

**THE ROLE OF COMMUNICATION IN SUSTAINING DEVELOPMENT
PROJECTS. The Case of Ejura Sekyedumase Municipality, Ghana**

KNUST

BY

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(B.A. Communication Studies (Journalism))

A Thesis Submitted to the School of Graduate Studies,

Kwame Nkrumah University of Science and Technology

In Partial Fulfillment of the Requirements for the Award of the Degree of

Master of Science in Development Planning and Management

College of Architecture and Planning

Department of Planning

OCTOBER, 2014

DECLARATION

I hereby declare that this submission is my own work towards the Master of Science Degree in Development Planning and Management. To the best of my knowledge, it contains no material previously published by another person or material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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ACKNOWLEDGEMENT

Authoring a master's thesis can be a lonely pursuit but it is certainly not something that is accomplished alone. I am indebted to many people who have helped make this a reality for me by pushing me to realise my capabilities. My profound and sincere gratitude to my supervisor Dr. Kafui Afi Ocloo, who made useful and important suggestions to ensure the quality of this work. Madam, I am most grateful.

My heartfelt gratitude to G.N.K Osei-Tutu for being a great source of inspiration and support during my years of study. Special thanks go to Dr. Rexford Assasie Oppong for the support he gave me during my studies. I seize this opportunity to also appreciate all my lecturers who within a period of two years, imparted more knowledge to me than I could ever imagine. My warmest appreciation also goes to all the institutions for the invaluable time and information as well as the assistance they gave to me during my data collection.

I want to also appreciate Mr. Emmanuel Agyakwa Ansong, Sellom Afi Attipoe, Mr. Mathew L. Lumorvi, Apostle Dr. K.K. Yeboah, Pastor Solomon Y. Acquah (Church of Pentecost, Ejura), Mr. Alex Sackey, Sampson K. Gamegah, Kwesi Yirenkyi Boateng and Alhaji Bawah M. Braimah. I want to thank my mates and friends, Gladys Appiah-Kusi, Selasi Attipoe, Gilbert Effah, Mavis Beghon, Wisdom Atsutse, Thomas Amoako, Yemofio Mohammed Yasin Yemokwei and Emmanuel Nartey who in their own small ways assisted and supported me to complete this work successfully.

Finally, to my parents, Mr. and Mrs. Oppong Owusu, my uncle, Mr. Emmanuel Oppong Owusu and his family, my siblings; Christabel, Felix, Diane, Philip and Emmanuel and their families, I say a very big thank you for your understanding, prayers and support during these years of my study. God richly bless you all.

Now unto Him that is able to do exceedingly abundantly above all that we ask or think, according to the power that worketh in us, unto Him be glory in the church by Christ Jesus! throughout all ages without end. Amen! (Ephesians 3:20-21).

ABSTRACT

For the past decades, many projects have been initiated in communities with the objective of bringing development to the doorstep of these communities. However most of these projects are in deplorable state whilst others have even been abandoned. This suggests that

the projects are not sustained to achieve their intended lifespan as various development agencies are concerned about how to sustain their projects. There are other factors that can ensure a project's sustenance in a community but this study focused on the role communication plays in sustaining these development projects. Based on the development communication theory, the study sought to determine the channel of communication used by development partners to involve communities in their own development and the changes the projects bring to the lives of the people in the Ejura/Sekyedumase Municipality through the use of communication.

Using four purposively selected communities in the Ejura/Sekyedumase Municipality, a cross-sectional research design was adopted for the study. Variables relevant to the study were identified and explained through a thorough literature review after which the methodology to solicit the necessary data and information to address the research questions was determined. Both systematic and purposive sampling techniques were used for the study. Primary data obtained from the field were analysed.

The study revealed that though development partners communicated to communities on some of the projects, the components of development communication was not wholly employed. The projects that employed communication among other things have been sustained whilst the ones with little or no communication are in deplorable state. The study also revealed that interpersonal communication was the most common means of communication used by development partners to contact communities and this helped in bringing social change to the lives of the people in the Ejura/Sekyedumase Municipality.

The study established that both project implementers and communities face challenges in sustaining development projects. However, project implementers did not adopt the three components of development communication thus; advocacy, social mobilization and behaviour change communication to contact their target beneficiaries.

It is therefore recommended that development partners and agencies should develop a communication strategy for their projects whilst focusing on sustenance of the projects.

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LIST OF ACRONYMS

BCC	Behaviour Change Communications
CBO	Community Based Organisation
CEDPA	Centre for Development and Population Activities
COMDev	Communication for Development
CSD	Cross Sectional Design
CYP	Commonwealth Youth Programme
DEVCOM	Development for Communication Division
DFID	Department for International Development
DWST	District Water and Sanitation Team
EC	European Commission
ESMA	Ejura/Sekyedumase Municipal Assembly
EU	European Union
FAO	Food and Agricultural Organisation
GSS	Ghana Statistical Service
GTZ	German Organisation for Technical Cooperation
HSRC	Human Sciences Research Council
ICR	International Centre for Rural Sanitation
I.C.T	Information Communication Technology
IEC	Information, Education and Communication
IFAD	International Fund for Agricultural Development
ILO	International Labour Organization
JHS	Junior High School
MA	Municipal Assembly



NED	Northern Electricity Department
NGO	Non-Governmental Organisation
PMI	Project Management Institute
SHEP	Self- Help Electrification Project
SHS	Senior High School
SIDA	Swedish International Development Agency
SPSS	Social Package for Statistical Survey
TA	Traditional Authority
UN	United Nations
UNCED	United Nations Conference on Environment and Development
UNDP	United Nations Development Programmes
UNESCO	United Nations Educational, Scientific Cultural and Organisation
UNICEF	United Nations International Children's Fund
VRA	Volta River Authority
WATSAN	Water and Sanitation Committee
WCCD	World Congress on Communication for Development
WCED	World Commission on Environment and Development
WVG	World Vision Ghana

CHAPTER ONE

BACKGROUND TO STUDY

1.1 Introduction

Over the years, several projects have been initiated and implemented with the intention of bringing development to rural communities. Most of these projects are not able to achieve their intended objective of bringing development to these rural poor. It can therefore be assumed that these projects lack something that needs to fuel the development. According to the World Congress on Communication for Development (WCCD) (2006), the key to success in development initiatives is to start with the participatory analysis of the needs of local institutions and stakeholders, taking into account local culture and values, and promoting a concerted action for the development.

Participatory analysis of needs of the beneficiaries can best be done with the help of communication. Communication and development has been viewed as closely intertwined phenomena, where one is believed to guarantee the other (Servaes, 2008). Communication can be a vital component of initiatives that involve voluntary behaviour and change thus communication becomes important in playing advocacy role by listening, gathering data and informing. Again, communication can be used to persuade and train people through social mobilization and to help change behaviours by educating and managing change where people have options to change their ways of life (Servaes, 2008).

People's participation is *sine qua non* for development (Mohammad, 2010), and as Masilela the deputy Chief Executive Officer (CEO) Research of the Human Sciences Research Council (HSRC) puts it, "if peasants do not control or share control of the processes of their own development, there can be no guarantee that it is their interest that is being served" (Ascroft and Masilela, 1994). Modern development scholars such as Robert Chambers, have been advocating people's inclusion in development projects as they believe the stated objectives of any project cannot be fully achieved unless people meaningfully participate in it (Mefalopulos, 2003). The emphasis on participation in development also implies increased attention to communication, because there can be no participation without communication. Communication is central to this task in many ways; thus, it enables planners, when identifying and formulating development programmes, to consult with people (the stakeholders) in

order to take into account their needs, attitudes and traditional knowledge (Diouf, 1994).

Development communication is the only way project beneficiaries can become the principal actors to make development programmes successful (FAO, 2004). Communication for Development (ComDev) or development communication can be defined as the planned and systematic use of communication through inter-personal channels, ICTs audio-visuals and mass media for social change. Development is about change, and if development initiatives of any kind are to be sustainable they should start with mechanisms that ensure broad participation by all those who have some interest in the intended change (Mefalopolus, 2008). In ComDev, rural people are at the centre of any given development initiative and so communication is used in this sense for people's participation and community mobilization, decision making and action, confidence building for raising awareness, sharing knowledge and changing attitudes, behaviour and lifestyles (FAO 2006). According to Adedokun et al. (2010), communication is expected to be used to facilitate community participation in a development planning initiative.

Sustenance and people's participation has become key elements in development projects. This was acknowledged by the World Bank (1994) in its admission that: "Internationally, emphasis is being placed on the challenge of Sustainable Development, and participation is increasingly recognized as a necessary part of Sustainable Development strategies." To be truly significant and meaningful, participation needs to be based on the application of genuine two-way communication principles and practices (Mefalopulos, 2003).

1.2 Statement of the Problem

According to Anyanwu (1999), community development depends on the effectiveness of communication as it helps in sharing of ideas and opinions and diffusion of good ideas while irrelevant ideas are thrown out. Effective communication therefore enhances participation of community members towards the achievement of the goals of the rural community development. The newer conceptions of development imply a different and, generally, a wider role for communication (Everett Rogers, 2003).

According to Stone (1989), unless people themselves are the driving force of their own development, no amount of investment or provision of technology and inputs will bring about any lasting improvements in their living standards.

Most projects in the form of community boreholes, clinics, schools, warehouses and some farming projects initiated by some NGO's and government in Ghana are in deplorable state. Most of these projects come in the form of aids or agricultural inputs such as seeds and fertilizers to the target groups without really knowing whether it would be useful for the people (Dzinavatonga, 2008). Some of these boreholes have even been abandoned. This may be as a result of some measures which were not put in place to ensure the sustenance of the projects after the implementers have left. These measures among other things may include the fact that the communities were not involved wholly in the formulation and implementation of these projects to understand the need to own and sustain them.

Many agricultural projects have suffered the same fate of not been sustained. Some of these projects include the "Nerika" Rice Dissemination Project which introduced varieties of rice to increase upland rice production and provided rice miller for farmers in Ejura. Another one is the Inland Valley Rice Project which trained and provided farmers with credit facilities to develop local rice during the dry season in Aframso all in the Ejura/Sekyedumase Municipality in the Ashanti region of Ghana. However, there are some communities who still operate and maintain their facilities and are willing to sustain them for future generations.

Too many development programs, including community-driven ones, seem to overlook the aspect of communication, which is intended as the professional use of dialogic methods and tools to promote change (Mefalopulos, 2008). According to Okafor (2005) when communities participate in their own projects they become empowered which in turns improve efficiency, transparency and accountability which enhances service delivery and also encourages donor's harmonization. Again, when not involved from the beginning, stakeholders tend to be more suspicious of project activities and less prone to support them. Conversely, when communication is used to involve them in the definition of an initiative, their motivation and commitment grow stronger (Okafor, 2005).

From the above, the question then is how can communication be used to complement other factors that help sustain a project to involve communities in the Ejura/Sekyedumase Municipality to be agents of their own development?

1.3 Research Questions

- How does communication influence projects sustenance?
- What are the trends in communication channels used by development agencies and government during project activities in the Ejura/Sekyedumase Municipality?
- How does communication help to promote projects in bringing about change to the lives of people?

1.4 Objectives of the Study

As highlighted in the foregoing sections, communication can be a key tool that can enhance community participation in decision-making concerning their own wellbeing. This study therefore focuses on the following objectives;

- To identify how communication influences project sustenance using Ejura Sekyedumase Municipality in Ghana as a case study.
- To identify the communication channel used by development agencies and government during projects implementation in the Ejura Sekyedumase Municipality.
- To identify how communication can promote projects to help bring change in the lives of the people of Ejura Sekyedumase Municipality.

1.5 Justification of Study

Rural people have lived together over the years and do things in common such as eating and sleeping together, going to the farms together, helping themselves when it comes to farming (Olukotun, 2008) which is popularly termed as “Ndoboa” in the Akan communities among hosts of other things. The way their houses are even built gives room for consultation and sharing of ideas. Common things like roads, schools, health

centres and bridges which are all constructed through communal labour and personal contributions are shared in rural communities. Having lived together all their lives and having shared ideas for a long period of time, it feels odd, if not unacceptable to some of them when they get to know of projects in their communities and have no idea about either its conception or implementation (Komalawati, 2008). The projects are therefore hardly accepted by the communities as their own and such projects in most cases suffer abandonment, limited usage or at best poor maintenance (Olukotun, 2008).

This topic was based on the concern that most projects such as boreholes, schools, warehouses, public toilets and several others that are not operational and are poorly maintained by some communities in Ghana especially after the donors have left. Examples of such communities are Kasei, Samari Nkwanta, Bisiw, Kyenkyenkura, Ebuom and Nkwanta all in the Ejura/Sekyedumase Municipality in the Ashanti Region of Ghana. Ejura/Sekyedumase Municipality serves as a good example for this study because of the numerous projects like rural electrification, silos, boreholes, stand pipes and many others which were implemented to solve one problem or the other.

The study which is exploratory in nature ascertains why some of these projects survived and others failed within the same area and the role communication played in each case. The study therefore established the importance of communication in sustaining projects that are intended to develop communities. The findings of the study are to help project implementers to appreciate the need to communicate to project beneficiaries before, during and after implementing projects. The study has also added to knowledge. It is to again inform project implementers on the importance of choosing the right communication channels to reach their target beneficiaries in times of implementing projects.

1.6 Scope of the Study

Communication is more than transmitting information. It entails advocacy, social mobilization and behaviour change. Mefalopulos, (2008) stated that it is about generating new knowledge and consensus in order to facilitate change. Communication is not only about raising awareness, informing, persuading, or changing behavior. It is also about listening, exploring, understanding, empowering, and building consensus for change. This study focused on how communication can be used to ensure a project's

sustenance. It again focused on sponsored projects and programmes in some communities in the Ejura/Sekyedumase Municipality located in the Ashanti Region of Ghana.

1.7 Organization of the study

This study was divided into five chapters. Chapter One introduced the research topic, its scope and the statement of the problem. It also shed light on the justification and objectives of the research. Chapter Two outlined what communication for development is and how it related to community participation. It also presented a review on the shared thoughts and the work or theories of researchers on the topic. Chapter Three described the methodology used. It basically presented the research philosophical framework that was developed base on literature to answer the research questions. Chapter Four also presented the empirical data gathered via interview, questionnaires, observations, documentation review and some elicitations and their analysis based on some theoretical framework. Chapter Five finalized and concluded the research by describing the most notable conclusions, suggestions and areas to be researched on in the future on how communication can ensure a project's sustainability.

CHAPTER TWO THE ROLE OF COMMUNICATION IN SUSTAINING DEVELOPMENT PROJECTS - NATURE AND CONCEPTS

2.0 Introduction

This chapter reviewed work on existing body of knowledge and recorded works produced by researchers and scholars relevant to the current study; role of communication in sustaining development projects. The first section will discuss the concept of communication and look at development communication, the history and concept. The linkages between communication and community participation will also be deliberated. The second section will concentrate on the nature and concept of sustenance which will include definitions. Additionally, the relationship between communication and project sustenance will be focused on with examples. The conceptual framework of the study will also be discussed in the final section of this chapter.

2.1 The Concept of Communication Defined

Communication as a discipline has attracted several definitions by different scholars in the field. Clevenger (1959) posited communication to be “any dynamic information sharing process”. Mefalopulos (2008) also viewed communication as the transmitting of information and messages, whilst Bertalanffy (1968) argued that communication often concerns the flow of information within a system. Bertalanffy’s (1968) definition was supported by O’Reilly and Pondy (1979) who defined communication as the sharing of information between two or more individuals or groups to reach a common understanding. Warnock (2007) introduced a new dimension by viewing communication as the ability to give information, to make one’s voice heard and to participate in discussion and debate. Keyton (2011) also viewed communication as the process of transmitting information and common understanding from one person to another.

For many people the term communication is traditionally associated with either boosting an institutional profile or facilitating information flows within an organization. Mefalopulos (2008) categorized communication by focusing on its purpose and main functions in development organizations. From Table 2.1, Mefalopulos identified four types of communication which included corporate, internal, advocacy and development communication. Corporate communication is the type of communication which informs audiences about the mission and activities of an organisation through the use of the media. Internal communication is the sharing of information among staff in an organisation or institution to ensure all staffs are aware of issues pertaining to the institution. Advocacy communication is the type that helps to bring change to the lives of people using the available and the right medium. It is usually achieved through the involvement of chiefs, religious leaders and Community Based Organisation (CBO’s). Development communication focuses on bringing change to people by involving the relevant stakeholders.

2.1.1 Theories of Communication

The study of communication has led to the formulation of many theories: structural and functional theories believe that social structures are real and function in ways that can be observed objectively; cognitive and behavioural theories tend to focus on psychology

of individuals; interactionist theories view social life as a process of interaction; interpretive theories uncover the ways people actually understand their own experience; and critical theories are concerned with the conflict of interests in society and the way communication perpetuates domination of one group over another (Kalyani, 2003). The earliest theories were those propounded by Western theorists Siebert, Paterson and Schramm in their book *Four Theories of the Press* (1956). These theories include Two Step Flow Theory, Uses and Gratification Theory, Diffusion of innovations theory and Development Communication Theory.

