarian disasters. It draws on literature and case studies to explore the immediate and long-term communication complexities in the aftermath of a crisis. The course explores ways that media and communication can contribute to a rapid response to emergencies.

CDC 822: VIDEO AND FILM FOR DEVELOPMENT

Students will be taught to understand the video and film medium as effective participatory tools of development communication and message delivery. The course will also teach the students the processes and techniques of TV and Film in relationship to development communication materials production from conceptualization, design, preparation, and production to utilization. The students will learn the rudiments of researching, creating,

organizing, and structuring audio and visual material into video and film formats as well as being prepared to develop critical thinking in order to analyze the powerful aesthetic, psychological, and socio-political influences of film and TV media and their impact on communities.

CDC 826: PEACE JOURNALISM

This course introduces students to the conceptual and practical tools and journalistic competencies needed to report conflicts. It also explores the role of journalists in political processes and democracy. Students learn how to report real problems in society and frame them within socially responsible lenses.

SEMESTER IV THESIS

CMD 888 THESIS

Students will write a thesis of 40,000 to an upper limit of 60,000 words based on original supervised research as expressed in CDC 888.