Proponents of the two step flow theory; Lazarsfeld, Berelson and Goudet propounded that ideas often flowed from the radio and newspapers to opinion leaders and from them to the less active sections of society. Uses and Gratification Theory was propounded by Katz in 1970 (Servaes, 1999) and this theory was concerned with how people use media for gratification of their needs (McQuail, 2005). Diffusion of innovations theory was pioneered in 1943 by Bryce Ryan and Neil Gross of Iowa State University. This theory traces the process by which a new idea or practice is communicated through certain channels over time among members of a social system. The theory again describes the factors that influence people's thoughts and actions and the process of adopting a new technology or idea (Baran and Davis 2000).

Critics of the diffusion model argued that the theory is a vertical or one-way perspective on communication, and that development will accelerate mainly through active involvement in the process of the communication itself (Servaes and Malikhao, 1998). Research has led to the conclusion that more is learned from interpersonal contacts and from communication techniques that are based on them. On the lowest level, before people can discuss and resolve problems, they must be informed of the facts (Servaes and Malikhao, 1998). With this assertion, a new theory of communication was introduced; development communication theory. The theory states that “there is no development without communication” (Mefalopulos, 2003). This theory was the basis of this study.

2.1.2 Development Communication Theory

This study focused on Development Communication Theory (also referred to as Communication for Development (ComDev) and will be used interchangeably in this

study). The underlying principle of development communication as argued by (Mefalopulos, 2003) was that there can be no development without communication. This theory has been developed in many perspectives and scholars and practitioners differ in the wording they use to define it, but their intent is constant. It is the role of ComDev in empowerment processes that helps distinguish it from other forms of communication. The term "development communication" was coined in 1972 by Nora C. Quebral, an academic and a pioneering figure in the discipline of ComDev in Asia. She is often referred to as the “Mother of Development Communication” and gave birth not only to an academic discipline but to a new crop of scholars in the field as well; notable among them include Felix Librero, Antonio Moran and Alexander Flor, (Garcia, 2007). Quebral (1972) defined the field as: “...*the art and science of human communication linked to a society's planned transformation from a state of poverty to one dynamic socio-economic growth that makes for greater equality and the larger unfolding of individual potential*” (Deane, 2004).

Table 2.1: Common Types of Communication in Development Organizations

Type	Purpose/Definition	Main Functions
Corporate Communication	Communicate the mission and activities of the organization, mostly for audiences.	Use media outputs and products to promote the mission and values of the institution; inform selected audiences about relevant activities.
Internal communication	Facilitate the flow of information within an institution/ project.	Ensure timely and effective sharing of relevant information within the staff and institution units. It enhances synergies and avoids duplication.

Advocacy communication	Influence change at the public or policy level and promote issues related to development	Raise awareness on hot communication methods and media to influence specific audiences and support the intended change.
Development communication	Support sustainable change in development operations by engaging key stakeholders.	Establish conducive environments for assessing risks and opportunities; disseminate information; induce behavior and social change

Source: Mefalopulos, 2008

The World Bank defined development communication as the "integration of strategic communication in development projects" based on a clear understanding of indigenous realities (Manyozo, 2006). Mefalopulos (2003) stressed that development programmes cannot bring about change without an ongoing culturally and socially relevant communication dialogue among development providers and the recipient.

2.1.3 Working Definition for Development Communication

Based on the aforementioned definitions, my working definition of development communication for this study is "development communication is a conscious effort of sharing information using appropriate techniques between stakeholders to reach a common understanding thus support and sustain the goals of socio-economic, political and cultural development."

2.1.4 History and Essence of Development Communication Theory

Development communication has gone through a chequered history and its essence is in its history. According to authors such as Agunga 1997; Anyaegbunam, Mefalopulos, and Moetsabi 1998; Fraser and Restrepo-Estrada 1998; and Mefalopulos 2003 the history of development has included failures and disappointments, many of which have been ascribed to two major intertwined factors: lack of participation and failure to use effective communication. Other recommendations to integrate communications into the development project included the treatment of communications as a resource, thereby integrating communications with economics

(Jussawalla and Lamberton, 1982). The foregoing point is emphasized by Servaes

(2003), who states that, “the successes and failures of most development projects are often determined by two crucial factors: communication and people’s involvement”.

Mowlana (1990) revealed that ComDev programmes started with a focus on nationalism and patriotism, however in the post-World War II period a theoretical ideology was formed based on the modernization paradigm. This ideology tried to resolve Third World problems by facilitating the transformation through information transmission in mass media of pre-modern and “backward” attitudes and practices of “traditional” societies into modern, rational and Western ways of life (Mowlana 1990). The modernization approach in communication was epitomized by Daniel Lerner’s influential “passing of traditional society” thesis (1958), which posited that mass media exposure allowed people to develop a sense of “empathy”; the ability to envision and accept new ideas beyond one’s local conditions and traditions (Deane, 2004)

Development communication or Communication for Development (ComDev) has its roots in modernization theory; the development thinking and practice that rose to dominance in the post-Second World War era (Fraser and Restrepo-Estrada, 1998). The existing assumption at the time was that ‘traditional’ practices in developing countries should be abolished and replaced or complemented with that of the modern societies. The mass media were seen as having the potential to act as key agents of change by spreading modernization into remote traditional communities and replacing the structures of life, values and behaviours with one seen in modern Western Societies (FAO et al, 2011).

Antagonists of modernization paradigm started to criticize the ideology in the 1960s which led to an alternative theoretical model rooted in a political-economic perspective: the dependency theory (Mefalopulos, 2008). The proponents of dependency theory criticized some of the core assumptions of the modernization paradigm mostly because it put the responsibility and the blame for the causes of underdevelopment exclusively on the recipients neglecting external, social, historical and economic factors. They also accused the dominant paradigm of being very Western-centric, refusing or neglecting any alternative route to development (Mefalopulos, 2008). Dependency theory was aimed at lobbying for a more balanced flow of information at the international level but

could not yield the objectives the proponents envisaged. There was however little indications that they lobbied for more horizontal forms of communication within countries (UNESCO, 2007).

The dependency theory used the mass media as a means of communicating the values and practices of the developed nations to the underdeveloped countries. It was perceived that the media helps induce change. As noted by Mefalopulos (2003), although the dependency theory gained a significant impact in the 1970s, in the 1980s it started to lose relevance gradually in cycle with the failure of the alternative economic models proposed by its proponents. By the late 1970s, it was evident that members of the public were not passive recipients of information, and that media alone could not change people's mindsets and behaviours (FAO et al, 2011).

At this time, "Another Development" perspective began to influence communication thinking and practice (Rogers, 1956; FAO et al, 2011). This development is what is referred to as participatory development. Proponents of participatory development argued that community participation in the design and implementation of development programmes had become essential as communities experienced the reality of development (UNESCO, 2007). Mefalopulos (2008) opined that the participatory model is less oriented to the political-economic dimension and more rooted in the cultural realities of development; and that development focus has shifted from economic growth to include other social dimensions needed to ensure meaningful results in the long run.

UNESCO (2007) disclosed that by the late 1980s the notion of participatory development, particularly participatory rural appraisal, in which poor communities are directly engaged in defining their own problems and solutions, had gained root within many development organizations, especially non-governmental organizations (NGOs). FAO et al (2011) revealed that a horizontal multi-directional communication method that made use of a mixture of channels and emphasized the importance of dialogue was being given priority. FAO et al (2011) stressed that these included facilitating trust and mutual understanding as well as amplifying the voice of the poor people and enable them to identify ways of overcoming problems in order to improve their own well-being.

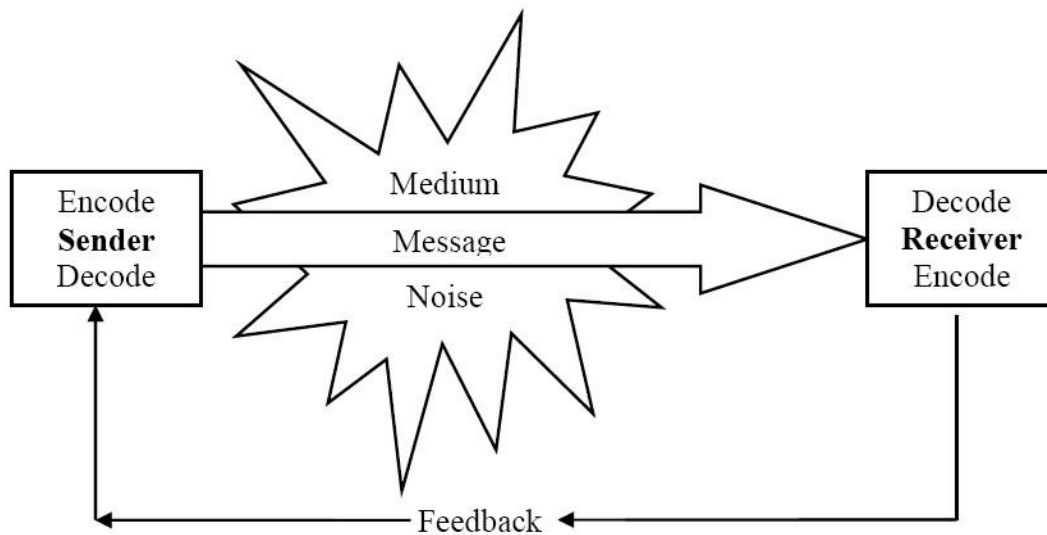
2.1.5 The Process of Communication

Keyton (2011) defined communication as the process of transmitting information and common understanding from one person to another. Lunenburg (2010) draws attention to Keyton's definition that unless a common understanding results from the exchange of information, there is no communication. For the message to be understood, effective communication must take place. Effective communication described in Shannon's communication model (1954) shares meaning and understanding between the person sending the message and the person receiving the message. For effective communication to occur there is the need to understand the communication process. The communication process is a simple model that demonstrates all the factors that can affect communication (Keyton, 2011).

Lunenburg (2010) explained the process of communication in Figure 2. 1. Lunenburg (2010) stressed that two common elements in every communication exchange are the sender and the receiver. The sender initiates the communication; he/she is the person who is sending the message. The receiver is the individual to whom the message is sent; who is making sense of it, or understanding and translating it into meaning. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, nonverbal or written language. The message is sent through a medium or channel, which is the carrier of the communication. The medium can be in a form of face-to-face conversation, telephone call, e-mail, or written report. The receiver decodes the received message into meaningful information. Noise is anything that distorts the message and examples can be different perceptions of the message, language barriers, interruptions, emotions and attitudes. Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood.

Keyton (2011) indicated that the elements in the communication process determine the quality of communication and a problem in any one of these elements can reduce communication effectiveness. In view of Keyton's assertion, information must be encoded into a message that can be understood as the sender intended and selection of the particular medium for transmitting the message must be critical since there are various forms of channels.

Figure 2.1 The Communication Process (Shannon-Weaver Model of communication)



Source: Cheney (2011)

2.1.6 Components of Communication

As indicated by UNICEF (1999), effective development communication relies on the synergistic use of three strategic components. These components are advocacy, social mobilization and behavioural change (or behaviour development) communication. A number of definitions are used in the ComDev field to describe these three basic components of communication

- i. *Advocacy*: Advocacy is communication targeted at leadership and the powers that be to take actions to support programme objectives (UNICEF, 2008). “Leadership” includes political, business and social leaders at national and local levels. The advocacy component according to UNICEF (2008) informs and motivates appropriate leaders to create a supportive environment for the programme by taking actions such as: changing policies, allocating resources, speaking out on critical issues and initiating public discussion. Participation is relevant in this context as the voice of the community helps direct advocacy objectives and activities. Mefalopolus (2005) defined advocacy as mainly applied to promote a specific issue or agenda, generally at a national level which is often directed at changing policies or supporting policy-making changes, either addressing policy makers directly or winning the support of the

public opinion. The first task of advocacy as stressed by UNICEF (1999) is often to raise awareness in general, yet its ultimate objective is to spark action either from decision-makers or their constituents. The aim is to gain commitment and active support for a development objective and prepare society for its acceptance over the long-term.

The primary aim of advocacy, indicated by Servaes (2000), is fostering public policies that support the solution of an issue or problem. It involves organized attempts to influence the political climate, policy and programme decisions, public perceptions of social norms, funding decisions and community support and empowerment towards specific issues. Again, Servaes (2008) viewed advocacy at the policy level, as that which is used to assure the high level of public commitment necessary to undertake action by fostering a knowledgeable and supportive environment for decision making, as well as the allocation of adequate resources to attain the campaign's goals and objectives.

- ii. *Social Mobilization*: Social mobilization as defined by UNICEF (2008) is a process of harnessing selected partners to raise demand for or sustain progress toward a development objective. Social mobilization solicits the participation of institutions, community networks and social and religious groups to use their membership and other resources to strengthen participation in activities at the local level (UNICEF, 2008). Consultation with the community is needed here to ascertain which institutions; social, political and religious groups will have the most influence on the primary participants.

The Centre for Development and Population Activities (CEDPA) (2000) opined that "Social mobilization involves planned actions and processes to reach, influence, and involve all relevant segments of society across all sectors from the national to the community level, in order to create an enabling environment and effect positive behaviour and social change".

According to McKee (1992) social mobilization differs from social marketing because it aims to muster national and local support for a general goal or programme through a more open and uncontrolled process with the idea of using as many channels as possible at an accelerated rate.

- iii. *Behaviour Change Communication (BCC)*: Behaviour change communication involves face-to-face dialogue with individuals or groups to inform, motivate, problem-solve or plan, with the objective to promote behaviour change (UNICEF, 2008). BCC according to the International Labour Organization (ILO) (2008) is an “interactive process for developing messages and approaches using a mix of communication channels in order to encourage and sustain positive and appropriate behaviours”. ILO (2008) argued that BCC has evolved from information, education and communication (IEC) programmes to promote more tailored messages, greater dialogue and increased ownership together with a focus on aiming for, and achieving health-enhancing results.

The Family Health International Web site (www.fhi.org) stated that communication for behaviour change aims to foster positive behaviour; promote and sustain individual, community and societal behaviour change; and maintain appropriate behaviour. Its underlying assumption is that individual attitudes and behaviours can be changed voluntarily through communication and persuasion techniques and the related use of effective messages. BCC shifts the emphasis from making people aware to bringing about new attitudes and practice; it tries to understand people's situations and influences, develops messages that respond to these concerns and uses communication processes and media to persuade people to increase their knowledge and change risky behaviour (UNICEF, 1999).

The study will use the above components of communication as indicators to measure how communication is used in sustaining developments projects.

2.1.7 Channels of communication

Communication channel according to DeVito (1986) is the “vehicle or medium through which signals are sent”. This channel may convey the message visually or aurally. Signal in this study is considered to be the message that is transferred from the project implementers to target beneficiaries and vice versa. Duggal (2011) also defined communication channel as a medium through which a message is transmitted to its intended audience, such as print media or broadcast (electronic) media. Mefalopulos (2008) indicated that for effective design, development planners must have knowledge

of the channels available, their potential reach and the intended result of the messages; thus channels must be selected to fit the participants and the communication task. Colle (2007) also opined that quality professionally-driven development communication programme is characterized by having a rational means for selecting communication channels and target groups that fit the voluntary nature of the behaviour change being proposed.

UNICEF (2008) proposed that channels must be selected to fit the participants and the communication task; analysis of these channels will help to prevent the use of a communication channel for the wrong reasons. It is therefore important to consider the characteristics of available communication channels before applying them to a target audience. Mefalopulos (2008) posited that a number of factors should be considered before a specific channel is used. These factors include objectives of the communication intervention- thus whether the communication is to raise awareness, for advocacy or mobilization purposes. Characteristics of the audiences- this looks at the literacy rates and the preferred information sources. Again, the communication specialist should always be aware of the strengths and weaknesses of each channel (Mefalopulos, 2008). However, in many instances, multimedia campaigns have been demonstrated to be more effective than one-medium campaigns in achieving intended results (Coldevin 2003).

For the purpose of this work, medium of communication is defined as the means by which information is delivered to beneficiaries of development projects. Some communication experts and institutions such as Mefalopulos and UNICEF have come out with some characteristics of the various channels of communication but that of UNICEF (2008) will be adopted for this study because it summarized that of Mefalopulos and gave detailed understanding of the various channels. This is illustrated in Table 2.2.

Table: 2.2: Characteristics of Communication Channel

Channel	Reach	Type of message (simple/complex)	Participatory use
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Television	Can reach very large audiences simultaneously if electricity and sets are available and reception is adequate.	Because of its broad scope it is primarily used to provide general information/news/entertainment to nationwide audiences.	Community based programmes allow people to identify themselves with issues being discussed. Live call-in shows helps participation by cross sector of audiences.
Films	Can reach medium-sized audiences depending on availability of projection facilities and electricity.	Can be used/made for general or specialized audiences. Complex messages and scenarios can be depicted.	Generate discussion following screening which is participatory.
Newspaper	Can reach broad literate audiences rapidly.	Specific technical information and news.	Illiterate folks cannot read and understand content. It involves little interaction between readers and stakeholders
Interpersonal Communication (IPC)	Groups or other individuals.	Good for specific, complex intimate information exchange	Highly participatory if not made top down.
Folk media including Interactive Popular Theatre (IPT)	Small to medium scale reach. With mobile units, the reach can be higher. Good for areas hard-to reach for general media	Simple, easily understood messages with local flavour and with entertainment.	Discussion with audience during or at the end of performance enhances participation.

Source: Adapted from UNICEF, 2008

2.2 Participatory Communication and Participation

For the purpose of this study, participatory communication is defined as an approach based on dialogue, which allows the sharing of information, perceptions and opinions among the various stakeholders and thereby facilitates their empowerment, especially for those who are most vulnerable and marginalized (Tufte and Mefalopulos 2009). Participatory communication is not just the exchange of information and experiences: it is also the exploration and generation of new knowledge aimed at addressing situations that need to be improved. Galway (2000) wrote that by the mid-1970s, communication practice began to reflect wider shifts in global development where top-down began to give way to the practice and rhetoric of participatory approaches.

Chambers (1994) and others also wrote of the need for ‘reversals’ in development so that local people, especially the poor, could be active participants in their own development. Participatory communication projects aim to ‘empower’ individuals and communities to take control of their lives (Galway, 2000).

As stressed by the World Congress on Communication for Development (WCCD) (2006), participatory approach became a key feature in the applications of ComDev to Sustainable Development at the end of the eighties where ComDev was conceived as the planned and participatory use of communication methods and tools that facilitate the sharing of knowledge and information, participation and change of attitude and practices aiming at achieving development goals agreed among all stakeholders. The 9th UN Roundtable on Communication for Sustainable Development held in Rome in 2004 recommended researches that addressed how to achieve and sustain the process and outcomes of ComDev. This required a participatory approach, a shared framework between development agencies and local stakeholders and community involvement in design, implementation and dissemination (FAO, 2005).

Warnock et al (2007) opined that at its heart, development, if it is to be sustainable, must be a process that allows people to be their own agents of change: to act individually and collectively using their own ingenuity and accessing ideas, practices and knowledge in the search for ways to fulfil their potential. Communication, by its very nature, is the essential ingredient in ensuring meaningful participation, capable of resulting in the active exchange of knowledge and perceptions needed to successfully define problems and plan solutions (Mefalopolus, 2008). In this regard, communication goes beyond ‘communicating’ and enters a sociological dimension where it becomes instrumental in constructing realities as noted by Wilkins (1994). Hence, communication is also needed in understanding, contrasting and sharing the realities of different stakeholders, before even thinking about communicating messages (Anyaegebunam et al, 1998).

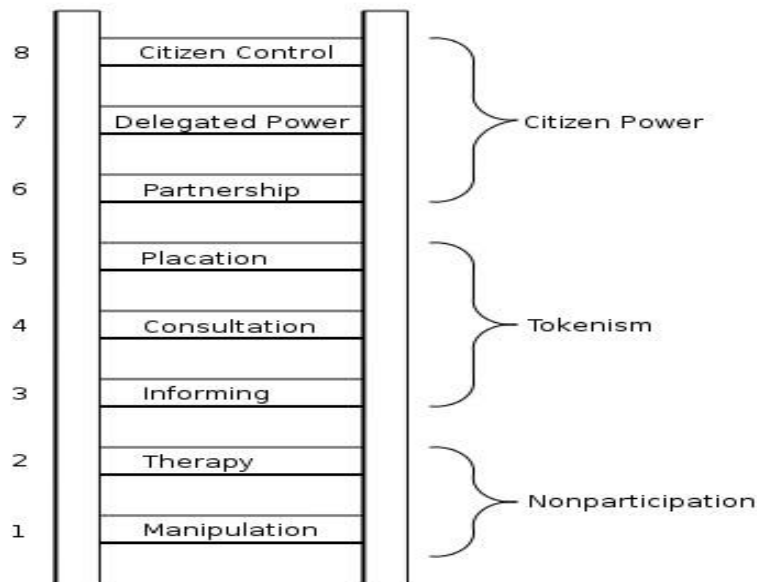
Warnock et al (2007) indicated that an increased power and ability to communicate is what poor people wish for themselves as much as the more tangible development benefits targeted by the MDGs. When 40,000 poor people were asked by the World Bank in 1999 what they desired most, having ‘a voice’ was one of the most frequent replies; not being able to have a say in decisions that affected their lives was identified as a key element of poverty in itself (World Bank 1999).

The World Bank (1995) identified four types of participation which include information sharing, consultation, collaboration and empowerment. Information sharing and consultation were considered low-level forms of participation, while the two others were also considered high-level forms. These types of participation identified by World Bank (1995) are consistent with the other classification derived by a literature reviewed by Mefalopulos (2003) which included passive participation, where stakeholders attend meetings to be informed; participation by consultation, where stakeholders are consulted but the decision making rests in the hands of the experts; functional participation, where stakeholders are allowed to have some input, although not essentially from the beginning of the process and; and empowered participation where relevant stakeholders take part throughout the whole cycle of the development initiative and have an equal influence on the decision-making process.

Similarly, Arnstein (1969) wrote about citizen involvement in planning processes in the United States and described the levels of participation which she referred to as the ladder of citizen participation (Tammi, 2008). This is illustrated in figure 2.2



Figure 2.2: Arnstein's ladder of citizen participation



Source: Arnstein (1969) adopted by Tammi (2008)

This ladder (Figure 2.2) of citizen participation by Arnstein (1969) is explained by Tammi (2008) as the following;

Firstly, **Manipulation** and **Therapy** which is the 1 and 2 respectively are both non participative. The aim of this two according to Arnstein (1969) is to cure or educate the participants. Again, the 3 which is **informing** is the most important first step to legitimate participation, but too frequently the emphasis is on a one-way flow of information and there is no channel for feedback. Accordingly, **Consultation**, which is the 4, is again a legitimate step attitude survey where neighbourhood meetings and public enquiries take place. But Arnstein (1969) still feels this is just a window dressing ritual. In furtherance, 5, which is **placation** is where there is a co-option of handpicked 'worthies' onto committees; thus those citizens who are perceived to be well to do are given opportunity to be on some committees. It allows citizens to advice or plan for projects but power holders still retain the right to judge the legitimacy or feasibility of the advice. In addition, **Partnership** (6) is where power is in fact redistributed through negotiation between citizens and power holders. Here planning and decision-making responsibilities are shared through joint committees. Last but not least, **Delegated power** (7) is where citizens holding a clear majority of seats on committees with

delegated powers are allowed to make decisions. Public now has the power to assure accountability of the programme to them. Lastly, **citizen control** (8) is where the have-nots handle the entire job of planning, policymaking and managing a programme e.g. neighbourhood corporation with no intermediaries between it and the source of funds (Arnstein 1969; Tammi, 2008).

Finally, Pretty et al (1995) presented interesting typologies of participation as he identified seven different kinds of applications which were based on the way development organizations interpret and apply participation in their field. Pretty et al (1995) started from passive participation, where people are considered to be participating merely by showing up at meetings, and ends up with self-mobilization, where the stakeholders take full control of decisions regarding their lives. In between these two extremes there is a range of possibilities, none of which can be considered to be fully participatory (Mefalopolus, 2004). Table 2.3 illustrates the various typologies of participation as explained by Pretty et al (1995).

All the typologies of participation given by various authors and writers imply that people are the objects of development and it is their involvement in the direction and execution of projects that is of concern. For the purpose of development planning, this study seeks to identify the types of participation used by development agencies and partners in involving beneficiaries in projects and what channel of communication is used to achieve each of the types of participation explained.

Table 2.3: Typology of Participation: How People Participate in Development Programmes and Projects

Typology	Characteristics of each type	The use of Communication
1. Manipulative Participation	Participation is simply a pretence, with 'people's' representatives on official boards but who are unelected and have no power.	This type of participation uses little communication as few people are involved
2. Passive Participation	People participate by being told what has been decided or has already happened.	Communication is involved only when project implementers want to announce their decision to implement the project without listening to the people's responses.
3. Participation by Consultation	□ People participate by being consulted or by answering questions.	External agents define problems and information gathering processes, and so control analysis. Communication is not intense.
4. Participation for Material Incentives	People participate by contributing resources. Farmers may provide the fields and labour, but are not involved in either experimentation or the process of learning.	Communication happens only when communities are needed to contribute but are not involved in actual planning and implementation of the projects
5. Functional Participation	□ Participation is seen by external agencies as a means to achieve project goals people may participate by forming groups to meet predetermined objectives related to the project.	Communication is used in this process to involve people in an interactive way where decision making is shared but are not involved in major decision making.
6. Interactive Participation	□ People participate in joint analysis. Participation is seen as a right, not just the means to achieve project goals.	□ Communication is involved right from the beginning of the project as decisions are made by both the community and project implementers.

7. Self-Mobilization	<p>□ People participate by taking initiatives independently of external institutions to change systems and develop contacts with external institutions for resources and technical advice.</p>	<p>□ Decision making is solely by communities. It uses communication as communities take the initiative and communicates to external agencies for support.</p>
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Source: Adapted from Pretty (1995)



2.3 Development Project

Literally, project is a plan hypothesis with features such as starting time, a finishing time, a cost and a geographical location for the achievement of a specific objective. There are sometimes confusions about a programme, plan and project; a programme is considered to be larger than a project and can be organized in a list of separate but related activities which can sometimes be a group of related projects and can also go on for many years while a plan is a written account of intended future course of action or scheme aimed at achieving specific goals or objectives within a specific timeframe (Commonwealth Youth Programme (CYP), 2007). In his opinion, Chadha (2005) defined the relationship between project and plan, as "projects are the pivot of a sectoral program and the sectoral programs in turn constitute a well-conceived national plan. But the project formulation needs national plans and vice versa thus raising the fundamental issue of the hen and the egg dilemma". The Project Management Institute (PMI) (2004) defined project as a temporary endeavour undertaken to create a unique product or service. Development plans/programs are practically prepared by every developing country to accelerate their economic growth and accomplish a range of social objectives/goals. These goals are spelt out in sectors as well as regional plans/programs, which include economic development projects. Projects therefore provide an important means by which investment and other development expenditures that are forecast in plans can be clarified and realized (Mohammad, 2010).

Bryant and White (1982) defined a project as an intervention that addresses a particular problem. The project exists only long enough to complete its specific objectives, this is why it is temporary (Robbins and Decenzo, 2004). The CYP (2007) described a project as a planned undertaking of a set of interrelated activities to achieve specific outcomes, within a given time frame and a budget.

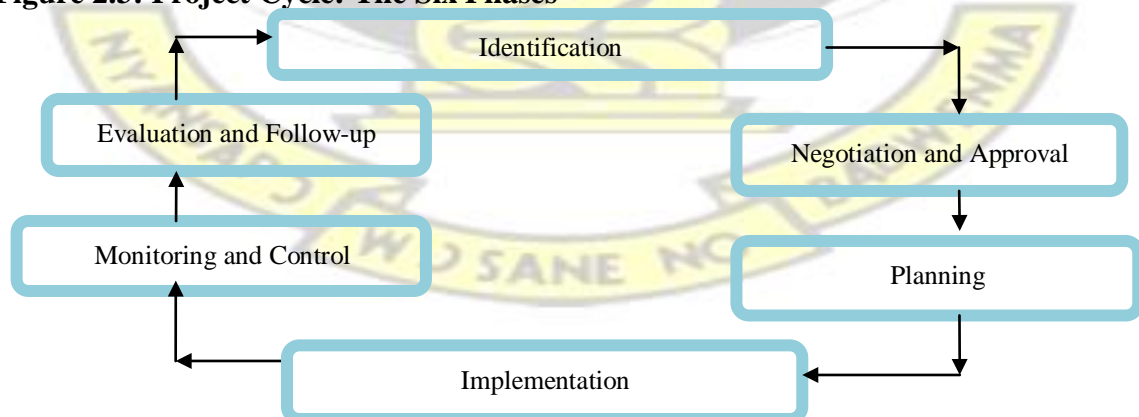
Projects are often unique and non-repeating. This study adopts the CYP definition which viewed development project as an action that brings about situational change to address development problems and to increase the capacity of poor people in less developed countries to control their own development (CYP, 2007).

2.3.1 Development Project Cycle

Pundits in planning and regional integration such as CYP and Baum have opined that development projects go through a cycle. The cycle that projects go through from their initial conceptualization to implementation and evaluation is called the project cycle. The CYP (2007) defined the term project cycle as often used to represent the fundamental process of development projects and developed a model which includes situational analysis, information gathering, organizing for implementation and monitoring and evaluation. Though the CYP model is widely used by development planners, Baum's (1978) model draws more light to the embedded steps within the CYP model. Mohammed (2010) argued that a development project sets out to meet a perceived need by a sequence of activities, which includes identification, preparation, appraisal, implementation and evaluation. The sequence adapted by Baum (1978) formulated the stages and components of project cycle and their logical sequences with the diagram in Figure 2.3

From the diagram, a project is likely to begin with identification, negotiation and approval, planning, implementation, monitoring and control, evaluation and follow up. The details will be discussed with respect to the role communication plays in sustaining projects later in the conceptual framework adopted for this thesis. For the purpose of this research, two development projects will be considered for analysis, the role communication plays in their conception and implementation as well as sustaining them will be explored. These projects are rural electrification and rural water supply.

Figure 2.3: Project Cycle: The Six Phases



Source: Mohammed (2010)

2.4 The Concept of Sustenance in Development

The definition of sustenance in development is commonly related to sustainability and will be discussed in this concept. The word sustainability was first used in 1712 by a German forester, Hans Carl von Carlowitz through his text *Sylvicultura Oeconomica* (Scoones, 2007). Von Carlowitz coined the word sustainability to refer to the way forest resources should be managed in the long term. It was not until the 1960s and 1970s that the word became recognized through the work of some members of the Club of Rome who related the concept to sustainable development and inter-generational equity (Garcia and Staples, 2000).

Sustainability as a concept has been given different definitions. In defining the term sustainability, Joaquin (1998) and Lyson et al (2001) used terms such as magnitude of inheritance after donor support and the ability of governments to take over donor supported programmes. In short, Joaquin (1998) and Lyson et al (2001) defined development sustainability as capacity to produce and keep the outcomes and impacts that ensue as the result of project interventions. The International Fund for Agricultural Development (IFAD) (IFAD 2007) defined sustainability as ensuring that the institutions supported through projects and the benefits realized are maintained and continued after the end of the project.

As stated by Scoones (2007), the issue of sustaining development activities started to become important to donors and development theorist from the 1980s. Brown (1998) opined that the importance of the notion of sustainability can be seen from the way some donors use it as one of five yardsticks in evaluating development interventions; the others being relevance, effectiveness, impact and efficiency. Again, the European Commission (EC, 1987) used sustainability as one of the eligibility criteria to provide assistance to and gain cooperation from the commission. Likewise, the Swedish International Development Agency (SIDA, 1995) stated that sustainability of development interventions is the basic purpose of aid in achieving and promoting development.

Sustenance is again used in relation with sustainable development. Sustainable Development (SD) is multi-dimensional and seeks to promote spatial, social, political,

economic and psychological linkages, not only among the different sectors of the economy but also, among the different regions of the national economy (Omotola, 2006). The term was first used in 1987, at the World Commission of Environment and Development Conference also termed as the Brundtland Report. The conference coined a definition as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (WCED 1987). The United Nations (UN) stressed that it is imperative to enable future generations to meet their needs and achieve their development.

The phrase Sustainable Development acquired further recognition as a focal point in the 1992 United Nations Conference on Environment and Development (UNCED) held in Rio de Janeiro, Brazil dubbed as the “Earth Summit”. The Earth Summit managed to elevate Sustainable Development concepts internationally by drafting three non-binding agreements known as the “Rio Declaration- Agenda 21 and the Statement of Forest Principles”. One of the principles from the Rio Declaration, which is especially relevant to this paper is the subsidiarity principles which refers to the processes of planning and decision-making being left with the local community; thus encouraging local ownership of resources (UNCED, 1992). Again, the UNDP Report (1994) suggests that ‘Sustainable Development is development that not only generates economic growth but distributes its benefits equitably; that generates environment rather than destroying it; that empowers people rather than marginalizing them. It gives priority to the poor, enlarging their choices and opportunities and providing their participation in decisions affecting them’.

2.4.1 Working Definition for Sustenance

This study draws its definition of sustenance from the above definitions of sustainability and sustainable development. Sustenance will be defined as stressed in the works of Honadle and Van Sant (2001) as a project benefits beyond the project period and the continuation of local action stimulated by the project. A project is considered to be sustainable in the short term when according to Bossert (1990) “the project activities and benefits continued at least 3 years after the life of the project”. Kamarah (2001) also opined that a project is considered as sustainable in the long term when the projects activities and

benefits are maintained more than five years beyond the project period. This study therefore considers sustained projects in both short and long term as indicated by Bossert and Kamarah respectively.

2.4.2 Communication and Project Sustenance

A project is sustainable when it continues to deliver benefits to the project beneficiaries and/or other constituencies for an extended period after the Commission's financial assistance has been terminated (European Commission (E.C), 2006). Sustenance can be described by the maintenance, further development and/or dissemination of outputs and outcomes, rather than the simple continuation of activities, which might no longer be necessary for projects (E.C, 2006). The sustenance of a project depends on many caveats. This study outlined some of these caveats and shows how communication's role helps curb the downfalls.

Many anthropologists have bemoaned what they find to be the most obvious flaw of development projects over the years: social incompatibility. For Keene, (2007) it is already bad enough to have outsiders interfere in the affairs of communities and states, but to do so without first attempting to understand and respect the existing context and be guided by local knowledge is both arrogant and absurd. Again, many government sponsored projects are abandoned due to poor logistics and financial constraint as well as poor planning and management by some government institutions. Also, projects are not able to be sustained due the migration of people from rural to urban area, wrong belief of people that government was capable and should provide all their needs for them, problem of illiteracy, communal clashes among others (Otite, 2002).

Abiona, (2009) also observed from many literatures that community development programmes have been marred by many problems such as financial constraint, nonchalant attitude to maintenance, marginalization of communities due to decentralisation, abandoned project, poor mobilization, poor planning and maintenance. The issues of training, technology, cost of the project and factors that are not controlled by the project

for example, communities' poverty level, access to technical assistances and spare parts are all limitations that hinders a project's sustenance (Mbithi and Rasmuson, 1977).

With all the above caveats, by facilitating mutual understanding and by building trust among stakeholders, communication becomes of critical value in fostering participation and strengthening a project's sustenance (Mefalopolus and Kamlongera 2004). Achieving sustenance in rural development largely depends on the way a proposed change and the involvement in assessing and deciding about how that change should be achieved is perceived by stakeholders (Mefalopolus, 2008). Thus given one of communication's main roles as to facilitate people's participation, and which is acquiring a rapidly increasing relevance in Sustainable Development, at least formally.

Community development involves efforts of both government and communities. However, in Nigeria, many communities still believe that developmental programmes are sole responsibility of government in power (Abiona, 2009). Projects provided solely by the government without involving the people in many communities could not be sustained because there is no commitment on the part of the people (Ugwu, 2000). For projects to be sustained over long periods, the communities must be carried along during its conception and implementation. Communication is the only way by which this can be achieved to empower the community members to participate in their own development. UNICEF (2008) indicated that in order to ensure projects sustenance, communication is to achieve three things: advocacy, social mobilization and change in perception/attitude. When these components are achieved, the ability of people or communities to be selfreliant and contribute to the sustenance of development projects will be increased.

Mefalopolus (2008) observed that development project failures could have been avoided if relevant stakeholders had been involved in the definition of problems and in the solutions; that is, if authentic communication had taken place. Rahnema (1993) agreed and concluded with this assertion that, "a number of major international aid organizations agreed that development projects had often floundered because people were left out. It was found that, whenever people were locally involved, and actively participating in the projects, much more was achieved with much less, even in sheer financial terms."

2.4.3 Indicators of Sustained Projects

Hardi et al (1997) defined indicators as planning tools which help choose among alternative policies. World Bank (1997) and U.N (1998) viewed indicators as performance assessment tools which check how successful developmental and policy choices have been and eventually how well humans are doing on their way to sustainable development. Hardi et al (1997) and World Bank (1997) continued to argue that indicators of sustainability help clarify objectives and set priorities; they are explanatory tools which contribute to the translation of the sustainability concept into practical terms.

The following five (5) elements have been considered relevant for indicating whether a project is likely to be sustained or not base on reviewed literature. They are:

i. Contributions Towards the Projects

Community's contribution towards the projects can be essential to ensure the projects' sustenance. It should however be noted that it does not suggest communities will have a total responsibility over the financial issues of the projects. But rather, as Alemneh (2002) viewed it, "some contributions from users are needed to establish commitment, which through time should increase to reach the intended level of making the developed systems sustainable". Paraguay's International Centre for Rural Sanitation (ICR) (1999) reviewed a World Bank's evaluation report that stated that sustenance can only be ensured if enough resources are generated by communities to operate the system; finance the expansion of the service to new customers and at the end of the day replace the infrastructure after its useful life.

ii. Training

Zemenu (2012) opined that mobilizing and administering appropriate training to committee members and households that focus on operation and maintenance and personal hygiene education is important to improve sustenance of projects especially water supply. Kleemeier (2000) also argued that insufficient training in management, book keeping and technical training for the community to build their

capacity to maintain the projects can lead to unsustainable projects. Zemenu (2012) commented that raising awareness and providing training to communities could be important to equip them with the right knowledge in managing their projects and responding to their failure. Zemenu (2012) insisted that communities will then be willing to take responsibility for handling operation and maintenance issues which will create a sustainable system.

iii. Maintenance

DFID (2002) and Singleton (2003) argued that a lack of funds, resources, skills or continuity in management for operation and maintenance result in projects that fail over its lifespan to meet its purpose. “Other partners may join the network and share in the cost of operation and maintenance” (Brown and Moore, 1999). Some communities usually pay for using some social services by repairing and maintaining the facilities to prevent them from dilapidating and degrading (Mazibuko, 2007). Khwaja (2001) suggested that projects managed by communities are more sustainable than projects managed by local governments because of better maintenance.

iv. Willingness of Communities to Sustain the Project

Demand responsiveness plays a role in increasing consumer satisfaction and willingness to sustain a project leading to primarily sustenance (Zemenu, 2012). Communities are more likely to be satisfied with results when they initiate the project, get involved in decision making and are informed about their responsibilities in terms of costs and management. It will be expected that communities will be willing to pay for improvement if they have a higher sense of ownership, greater confidence in their ability to maintain the project and a better understanding of how the project must be used. A community that is less willing to pay for services or technology provided may be contributed to alternative cheaper option, the realization of a need not met by the intervention or the lack of a sense of ownership for the project (Harris et al, 2003).

v. Continuous use of projects by communities

When local groups are actively involved in project design and implementation they take on ownership and are more likely to continue the project when donor funding ends, compared with externally imposed projects (Ford, 1993). Just like planning or evaluation, participation is a continuous, not a one-shot effort (GTZ, 2006), therefore communities' ability to continue the use of a project suggest how sustainable that project is. As Wenger (2003) put it "participation is broader than mere engagement in practice; it is a continuous sharing of activities to reach a goal".

2.5 Conceptual Framework

The conceptual framework of the research gives an overview of the issues relating to the subject matter of the research. The framework was developed based on reviewed literature. In the Figure 2.3, the relationship between communication, development projects and sustenance is illustrated. Development projects come with an intended aim of improving the lives of people in an area. The people's involvement in these projects is important for sustaining them. The projects are therefore communicated to the people of the community. Communication is considered to be in different forms but this study focused on development communication. Development communication brings forth three components of communication which include advocacy, social mobilization and behaviour change communication. These three components are carried out through a channel of communication. These channels include television, radio, newspapers, film show and interpersonal communication.

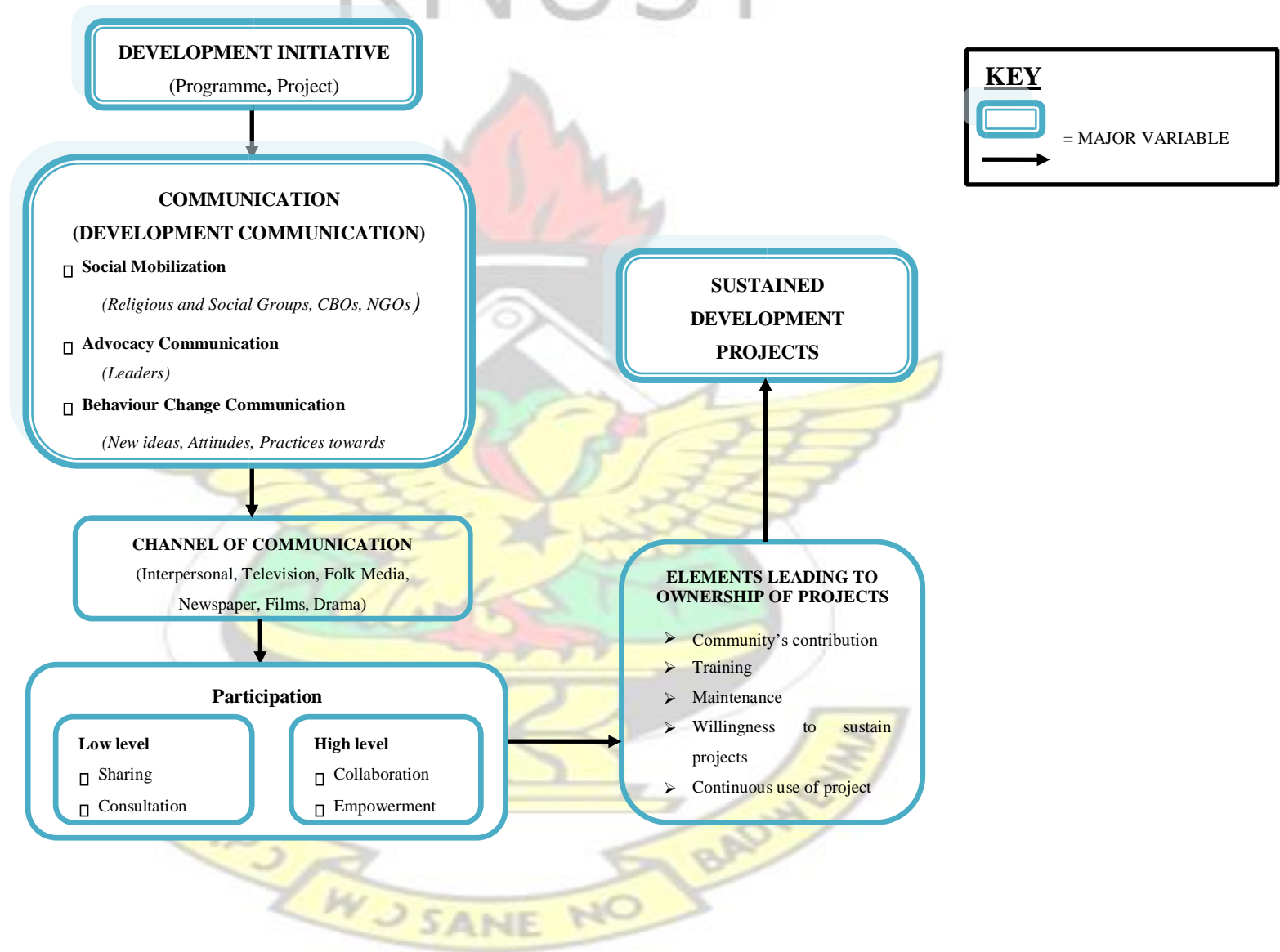
If the right channel of communication is used to carry development messages to the target beneficiaries, participation becomes more likely. The four forms of participation by World Bank (2005) is considered here; sharing, consultation, collaboration and empowerment. When implementers communicate well with the community members, participation is high and sustenance is achieved. Thus communication will encourage communities to participate from the inception of the project to its completion. Their involvement will give them a sense of ownership which will encourage the continuous use of the project and thus

its sustenance. A project is considered to be sustained when beneficiaries are able to contribute before, during and after the project. There must be a form of training for them to be able to maintain the project after donors have left as well as the willingness to sustain it. Lastly, the continuous use of project by beneficiaries' shows a project's sustenance and this can partly be achieved through the use of communication.



Projects.

Figure 2.3: Conceptual Framework: The Role of Communication in Sustaining Development



Source: Author's Construct (2014)

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2.6 Summary

This chapter reviewed related works on how communication enhances sustenance of development projects. The study concentrated on development communication theory which states that there can be no development without communication. Three components of development communication were identified in this chapter; these were advocacy, social mobilization and behaviour change communication (BCC). These three components of communication are the bases for which this study will evaluate the role communication plays in sustaining development projects. Again, the channel of communication is the medium through which information is transmitted to the target audience. These are normally in the form of interpersonal communication, use of radio, television, drama and a host of others. All these channels of communication have their strength and weaknesses and development planners must know which channel to use for the types of project beneficiaries they are dealing with.

In addition, the study aimed at exploring how development projects are sustained by communities and reviewed literatures have shown that the success and failures of most development projects depends on political, social and cultural factors. Nonetheless, communication plays an important role by involving community members from the inception and completion of a project to curb all the other factors. Some typologies of participation were outlined by various authors and that of World Bank (1995) thus sharing, consultation, collaboration and empowerment will be used to evaluate the extent to which communities are involved in development projects and how any of these contribute to sustaining the projects.

To evaluate and ascertain the sustenance of a project, five elements were considered. These include the ability of the community to contribute, training to give beneficiaries knowledge about project, maintenance after the donors are gone willingness of communities to sustain the project and community's continuous use of projects. Thus the community must have a sense of ownership for them to have the will to sustain the projects. The conceptual framework model for the study was developed to give a general idea of the subject that is being researched on.

The next chapter explains the methodology for the study. It gives an overview of the procedures that were used and the reasons for using such procedures. Also, the process used to collect, analyze and present the data is described.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methodology for the study as it gives an overview of the procedures that were used and the reasons for using such procedures. The research aims and objectives guided many of the significant choices through the duration of the research project (Partington, 2002; Saunders et al, 2000). This chapter therefore explains the processes that were used to collect, analyse and present data on the role communication plays in sustaining development projects in the Ejura/Sekyedumase Municipality, Ghana. Areas discussed include research design, data type and source, sampling technique, unit of analysis, selection of study areas, determination of the sample size, data collection instruments and processing tools, analysis and presentation of data, and the research process.

3.2 Research Type

The methodological approach chosen for any piece of research is designed to provide proper data to answer the research questions and to attain the research objectives. The research is an exploratory type which investigates a phenomenon in which the researcher has little knowledge about. Exploratory research is usually undertaken when the research issue is badly understood. Cooper and Schindler (2003) argued that when the area of investigation is new or unclear, or if the research variables cannot be clearly defined, the researcher needs to follow an exploratory design in order to serve the purpose of the study and learn something new about the phenomenon.

The study adopted a case study approach since it seemed more appropriate as this helps to understand complex issues through analysis of a number of events or conditions and their relationships. Case study is a strategy that explores in-depth a program, an event, a process or one or more individuals (Creswell, 2003).

As indicated by David and Sutton (2004) and Asamoah (2010), the case study approach is an explanatory method which makes it easy to answer the ‘what’, ‘why’, ‘when’ and ‘how’ questions associated with the research. Yin, suggested in his book on case study research, that such an approach is particularly appropriate when research questions are asking ‘how’ or ‘why’ a phenomenon occurs (Yin, 2003).

This research therefore focused on development projects and how the role of communication can ensure their sustenance. Ejura/Sekyedumase Municipality was used as a case to investigate why some development projects are not sustained after their implementation. This stemmed from the fact that there are many implemented projects in this Municipality which are either in deplorable state or abandoned. The role communication can play to complement other factors to sustain these projects are therefore investigated.

3.3 Data Type and Source

The study used both primary and secondary sources of data in order to establish facts and to make the work more empirical. Rich and Ginsburg (1999) argued that “no research approach is complete and flawless; quantitative and qualitative methods have different strength and limitations” hence the need for using a combination of qualitative and quantitative methods in this study to avoid the limitations of one method. Tashakkori and Teddlie (1998) also stressed that this type of approach produces better outcomes in terms of quality and scope.

3.3.1 Primary Source

The primary data was gathered through structured questionnaires, interview schedules and interview guide. The questionnaires were issued to the selected institutions but in some instances it tended to be interview guide as some respondents from the institutions were willing to respond to the questions in the presence of the researcher. This approach provided more in-depth discussions with the respondents. Institutions and NGOs involved in development projects were the intended respondents for the institutional questionnaires; however, at the end of the research the planning unit of the Municipal Assembly, the District Water and Sanitation Team (DWST), the Community Development, Northern Electricity Department (NED) of the Volta River Authority

(VRA) and World Vision International, Ghana were interviewed because of the role they play in bringing development such as potable water and electricity to people in the rural communities.

The other categories of primary respondents included a sample of household heads as well as some selected opinion leaders in four (4) selected communities in the Municipality. These communities were selected based on some criteria which will be discussed in detail in the sampling technique. The communities are Kyenkyenkura, Aframso, Nkwanta and Ebuom. The data was collected in line with issues relating to how communication can influence the sustenance of development projects as well as how these projects have brought changes to the people in these communities through communication.

Focus group discussion was also used to solicit views of two Water and Sanitation committees (WATSAN). A committee from two of the communities in the study area was selected. Focus groups create a social context where the data is generated through participant interaction (Perecman and Curran 2006). For Perecman and Curran (2006), this method provides a natural setting for information elicitation by lessening researcher influence and allowing dialogue amongst the participants to construct and shape meanings, as generally occurs on a day-to-day basis. Such dialogue allows participants to express opinions, hear the opinions of others, question and probe one another, reflect on similarities and differences in viewpoints, and causes individuals to critically examine their own presuppositions the WATSAN committees were involved in the focus group discussion to elicit their views on how they were communicated to before and after a project's implementation and their contribution towards the sustenance of the projects in their community. It also provided a means to verify data collected from households and the institutions.

3.3.2 Secondary Data

Secondary data, according to Saunders et al. (2009) is mostly used in management research such as case study and survey research strategy. A desk study was used to gather data from both local and foreign sources that were relevant to communication's role in sustaining development projects. Systematic review of relevant literature of textbooks, academic journals, conference and seminar papers, institutional

publications and workshop resource materials were considered. A regular search on the internet was considered to identify relevant secondary data for the study.

3.4 Sampling Technique

The study used both probability and non-probability sampling methods. Specifically, systematic sampling techniques were used to select respondents to answer the questionnaire. This was done after the sample size for the study was determined as shown in Table 3.2. Thus for each community, the head of a household was selected for the interview base on the outcome of the sample size. In Ebuom for instance, a total of thirty one (31) heads of households were interviewed and the head of household in every 8th house was selected in the community. The focus group discussion was also conducted by using non-probability sampling technique to select one WATSAN committee from each of the geographical unit. Hence, Aframso and Kyenkyenkura were selected.

The planning unit of the Ejura/Sekyedumase Municipal Assembly (ESMA), the DWST, Community Development, NED and World Vision Ghana all in the ESMA were purposively selected for the study. They were selected because of the major role they play in development projects in the Municipality. It was believed that the heads of the above mentioned institutions have the necessary information so far as this research is concern. In all five respondents was selected for the questionnaire and interviews, one from each institution.

3.5 Selection of Study Areas

According to Naku (2012), it is imperative to select areas with interesting issues that fully address the subject under study. Preliminary interview with the selected development implementers revealed that most of the communities have received development interventions in the form of electrification and water supply to help curb developmental problems. Based on this information, the study focused on rural electrification and rural water supply. From the list of communities mentioned by the institutions, four were selected. In selecting the four communities, communities that have received electrification and water supply for more than five (5) years and those that were at least three (3) years old were considered.

This was to establish the short and long term sustenance concept reviewed in the literature. For ease of generalization, multi-stage cluster sampling was used to divide the Municipality into two geographical units thus north and south using the Municipal capital (Ejura) as the midpoint. Systematic sampling was used to select two communities, the communities that fall in the category above was selected from both units. The communities selected in the northern sector are Nkwanta and Kyenkyenkura, and those in the southern sector are Aframso and Ebuom. Nkwanta and Ebuom are the communities that have projects especially the electrification for more than 5 years and Kyenkyenkura and Aframso have projects that have been implemented for at least 3 years. Proximity and easy access to the area was also considered for the selection of these areas.

3.6 Determination of the Sample Size

The 2000 population and housing census by the Ghana Statistical Service (GSS) provided the bases for populations of the selected communities to be projected as indicated in Table 3.1. Given the average household size of 5.7 of Ejura/Sekyedumase Municipality (ESMA Development plan, 2010), the household population for the selected study areas were also derived. The communities' population were projected to the current year (2014) using the formula: $P_t = P_o E^{(rt)}$

P_t = Future population (2014)

P_o = Population of the base year (2000 Population) E = Natural Log. (Constant) =

2.718283 r = Population Growth Rate of ESMA (0.52 percent, ESMA Development

plan, 2010) t = Time frame (14 years)

This was to aid in the appropriate selection of the population to be selected as the sample population.

In determining the sample size, the mathematical method was used. To achieve accuracy of the research results and giving room for a minimum degree of error, the research operated at a 95 percent level of confidence with a margin of error of 5 percent.

Table 3.1: Population and household projection of study area

SELECTED COMMUNITIES	POPULATION (2000)	PROJECTED POPULATION (2014)	AV. HOUSEHOLD SIZE	PROJ. HOUSEHOLD POPULATION (2014)
1. Aframso	1,336	1,437	5.7	252
2. Nkwanta	871	938	5.7	165
3. Kyenkyenkura	373	402	5.7	71
4. Ebuom	397	427	5.7	75
TOTAL (POPULATION)				563

Source: GSS, 2000: Authors Projections (2014)

As indicated in Amoako and Cobbinah (2011), the mathematical sampling method was adopted: $n = N / (1 + N(\alpha)^2)$ where n = sample size, N = sampling population and α = margin of error. With this formula the sample size was derived from the population thus the sum of all households in the four (4) selected study areas.

From table 3.2, the sample size (n) for the study is given by $n = 563 / 1 + 563 (0.05)^2$

$$n = 563 / 1 + 1.41$$

$$n = 563 / 2.41$$

$$n = 233.6$$

$$n = 234$$

Table 3.2: Sample size for Selected Communities

SELECTED COMMUNITIES	SAMPLE SIZE FOR POPULATION	TOTAL	SYSTEMATIC SELECTION OF HOUSEHOLDS
1. Aframso	$(252/563) \times 234$	105	$234/105 = 2.2$ Approximately after every 2 nd household
2. Nkwanta	$(165/563) \times 234$	69	$234/69 = 3.5$ Approximately after every 4 th household
3. Kyenkyenkura	$(71/563) \times 234$	30	$234/30 = 7.8$ Approximately after every 8 th household

4. Ebuom	$(75/563) \times 234$	31	$234/31 = 7.5$ Approximately after every 8 th household
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Source: Author's projections (2014)

From Table 3.2, the systematic selection of households was done by using the mathematical method to select every second (2nd) household in the Aframso Community. Thus every head of household in every 2nd house was selected for the interview. The same procedure was done for the remaining communities. During the data collection, it was realised that the responses of the respondents were similar and showed a particular pattern because of the homogeneous nature of the people in the community. After collecting approximately 85percent (200 respondents) of the field data, it was inferred that the remaining data to be collected would not affect or change the result of the already collected data. As a result of the above and time constraint only 200 respondents were used for the study instead of the calculated 234 sample size. The actual sample used in the selected communities is shown in Table 3.3

Table 3.3: Actual sample used in selected study areas

STUDY AREA	CALCULATED SAMPLE SIZE	ACTUAL SAMPLE USED
Aframso	105	91
Nkwanta	69	58
Kyenkyenkura	30	25
Ebuom	31	26
Total	234	200

Source: Author's projections (2014)

3.7 Unit of Analysis

Unit of analysis as stated by Kumekpor (2002) is the actual empirical units, objects or occurrences which must be observed or measured in order to study a particular phenomenon. Baker (1997) defined unit of analysis as social entities such as groups, programs, organizations, larger communities (states, nations), artifacts, as well as individuals whose social characteristics are the focus of the study. The main unit of analysis for this study is how communication plays a role in sustaining development projects. Therefore project implementers who included the planning unit of the ESMA,

DWST and Community Development Unit as well as the NED and World Vision Ghana were analysed. Other units included household heads in the communities.

3.8 Data Analysis and Presentation

Data gathered was analysed using both quantitative and qualitative approaches. The data gathered via questionnaires were displayed to enable a diagrammatical and pictorial representation in order to show what those data signify (Coffey and Atkinson, 1996). Quantitatively data gathered through the structured questionnaires and interviews were analyzed with the aid of SPSS.v16 and presented in tables of frequencies and cross tabulations. Also observations during interviews and focus group discussions with respondents were qualitatively analysed.

3.9 Training of Research Assistants and Pre-Testing of Questionnaire

Four research assistants were trained to help in the collection of the field data by administering the questionnaire. They were initially taken through the basis for the study and the main objectives of the study. They were also trained on how to go about the data collection, which areas to visit and how to identify their respondents. One basic criteria used to select the research assistants was their understanding of the local languages spoken in the study areas and how they could translate the questions in order to get the right information. They were monitored to ensure that the work was done accurately.

The questionnaire was pre-tested in two of the study areas, namely Aframso and Nkwanta, to check its reliability and validity. As a result, some questions within the questionnaire had to be rephrased to capture the needed information and other questions had to be totally taken off the questionnaire. It also enabled the researcher to appreciate some of the problems that were most likely to be encountered during the actual data collection.

3.10 The Research Process

After developing the research idea, the research topic was adopted and a review of relevant literature on the concept and theories of communication and sustenance of development projects began. The review looked at the various types of communication and settled on the communication for development (Comdev) also known as

development communication. The components of communication as well as the various channels were also examined. Various theories explaining the influence of communication on community participation as well as communication's influence on sustenance was drawn from the reviewed literature.

The next step of the process identified the data sources and adopted the appropriate data collection instruments which included questionnaire for institutions and households as well as focus group, taking into consideration the units of analysis. The design of the data collection tools followed with the selection of the study areas and the determination of sample size for the study.

The instruments for data collection were pre-tested on the field before the actual field survey. The field data was then processed by sorting and coding and then entered into the SPSS computer software for easy analysis. After analysis, interpretations were made based on some major findings as far as the research questions and objectives were concerned and recommendations for further research on some areas were suggested. Figure 3.1 summarises the research process.

3.11 Profile of Ejura/Sekyedumase

This deals with the physical characteristics of the Municipality taking into consideration its location and size

3.11.1 Location and Size

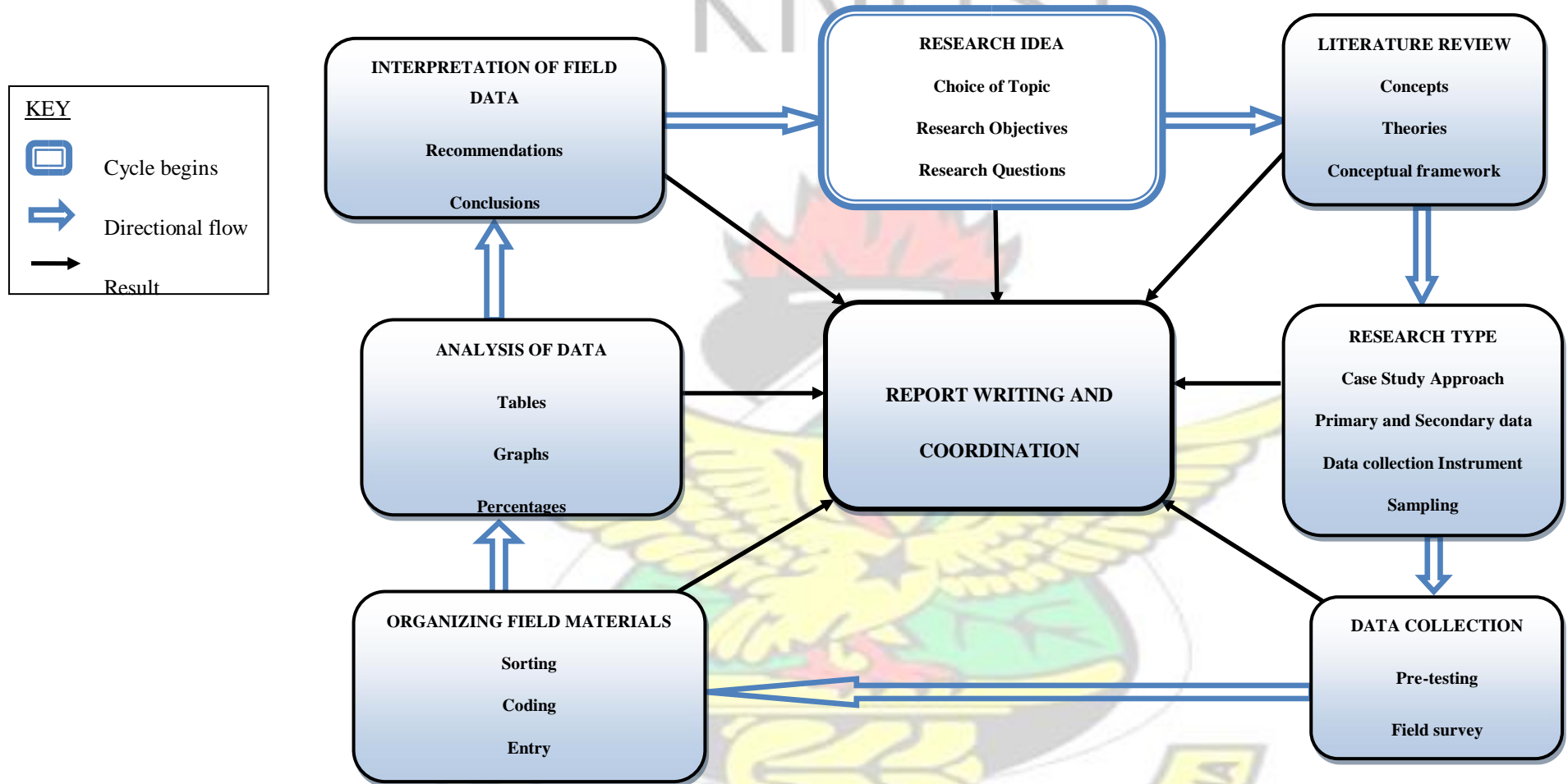
Ejura-Sekyedumase Municipality was carved out of the former Sekyere and Offinso districts and was thus created as a result of the implementation of the decentralization programme on 29th November, 1988. The district was established by a Legislative Instrument, PNDC L.I 1400, 1988. The Municipality is located within Longitudes 1°5'W and 1°39' W and Latitudes 7°9' N and 7°36'N. It has a large land size of about 1,782.2sq.km. (690.781sq.miles) and is the fifth largest of the 27 districts in Ashanti Region. It constitutes about 7.3% of the region's total land area with about one third of its land area lying in the Afram Plains. With the creation of new districts, the Ejura Sekyedumase Municipality, located in the Northern part of the Ashanti Region, now shares borders with Atebubu-Amantin District in the North-West, Mampong Municipality in the East, Sekyere South District in the South and the Offinso

Municipality in the West. Figure 3.2 shows the Ejura/Sekyedumase Municipality in the Ashanti Regional Map.

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Figure 3.1 Summary of the research process



Source: Author's Construct, 2014

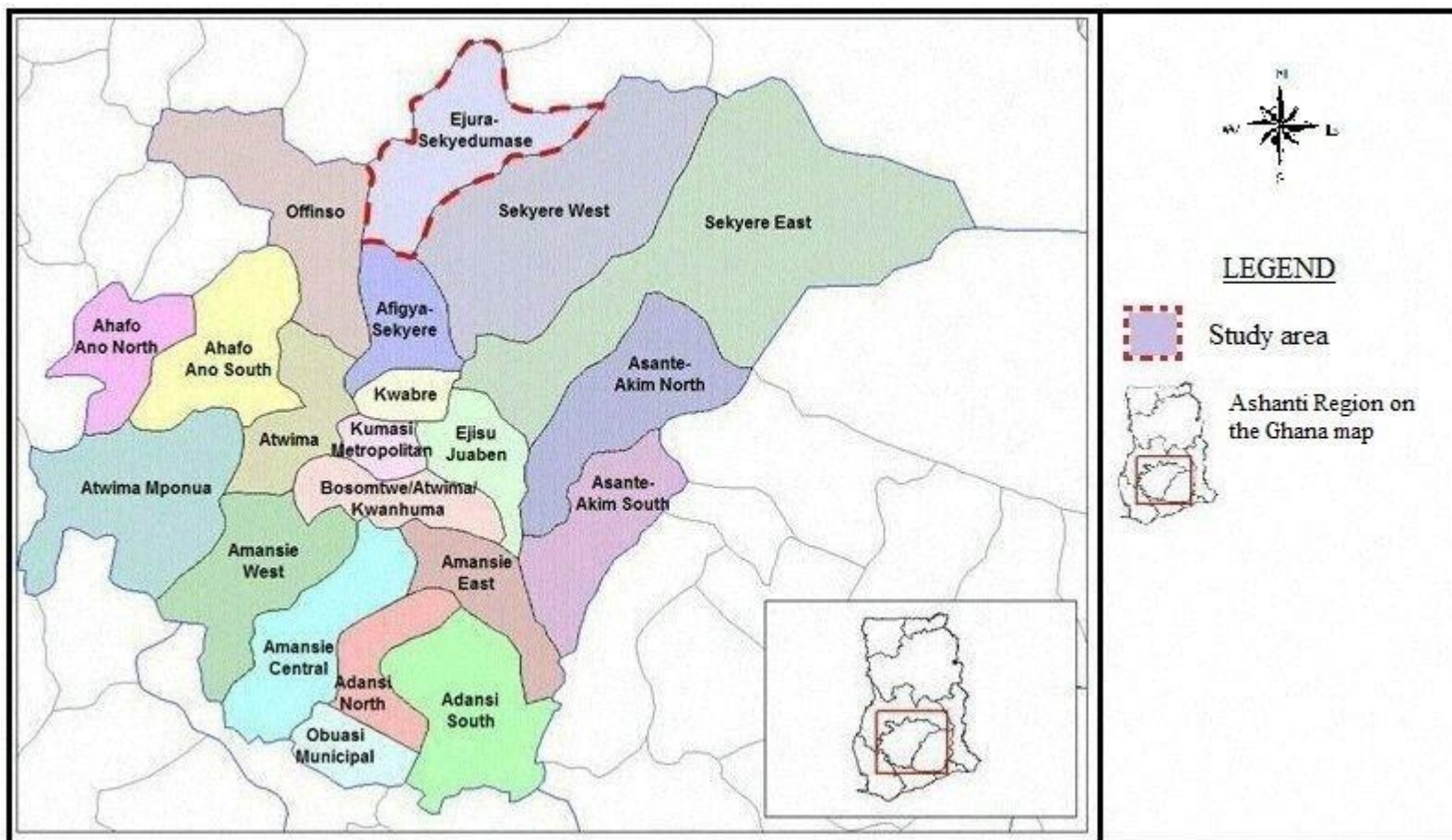


Figure 3.2: Ejura/Sekyedumase Municipality in the Ashanti Regional Context

Source: www.districtsinghana.com, 2013

Not drawn to scale

3.11.2 Demographic Characteristics

The population size and growth rate as well as the distribution of the population of the Municipality was looked at. This was determined by projecting the population to the current year of study.

3.11.2.1 Population Size and Growth Rates Size

The Municipality has according to the 2000 Population and Housing Census a population of 81,115 persons. In spite of the fact that population is growing, there is a reduction in the growth rate. The 2010 Population and Housing Census (GSS, 2013) indicates that the Municipality as at 2010 had a population of 101,826 persons. Therefore, the population of Ejura Sekyedumase is projected to be 109,014 in 2014 based on the 0.52% growth rate as given by the Ghana Statistical Service (2010).

3.11.2.2 Distribution and Density of Population

In terms of rural and urban population, the district has a 57% of the population living in rural areas, against the 43% in urban. The Municipality has a total of about 130 settlements, out of which only three qualify as towns according to the demographic definition (more than 5,000 inhabitants.), and these can be classified as urban. These are Ejura, Sekyedumase and Anyinasu. The Municipality is divided into five subdistricts, with Ejura and Sekyedumase being urban council whiles Kasei, Dromankuma-Bonyon and Ebuom are area councils.

Table 3.4: Population by Sub - district

SUB-DISTRICT	POPULATION (2000)	POPULATION (2010)	PROJECTED POPULATION (2014)
Ejura Urban Council	33549	42115	45088
Sekyedumase Area Council	24618	30904	33085
Dromankuma- Bonyon Area Council	12662	15895	17017
Kasei Area Council	7259	9113	9756
Ebuom Area Council	3025	3798	4066

Total	81115	101826	109014
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Source: Population and Housing Census; GSS, 2010 and Author's projection (2014)

3.11.3 Religious Affiliation

Christianity is the predominant religion (81.7%) in the Municipality, followed by Islam (16.9%), with the remaining 1.4% belonging to the other religious groups. It is important to consider cultural differences between groups while designing any development strategy. However, the interests of these groups need to be considered especially in developmental initiative. This can also delay the process of consensus building. A cross tabulation of religion and literacy level reveals that 75% of the Christians are literate with 22% of the Muslims recording the second highest (ESMA, 2013). This means that illiteracy level is much higher among the Muslim group, where 78% are illiterates. Therefore, strategies aimed at improving and increasing literacy levels among the Muslim community can contribute in increasing literacy levels in the Municipality. Educational and information campaigns directed to these groups concerning development projects cannot be based on written information.

3.11.4 Ethnic Composition

The Municipality is dominated by two main ethnic groups. 60.5% are Akan which is the principal one, followed by Northern with 37.3% of the population. Ewes constitute a paltry 1.4%, and the other ethnic groups constitute the remaining 0.8% (ESMA, 2013). Akans, being the dominant ethnic group implies that Twi language can be the effective medium of communication. However, special attention must be placed on minority communities to avoid discrimination in terms of language. The most used and widely accepted language should be used for information dissemination in the district without discrimination. In linking ethnicity to literacy level, it became obvious that 70.7% of the Akan tribe are literate, whilst 34% of ethnic groups from the three northern regions are literate (ESMA, 2013). The prevalence of poverty and people's behaviour towards education is a possible factor for these results.

3.11.5 Traditional Authorities (TAs) and Structures

Traditional Authorities command the respect of large numbers of people and communities particularly in rural areas. There is, therefore, the need to facilitate a permanent and institutionalized dialogue between government and chieftaincy to ensure the realization of policies (ESMA, 2013). The Traditional Authorities in the Municipality are dedicated to the development of their traditional areas, and the education and enlightenment of their people by providing land and materials for infrastructural projects, mobilization of community for communal labour and arbitration of disputes. They also perform an essential role in support of land administration reform and the protection of the vulnerable and excluded.

They, therefore, offer positive contribution to the economic and social transformation of the Municipality and must be seen as part of the decentralization process. There are three traditional divisions in the Municipality, namely, Ejura, Sekyedumase, and Anyinasu, with Ejura being the largest. According to the Municipal profile (ESMA, 2013), there is a cordial relationship between the Traditional Authorities and the MA, which implies that development projects can be implemented successfully for the Municipality.

CHAPTER FOUR ANALYSIS OF FINDINGS AND DISCUSSIONS: COMMUNICATION IN SUSTAINING DEVELOPMENT PROJECTS

4.1 Introduction

This chapter presents the analysis of findings and discussions base on the data collected from the field on the role communication plays in sustaining development projects. The socio-economic and demographic characteristics of household are discussed as well as development projects that were identified in the survey. Also the use of communication in involving people in these projects is analysed to determine how the involvement level helps to sustain these projects so as to answer the research question of how communication influences a project's sustenance.

4.2 Socio-Economic and Demographic Characteristics of Respondents

The socio-economic and demographic characteristics are important in research as it brings to light the sort of respondents who took part in the survey. The respondents which were household heads provided some basic and personal information about themselves which was useful in analysing the influence communication have on individuals in sustaining development projects.

4.2.1 Sex, Age and Marital Status of Respondents

A total of two hundred (200) people were interviewed of which heads of households or their respective spouses were targeted. There were more male (69.5%) respondents than females (30.5%) as shown in table 4.1. because males were the heads of the households as is common in the traditional settings of the selected communities. it is expected that since culturally males are the head of household, project implementers might have targeted more men than women in their efforts to bring change to these communities. Meanwhile, Communicators are looking increasingly to integrate a gender perspective into communication strategies and literature has also revealed that women are a powerful tool for advising their families about new ideas and practices. In this case, their involvement in development projects could to a larger extent sustained the projects. Ninety six percent of respondents were between 25-64 years old, the age group that is considered to be adult in a society and can make decision about a project that is implemented in their communities. These are people who could have been engaged to take responsibility of their own projects.

Table 4.1: Socio-Economic and Demographic Characteristics of Respondents

Sex		
Variable	Frequency	Percent
Male	139	69.5
Female	61	30.5
Total	200	100
Age		
25-34	35	17.5
35-44	65	32.5
45-54	54	27.0

55-64	39	19.5
65+	7	3.5
Total	200	100

Source: Author's Field Survey, April 2014

4.2.2 Educational level, occupation, place of origin and religious affiliation of respondents

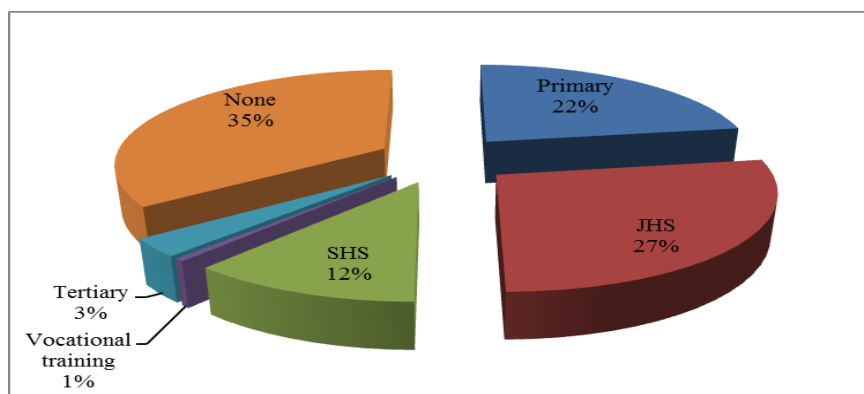
According to the field data gathered, the majority (eighty four percent) of the respondents have either basic or no formal education at all. In view of this project implementers have to choose a channel of communication to that will best suit their educational level to inform them about the projects. This is derived from UNICEF (2008) when it proposed that channels must be selected to fit the participants. Again, literacy level can influence one's ability to understand the message that is being communicated. The high illiteracy level of the selected communities negatively influenced the sustenance of some of the projects.

A majority of the respondents (60%) are farmers with the remaining being traders, retailers, self-employed and civic/public servants as illustrated in figure 4.2. This means the main occupation of the people in the selected communities is farming and development agencies had to find appropriate communication tool to communicate their projects to them for easy understanding. In this case, extension officers could have been used to reach out to the farmers since they deal directly with them when it comes to teaching them new ideas in agricultural production. The fact that these farmers leave their homes early morning to their farms and return very late in the day meant the extension officers were the best choice to reach the majority of the people in the community. Seventy three percent of respondents being natives of the selected communities meant that they had the ability to make informed decisions about the needs of their communities so as to help implementers make the right choices.

The respondents comprised mainly Christians and Muslims (Figure 4.3). The communities' religious affiliation implies that implementers could have used the church elders and pastors as well as the imams of the various mosques to reach out to the community members. Research works have proven that religious leaders help mould the behaviour of their followers. The social mobilization component of development

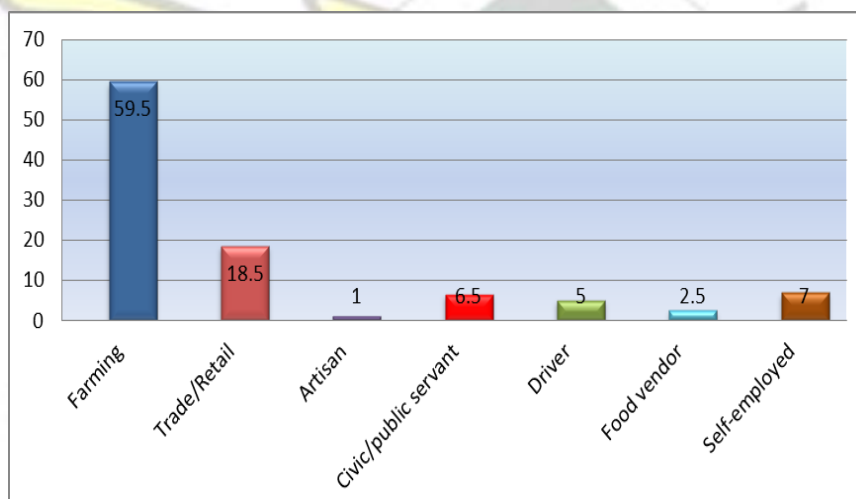
communication would have helped to involve the people if the religious leaders were employed to involve community members.

Figure 4.1: Level of Education of Respondents



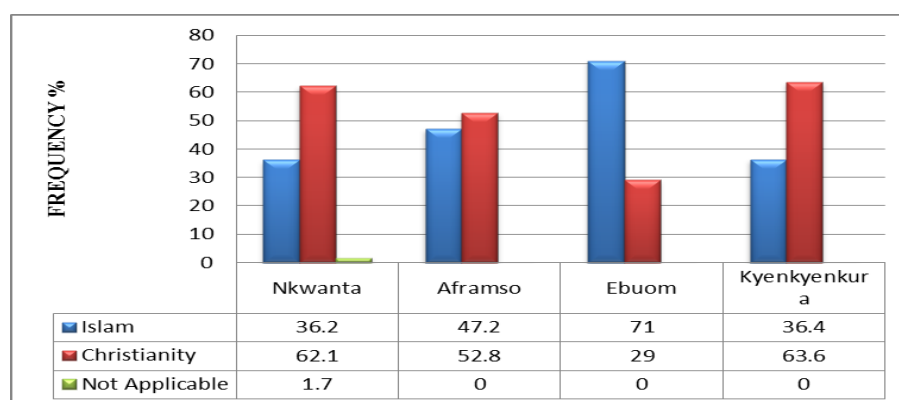
Source: Author's Field Survey, April 2014

Figure 4.2: Occupation of Respondents



Source: Author's Field Survey, April 2014

Figure 4.3: Religious affiliations of Respondents



Source: Author's Field Survey, April 2014

4.3 Communication's Influence on Sustaining Development Projects

In the context of this study a project is defined as an intervention that addresses a particular problem. Communication's influence on sustaining these projects is what the study set out to achieve. The development projects that have been implemented in the selected communities were investigated and it was realized that rural electrification and rural water supply were the major projects that have been implemented in the past few years. The study therefore concentrated on these two types of projects.

The survey indicated that government and NGOs as well as development partners were involved in the provision of these projects. It was also realized that government was the sole provider of electricity in the selected communities with the exception of Kyenkyenkura who received electricity from a donor partner; Airtel Company. Again, NGOs such as World Vision Ghana (WVG) provided most of the water projects which include boreholes and stand pipes with some support from government.

It was realized that Aframso and Kyenkyenkura have had access to electricity for less than four years, specifically a year and a half whiles Nkwanta and Ebuom have had access for more than five years. Also stand pipes and boreholes for the supply of water in all the communities have been implemented for more than five years. There were some boreholes and stand pipes that had been implemented for more than ten years in some of the communities which included Aframso and Nkwanta.

Communication's role in the sustenance of these projects was analysed.

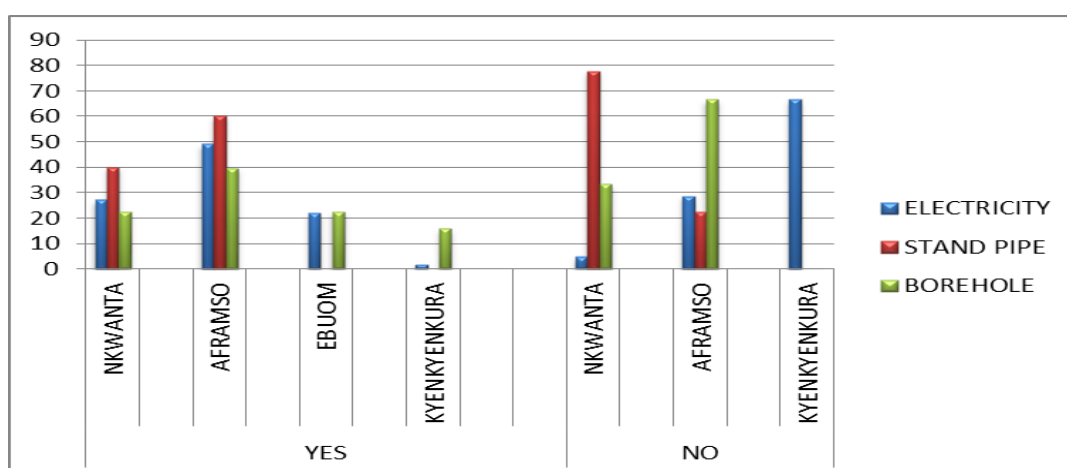
This section discusses how communication was used to involve communities to participate in projects that are to bring development to their communities. The main objective of this study was to explore how communication plays a role in sustaining development projects. This took into consideration the channels used as well as the stages in which the communities were involved from the inception to the end of the project.

4.3.1 The use of Communication in Involving Communities

The study explored the use of communication before during and after the implementation of the projects under study. As indicated by FAO (2005), participatory communication approaches can bring together different stakeholders and groups into conversation with each other, and enable the poorest and most marginalized to have a powerful or influential voice in the decision and activities concerning their well-being. From the information gathered through interviews with respondents and focus group discussion, majority agreed that there was communication whilst a few people said there was absence of communication between implementers and communities before and during the implementation of the projects under study. Out of the respondents who said there was absence of communication, electricity recorded the highest whereas stand pipes and boreholes recorded twenty four percent and sixteen percent respectively.

Again, looking at the individual communities, it can be realized from Figure 4.4 that there was an absence of any form of communication during the implementation of electricity between community members and project implementers in the Kyenkyenkura community. Also, there was absence of any form of communication in Aframso and Nkwanta with regards to the implementation of boreholes and stand pipes.

Figure 4.4: Use of Communication in Projects



Source: Author's Field Survey, April 2014

When the process of communication was enquired, majority (90%) of respondents indicated that the implementers met with the elders and leaders of the community to inform them about the project, the remaining were people who were part of the opinion leaders and so responded that the implementers met them as elders of the community to inform them about the projects especially with the stand pipes and boreholes. Meanwhile, interviews with opinion leaders also revealed that implementers especially those from the government sent delegations to inform the communities about the intention to develop the communities and this was done mostly through political campaigns. This implies that the implementers did not adopt any communication strategy to reach out to the majority of the community members, hence their lack of knowledge about the projects.

Another information gathered from the survey was that some of the projects especially electricity was initiated by the community themselves. This is referred to as Self Help Electrification Project (SHEP). SHEP is a form of initiative where communities initiate an electrification project by providing some resources and then appeal to government and development partners through their leaders to come to their aid to support them with the resources that are beyond their capabilities. These projects that were initiated by the communities have been maintained and sustained which suggests that communities are able to sustain projects that they have ownership of and so they should be empowered to venture into such self-help projects.

4.3.1.1 Community's Involvement in Project

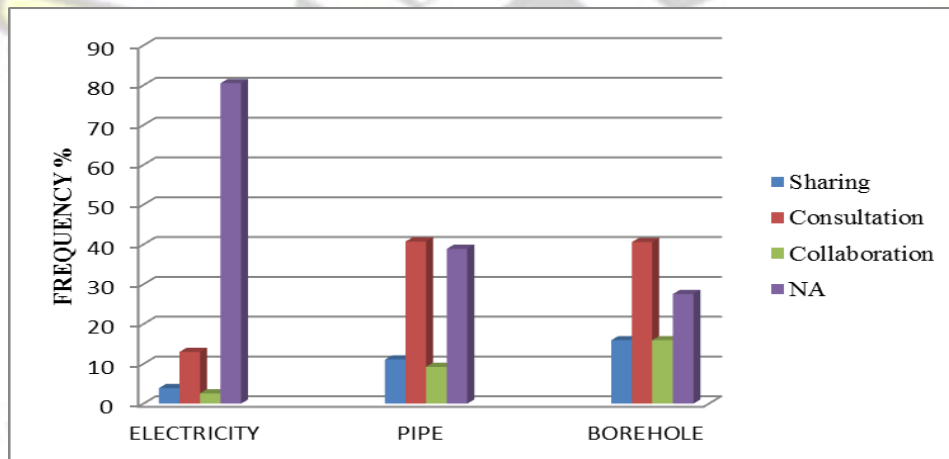
Warnock et al (2007) opined that at its heart, development, if it is to be sustainable, must be a process that allows people to be their own agents of change: this is for them to act individually and collectively using their own ingenuity and accessing ideas, practices and knowledge in the search for ways to fulfill their potential. Against this backdrop, the study sought to identify how communities were involved and at what stage they were engaged in the formulation and implementation of the electricity, borehole and stand pipe projects. Information gathered from the survey revealed that a most of the communities were not engaged to participate in the formulation of the electricity projects in all the selected areas. However, in the case of borehole and standpipe, people were engaged in the formulation. This has effect on projects' sustenance as the involvement of communities help implementers to know where to locate projects and get communities committed to the projects and have a sense of ownership.

In finding out the stages at which the communities were involved, Figure 4.5 shows that majority (81%) of the respondents were not involved in the formulation and implementation of the electrification projects and so it was recorded as not being applicable. Again, some respondents responded that they were consulted in the formulation of both boreholes and stand pipes in all the communities. Consultation was achieved as project implementers met with elders and opinion leaders of the communities and solicited their views about the projects. The other form of participation that was used to engage the communities was information sharing which was used with the implementation of the boreholes and the stand pipes (Figure 4.5). With regards to information sharing, project implementers only relayed information about the projects to the elders and people of the community without allowing them to participate in any form from the inception of the projects to the end. An insignificant number of the respondents (8%) were engaged in the form of collaboration. This was achieved as implementers initiated the projects (especially electricity) together with the beneficiaries thus the community members. Although some of the projects were requested by the communities especially the water projects, the survey did not record anything for empowerment as implementers provided the projects without empowering communities to do it themselves.

The community members were only involved in the low level participation thus sharing of information and consultation as suggested by World Bank (1995). This means the communities did not get the opportunity to make meaningful input in the projects and hence did not appreciate the projects as their own. This, together with other political, social and cultural factors led to most of the projects not able to be sustained as communities had little or no idea about who was responsible for the operation and maintenance of the projects.

Engaging people in projects means they have to make some sort of contributions to show commitment to project's success. Some of the communities contributed to support the projects; this was mostly done through provision of labour to augment the available one. If communication strategies were used to engage the communities, their contributions in any form would have helped them owned the projects and hence sustained them.

Figure 4.5 Forms of Engaging People to Participate



Source: Author's Field Survey, April 2014

4.3.1.2 Sustaining Development Projects through Communication

According to European Commission (EC) (2006) a project is sustainable when it continues to deliver benefits to the project beneficiaries and/or other constituencies for an extended period after the implementers' financial assistance has been terminated. This section considered how projects are sustained through the influence of communication. In achieving this, the parameter of sustenance which was reviewed in literature was explored as far as these projects are concerned.

i. Communities Contributions to Projects

Active participation of communities in all aspects before, during and after project implementation can be a strong indication of sustenance of the projects. This can be achieved by communicating to the communities to be aware of the need to contribute. It has been established earlier that the communities have been involved in the formulation and execution of the projects, though not on a high level. Information from the survey showed that communities made some form of contributions before and after the projects implementation. As illustrated in Table 4.2, most of the communities did not make any contributions before the implementation of electricity but contributed after the implementation. Some communities also contributed before and after the implementation of the stand pipes. These forms included payment of money, provision of raw materials and labour. Borehole received the highest contributions before and after its implementation.

Beneficiaries of these projects contributed in the form of labour, finance, materials, and morale support before, during and after the implementation. However, some did not make any contributions to the projects as illustrated in figure 4.6. Labour was done in the form of drilling and constructing the boreholes and stand pipes and also weeding around projects after they were implemented. Again, some communities contributed financially as a counterpart funding for projects especially the borehole and stand pipes. Counterpart funding is where a community pays a certain percentage (mostly between 5 and 25%) of the total cost as a sealing for the projects. In furtherance most of the communities pay for bucket of water each time they fetch the water and also pay electricity bill for using electricity. However, some communities disclosed that it was difficult for people to pay for using the water and this have a negative effect on maintenance. Material contribution came in when communities used the materials they have such as gravel, sand and stones to support projects.

The communities which made some contributions towards the projects implementation have sustained them whilst those who did not make any contribution have theirs in deplorable state. If there was communication, people would have appreciated the idea of contributing towards sustaining a project. It can be said here that because the

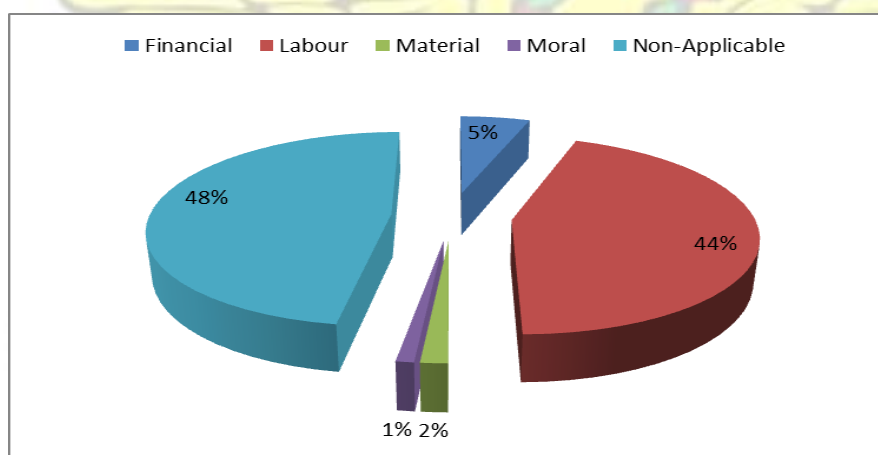
communities were not involved in the projects, they do not see the essence of contributing.

Table 4.2: Communities Contributions Before and After Projects

PROJECT	CONTRIBUTION BEFORE (%)	
	YES	NO
ELECTRICITY	23.4	76.6
STAND PIPE	85.2	14.8
BOREHOLE	78.3	21.7
TOTAL	59.0	41.0
	CONTRIBUTION AFTER (%)	
	YES	NO
ELECTRICITY	93.5	6.5
STAND PIPE	70.4	29.6
BOREHOLE	66.7	33.3
TOTAL	78.0	22.0

Source: Author's Construct, April 2014

Figure 4.6 Forms of Communities Contributions to Projects



Source: Author's Field Survey, April 2014 ii.

Maintenance of Projects

The Department of International Development (DFID) (2002) and Singleton (2003) argued that a lack of funds, resources, skills or continuity in management for operation and maintenance result in projects that fail over its lifespan to meet its purpose. The study sought therefore to ascertain what happens to projects when they develop faults

and also whether there was a management institution (management committee) that helped in the day to day maintenance of the projects.

Community members recorded the highest as being the people who takes care of repairs and maintenance in times of breakdown of projects. Project implementers also repair their projects whilst community together with the implementers repairs some of the projects in times of break down. The summary of the respondents' perception is illustrated in Table 4.3. However, further interviews with individual communities and their opinion leaders as well as WATSAN members indicated that seventy seven percent of projects in the Ebuom community were repaired by project implementers (Table 4.3). The survey again indicated that most projects were repaired and used when they develop faults while a few were abandoned because there were inadequate funds and expertise to repair them. Communities repaired and maintained the projects by contributing money and sometimes organized communal labour. Conversely, this was difficult as some community members did not deem it necessary to contribute to projects that they did not implement. This again showed that most community members did not regard projects as their own and were therefore not ready to contribute to its maintenance and operation because there was inadequate communication to sensitize them about ownership of the project.

Institutions revealed that partisan politics was preventing communities from developing the attitude of maintenance culture. This was due to the fact that communities deemed it as a need for political leaders to repair the projects whenever they develop faults and because political ambitions, politicians also repaired the projects especially during elections. Communities were supposed to bear the cost for minor faults but because some members did not pay, it had become a problem for maintaining the water projects. Lastly, communities had a dependency syndrome which means that they were always looking at donors and external agencies to come to their aid, in that they always expected implementers of projects to be the ones to repair the projects without the communities putting any efforts in its sustenance.

Table 4.3: Operations and Maintenance of Projects

Name of community	Frequency/percentage	Who takes care of repair and maintenance			Total
		Community members	Project implementers	Community and project implementers	
Nkwanta	No.	36	14	8	58
	%	62	24	14	100
Aframso	No.	52	23	14	89
	%	58	26	16	100
Ebuom	No.	7	24	0	31
	%	22.	77	.0	100
Kyenkyenkura	No.	13	9	0	22
	%	59	41	.0	100
Total	No.	108	70	22	200
	%	54	35	11	100

Source: Author's Construct, April 2014

It was gathered from the field survey that there were management institutions for both boreholes and stand pipes who were referred to as Water and Sanitation (WATSAN) committee. They were responsible to mobilize resources for operation and management and collect and manage water fees. The committee was mainly composed of five members, three males and two females. Interview with opinion leaders in Kyenkyenkura revealed that the committee was not functioning due to several reasons which include inability to take unnecessary criticisms from community members and transfer of teachers who were members. Responses from respondents indicated that the selection of the WATSAN members was done by implementers and sometimes elders in the community. People who were influential in the community were selected to be

part of the committee, in other communities teachers were selected as members and community members do not have any stake in the selection procedures.

Interviews with institutions also indicated that management committee existed for water projects and the members were selected together with elders of a community. Community members who were natives qualified to be selected as members of the committee as well as teachers who were teaching in the community. One quality of a member was to have an influence on the community as they were tasked to mobilise resources and collect water fees for operation and maintenance. Focus group discussions with WATSAN members revealed that though the committee existed, they were faced with lots of challenges in carrying out their duties. To start with, committee members were not given the necessary respect by community members because they think project implementers selected them to be overlords over them. Again, some members in the communities did not deem it necessary to buy water that has been freely built for them by government and benevolent agencies. Also, elders of the communities and sometimes politicians appealed to them to allow the community members to use the facilities free of charge which made it difficult to raise money to operate and maintain the facilities. Lastly committee members did not have requisite training to repair and maintain the facilities and always had to rely on external sources to maintain the facilities when they break down.

From the survey, it can be deduced that though communities were making efforts to repair their projects, they lacked maintenance culture and politicians were aiding this because of their political ambitions. In addition, there were management institutions in the form of WATSAN, but they did not get the necessary support from their communities. All these could have been resolved if communication played an important role in supplementing the other factors that also contributed to projects failure. Again, politicians should be made aware of allowing communities to take care of operations and maintenance of projects to ensure sustenance. Plate 1 shows pictures of WATSAN members and other community members during a focus group discussion in the Kyenkyenkura community.

Plate 1: Focus Group Discussions with WATSAN members and some Community members in Kyenkyenkura



Source: Authors Field Survey April (2014)

KNUST



iii. Training of WATSAN and Households in the Selected Communities

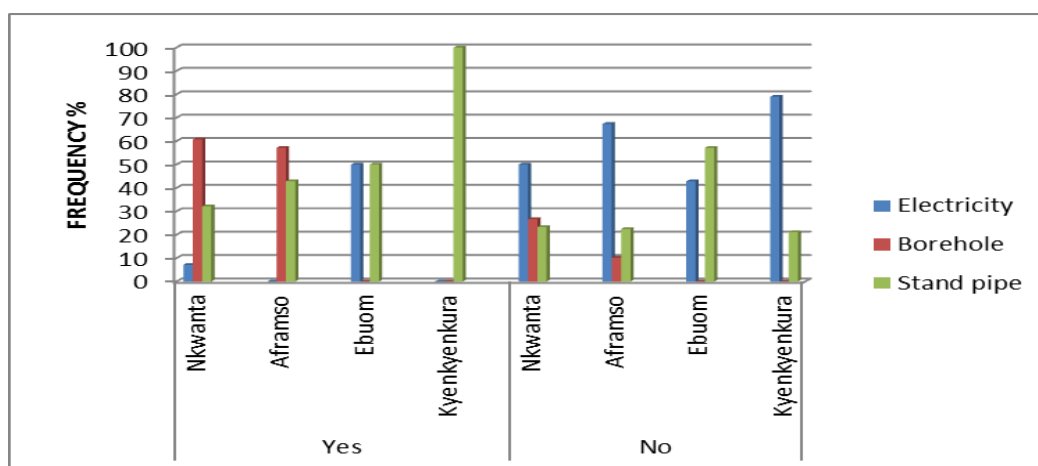
Training communities on repairs and maintenance informs them about expectations they should have about projects and how to identify and address minor problems associated with projects before they become major issues. This can also educate community members about the need to take responsibility of maintaining projects that have been implemented in their communities. Training on personal hygiene according to Zemenu (2012) educates people about the value of health benefits obtained by protecting the water sources. Figure 4.7 shows that WATSAN committee members in all the selected communities received training in repairs of borehole and stand pipes but none of them received any in electricity. Households did not receive any training in either of the projects but were sensitized about the need for personal hygiene and the importance of maintaining water facilities. Most of the members of the committee were teachers who were sometimes transferred from the communities and went away with the training acquired from implementers on maintaining projects; this had affected maintenance of projects when they break down because community members had no idea about operating the facilities. There is the need therefore to train more community members in repairing implemented projects.

Institutions provided that they offered training to WATSAN members on how to deal with minor problems while major problems were directed to experts in these fields (boreholes and stand pipes). However, community members were sensitized on the need to drink potable water that had been provided to prevent water borne diseases and again help maintain the projects but were not given training on repairs and maintenance. There is therefore the need to train more community members in repairing projects to help maintain the projects on time and also to avoid the reliance on external experts for help.

In addition, handing over projects to communities help them to own the projects and maintain it as well. Information gathered from the survey indicated that most of the projects were handed over to communities by implementers. Responding to how the handing over was done, most of respondents admitted that though there was handing

over the implementers met with elders and opinion leaders of the communities as well as the WATSAN members and handed over the projects to them.

Figure 4.7: Training of Committee Members and Households on Projects



Source: Author's Field Survey, April 2014 *iv*.

Willingness of Communities to Sustain Projects

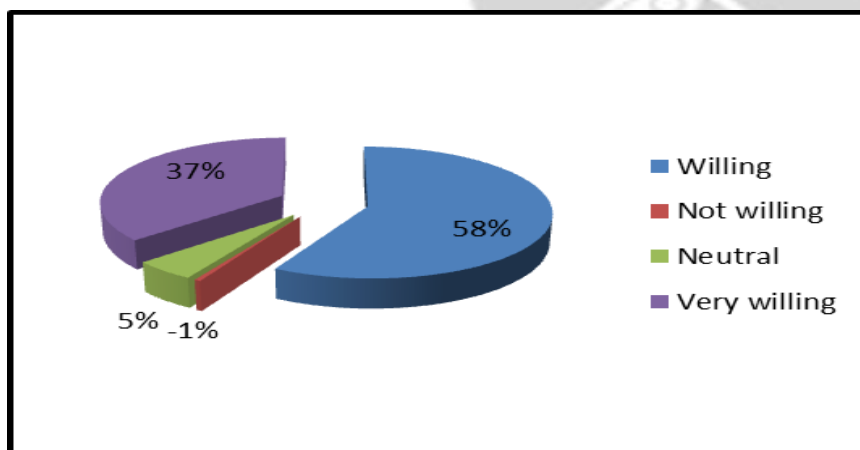
It is a fact that when people value something, they try to keep it from destruction. Willingness can be used to identify community's commitment to take responsibility for projects and maintain them. With regards to this study, people's readiness to support the projects and their enthusiasm to maintain them were considered as their willingness to sustain the projects. Fifty eight percent of respondents were willing to sustain projects and this shows that their involvement in the projects implementation would have motivated them to take ownership of the projects and sustain them.

i. Continuous Use and State of Projects

As stated by GTZ (2006), communities' ability to continue the use of a project suggests how sustainable that project is. The study sought to identify whether communities were in continuous use of the electrification and water projects and the current state or nature of these projects. Information gathered from household survey and interview with opinion leaders as well as focus group discussion with WATSAN committee members indicated that Aframso, Nkwanta and Ebuom were in continuous use of electricity and the water projects. This is because among other things, measures were put in place to ensure that the projects were sustained and these measures were adequately

communicated to the community members. Kyenkyenkura was in continuous use of two of their boreholes but the electricity was not in use because they have been destroyed by bushfire (through the practice of slash and burn) as a result of some community members who claimed they were not aware of the projects and didn't know it belonged to them. This means that the project implementers did not adequately informed the communities about the project. If there was communication, people's participation in the project would have been assured and as such, they could have owned the projects and be able to maintain and sustain it. Plate 2 and 3 shows the burnt electricity poles in Kyenkyenkura while Plate 4 shows a functioning borehole in Aframso. Institutions interviewed also indicated that some of their projects were not in use as some were not in good shape but because the communities did not have other alternatives they were still using them.

Figure 4.8: Willingness of Community Members to Sustain Projects



Source: Author's Field Survey, April 2014

The research investigated the state of the projects and how communication influenced them. The projects state was identified in four categories as very poor, poor, good and very good base on literature. A project was considered very poor when it was in a very dilapidated state and was no more in used. Poor projects were those that though were in dilapidated state but were still being used by the community because there were no other alternatives. Projects that were not dilapidated and were providing services to the community were considered as good and those that were providing all their intended services and are in good conditions to provide these services for more years were

deemed as very good. Table 4.4 illustrates the summary of perception of respondents on the state of the projects and how communication influenced these state.

It was revealed that the electricity project in Kyenkyenkura was in a very poor state. This can be attributed to the fact that implementers did not adopt the development communication approach to involve the community members before implementing these projects. The absence of any of the component of development communication coupled with other social and cultural factors led to the destruction of the project. Meanwhile, the electrification projects in Aframso, Nkwanta and Ebuom communities were in good state and providing services to these areas. The information gathered from the survey indicated that these communities were informed about the projects through their opinion leaders and personal interaction with implementers before the inception of these projects and were involved at all levels of implementation. In addition, some boreholes and standpipes in Kyenkyenkura and Ebuom were also not in good conditions as a result of the people not being involved in the planning and implementation process. All these were as a result of absence of the components of development communication aside the political, social and cultural factors. Plate 5 shows pictures of abandoned boreholes in Kyenkyenkura and its surrounding communities.

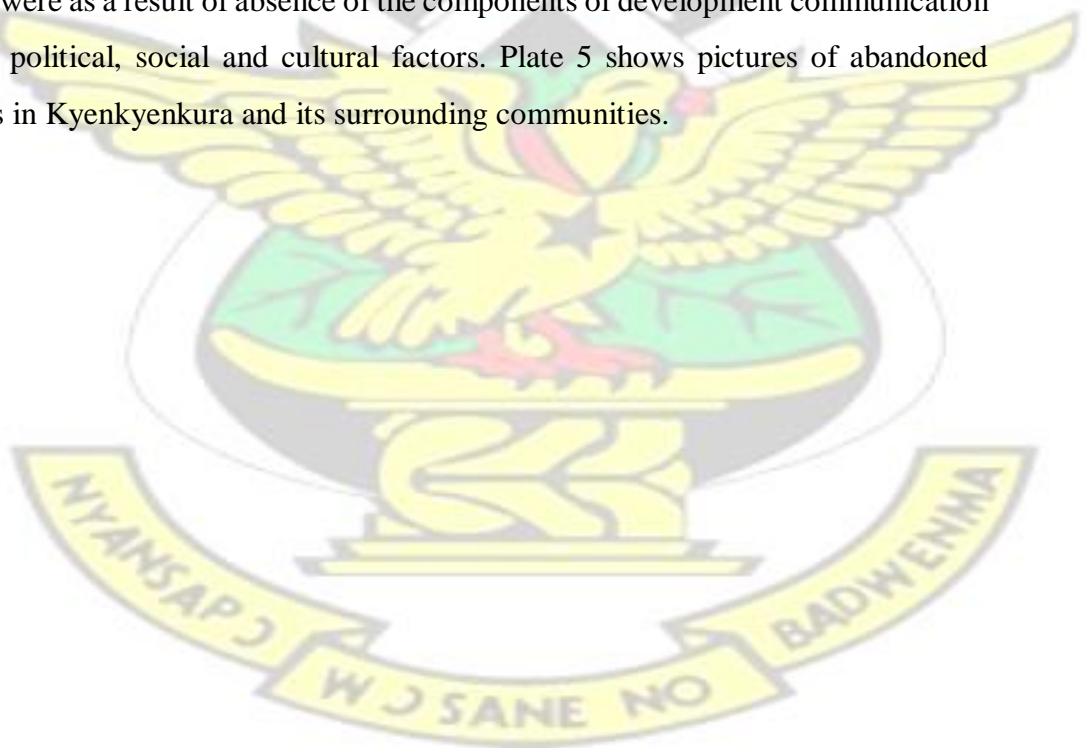


Plate 2: Pictures of an electricity pole and cable destroyed by bushfire in the Kyenkyenkura community



Source: Authors Field Survey, April 2014

Plate 3: Pictures Showing the Remains of the Electrification Project in the Kyenkyenkura Community after the Bushfire.



Source: Author's Field Survey, April 2014

Plate 4: Pictures showing some WATSAN members inspecting a functioning borehole at Aframso



Source: Authors Field Survey, April 2014

Plate 5: Pictures of some malfunctioning and abandoned boreholes in the Kyenkyenkura and its surrounding communities



Source: Author's Field Survey, April 2014

Table 4.4: State of Projects in the Community

STATE OF PROJECTS	COMMUNITY	PROJECTS			INFLUENCE OF COMMUNICATION/ TYPE
		ELECTRICITY %	PIPE %	BOREHOLE %	
Very poor	Nkwanta	8	8	4	Absence of ComDev
	Aframso	0	0	0	-
	Ebuom	0	0	0	-
	Kyenkyenkura	60	0	20	Absence of ComDev
Poor	Nkwanta	0	30	17	Absence of ComDev
	Aframso	0	13	13	Absence of ComDev
	Ebuom	4	0	22	Absence of ComDev
	Kyenkyenkura	0	0	0	-
Good	Nkwanta	9	9	8	Use social mobilization
	Aframso	21	17	18	Use of participatory communication approach
	Ebuom	8	0	6	Use of behaviour change communication
	Kyenkyenkura	0	0	4	Use of behaviour change communication
Very good	Nkwanta	20	30	0	Use of participatory communication approach
	Aframso	30	30	0	Use of participatory communication approach
	Ebuom	0	0	0	-
	Kyenkyenkura	0	0	0	-

Source: Author's Field Survey, April 2014

4.3.1.3 Problems in Sustaining Development Projects

Plates 2, 3 and 5 indicate that though there were other political, social and cultural factors, the absence of participatory communication to bring about the intended development could not sustained some of the projects. The survey further revealed that communities as well as institutions faced some challenges in sustaining the implemented projects. One major challenge identified was the non-involvement of the communities in the formulation and implementation of the projects. This was because the communication before, during and after the projects was not enough and communities did not get to understand who was responsible for the operation and maintenance of the projects. Also, the communities were challenged with low expertise in repairing the projects as they did not receive enough training on how to repair the projects when they develop faults. Communication will have informed project implementers that the communities do not have knowledge in repairing major problems and so would have provided them trainings to that effect.

Information gathered from interviews with WATSAN members also revealed that community members refused to contribute when they used the facilities especially the water because they claimed the facilities belong to the implementers and it's the implementers' responsibility to take care of the operation and maintenance. WATSAN members at Aframso complained of the community relying on the monies accrued from the sale of the water to cater for all needs of the community making it difficult to raise money when there was a problem with the boreholes. To them communication can help sensitized the community members to understand that the money from the sale of the water is to cater for future misfortunes so far as the project is concerned.

In furtherance, most of the communities if not all had what the institutions termed "Dependency Syndrome". This is where communities developed a sense of dependency on government, NGOs and other external sources for help. Institutions therefore blamed the failure of communities to sustain projects on the dependency syndrome because they were always looking up to donors and institutions that had provided projects for them to take care of its maintenance.

Lastly institutions indicated that the high illiteracy rate among community members made it difficult for them to adapt to change and in essence sustain their own projects.

With the high illiteracy level, the implementers should have devised an appropriate communication strategy to contact the people to have a sense of ownership of the projects. This would have gone a long way to sustain the projects to meet the needs of future generations.

All these challenges by both communities and institutions would have been minimized if there was participatory form of communication between both parties before and during the implementation. This would have included the use of opinion leaders and other social groups to reach out to the community members to understand the essence of the projects. Through participatory communication, communities could have been able to identify challenges confronting them which could have also helped to promote effective collaboration between implementers and community members. Furthermore, communication could have helped implementers understand the challenges communities go through in maintaining development projects and come together to find solutions to them. The onus therefore lies with institutions to strengthen their communication strategies before, during and after implementation of projects to get all community members involved and for them to understand the projects and own them as well.

4.4 Means/Channels of communication

In reviewing literature, Mefalopulos (2008) indicated that for effective design, development planners must have knowledge of the channels available, their potential reach and the intended result of the messages; thus channels must be selected to fit the participants and the communication task and also prevent its use for wrong reasons. In view of this, the study explored the level of education of respondents and the channel used by implementers to contact them before implementing the projects.

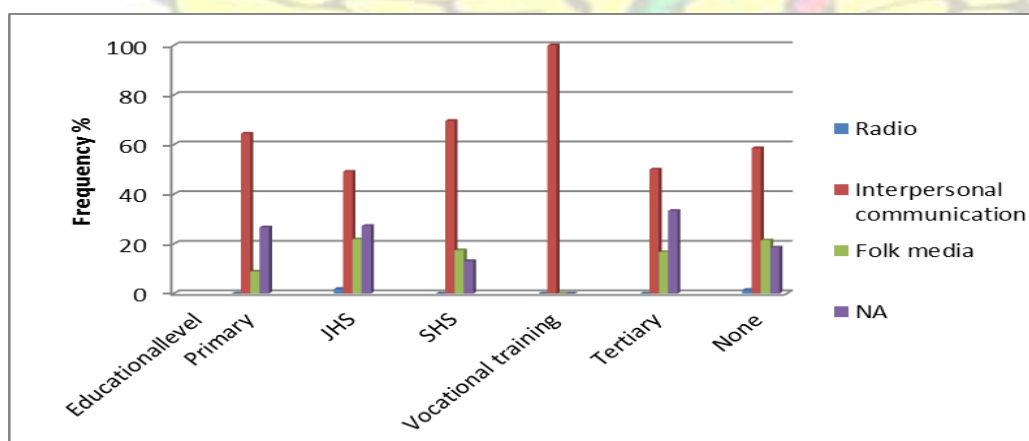
From Figure 4.9, it can be indicated that interpersonal communication was used to contact people of all level of education. This means project implementers mainly used interpersonal communication to inform the communities about their projects. The level of education of respondents and the choice by the implementers to use interpersonal communication best fit the target beneficiaries. Interpersonal communication allowed

the implementers to outline the advantages of their projects and how it will help developed the communities to the opinion leaders they met.

Respondents again indicated that implementers met their leaders more than once before the implementation of the projects especially for the boreholes and standpipes.

Institutions on the other hand stated that they mostly wanted to meet opinion leaders personally to inform them about the projects and also to seek their advice as to where the projects will be sited. According to the WVG, they first of all contact the opinion leaders personally and then after getting their approval use vans, theatre and sometimes gongong to inform the entire community about the essence of the projects and the reason for them to embrace it. Looking at the educational level of respondents and the kind of channels (interpersonal and folk media) implementers chose to inform them of their projects, it can be deduced that institutions made the right choices since it is easier to communicate in these channels with audiences who have virtually no formal education as opined by UNICEF (2008).

Figure 4.9: Channel of Communications and Educational Level of Respondents



Source: Author's Field Survey, April 2014

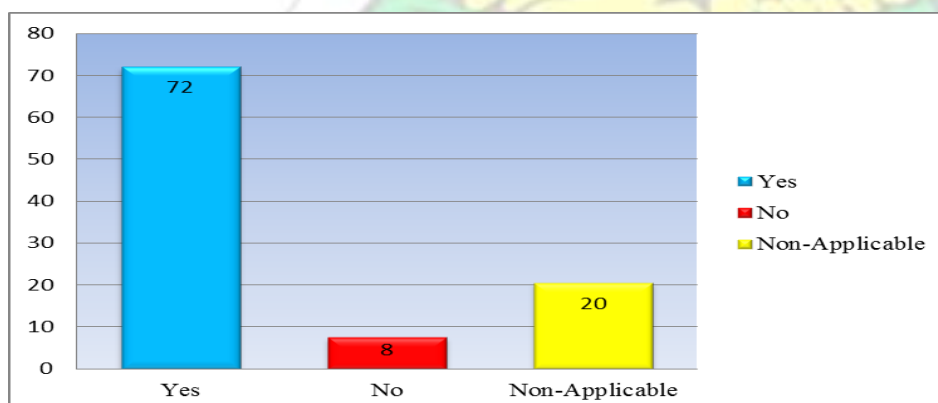
4.4.1 Understanding the Communication Used in the Project

Many authors who have written about communication state that understanding of the message by the receiver is good for the sender because that shows how effective the communication has been. Keyton (2011) defined communication as the process of transmitting information and common understanding from one person to another. Against this background, the study sought to find out if communities understood the

information they received so far as the projects implemented were concerned. Information gathered from respondents of households and opinion leaders as well as focus group discussions with WATSAN committee members revealed that a majority of respondents (72%) understood the message about the projects as shown in Figure 4.10. The respondents further explained that they understood the projects as bringing development to their communities. Others who did not understand also explained that the elders did not communicate to them after they have met the implementers. Also, some were met only once and did not get further explanations about the projects.

It was realized in reviewed literature that for communication to be understood, effective communication must first take place. Effective communication as described in Shannon's communication model (1954) is to share meaning and understanding between the person sending the message and the person receiving the message. Institutions interviewed revealed that respondents understood the information about the projects because they warmly received them and were ready to help in any way they could to assist the projects. From figure 4.10, it can be said that the communication between project implementers and opinion leaders as well as community members were effective.

Figure 4.10: Understanding Communication used in Projects



Source: Author's Field Survey, April 2014

4.5 Communication and Change

Development projects according to the Commonwealth Youth Programme (CYP) (2007) is an action that bring about situational change to address development problems and to increase the capacity of poor people in less developed countries to control their

own development. One objective of the study was to identify communication's influence on project in bringing change to the lives of people in a community. Interview with respondents in household and the WATSAN committee members as well as opinion leaders revealed that the use of communication in the implementation of the electricity and water projects had brought a drastic change in the lives of the community and the individual members.

The study enquired whether these changes were achieved among other factors with the help of communication. From Table 4.5, respondents indicated that the changes experienced in all the selected communities were social changes. With the introduction of the pipe and borehole communities had access to potable water which had helped prevent water borne diseases such as guinea worm which used to be a plague in these communities. It can be said that the projects through the use of behaviour change communication brought about the changes as implementers employed the strategy and educated the people on the need to realise that access to potable water is the key to good health. The communication therefore helped to persuade the communities from drinking from infected water such as the rivers and streams.

Again, the introduction of electricity in communities according to the survey opened more avenues for job creation since lots of businesses sprung up. Small business operators had also increased their income as they stayed longer in the evenings to sell their products; this confirms Barnes (1988) assertion that rural electrification does have a significant impact on rural industry and commerce. This was to some extent achieved with the help of communication. To get people to accept a change, it is incumbent on the development partner to first raise awareness on the importance of it by using the behaviour change communication approach. Implementers achieved social change in the communities with the help of communication supplementing other factors.

Institutions selected also indicated that the communities' way of life had changed socially as they educated them to accept the development they introduced. Interview with WVG revealed that their main objective in operating in the Municipality was to help eradicate guinea worm disease and this had been achieved through sensitization and interaction with communities to patronize the boreholes and stand pipes they have provided and stop drinking from streams and rivers. It can therefore be stated that the

communities experienced social change with the adoption of behaviour change communication by implementers in bringing development projects to the lives of the people as indicated in Table 4.5.

Table 4.5: Types of Change Associated with using Communication in Projects

Type of change	Name of community								Total	
	Nkwanta		Aframso		Ebuom		Kyenkyenkura			
	No.	%	No.	%	No.	%	No.	%	No.	%
Social change	42	72	63	71	26	84	15	68	146	73
Behavior change	2	3	7	8	3	10	2	9	14	7
Change in Environment	0	0	1	1	0	0	0	0	1	.5
All the above	9	16	15	17	1	3	5	23	30	15
Non-applicable	5	9	3	3	1	3	0	0	9	6
Total	58	100	89	100	31	100	22	100	200	100

Source: Author's Field Survey, April 2014

4.6 Summary

This chapter looked at the findings from the field survey conducted. It outlined the demographic characteristics of respondents as well as the development projects in the selected communities. It was revealed that the selected communities had projects in the form of rural electrification and water supply. These projects were provided by mostly NGOs and government. Though communication was used to make people aware of the projects, implementers of the electrification projects did not adopt the development communication approach in its formulation and implementation as compared to the water projects. Again, behaviour change communication in project implementation has brought social change to the lives of communities as they were used to inform members to adopt the new development and refrain from old practices.

The next chapter which is chapter five summarises the findings of the survey and conclude the study by giving recommendations and appropriate areas for further studies.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The findings obtained from the field data on the role communication plays in sustaining development projects in the Ejura/Sekyedumase Municipality was presented and analysed in the previous chapter (Chapter Four). This chapter, which happens to be the final chapter of the study, concludes by providing a summary of the major findings from the study. This is done in relation to the concepts identified from literature reviewed in Chapter Two, as it provided an understanding of the role communication plays in sustaining development projects in the Municipality. Recommendations and possible areas for further research are also outlined in this chapter.

5.2 Summary of Findings

The purpose of this research was to explore the role communication plays in sustaining development projects in the Ejura/Sekyedumase Municipality. Qualitative and quantitative research methods, including document reviews, semi-structured interviews, questionnaires, participant observation, and a focus group were used to collect data pertaining to the specific research objectives: to identify how communication influences project sustainability; to identify the communication channel used by development agencies and government during projects implementation and to identify how communication helps in bringing change to the lives of people in the Ejura/Sekyedumase Municipality. In achieving these objectives, two projects were considered. These projects were rural electrification and rural water supply. The findings are therefore summarized in fulfillment of the objectives.

5.2.1 Communication's Influence on Projects Sustenance

To identify how communication influences project's sustenance, the study first considered whether the three components of development communication thus social mobilization, advocacy and behaviour change communication were used to involve people before, during and after the implementation of rural electrification and rural water supply within the selected communities.

The study established that the components of development communication were used in the implementation of rural electrification in Ebuom, Aframso and Nkwanta to involve members in the implementation of the project. However, the approach was not

adopted in the case of Kyenkyenkura. The resultant effect was the reckless burning of the electricity poles and the reaction from the community toward the wanton destructions of the poles in the Kyenkyenkura and its surrounding communities. In the case of the water projects, the areas where implementers employed development communication approach to involve the people to participate in the projects resulted in the sustenance of such projects. The resultant effect of using communication in the water supply project demonstrated a culture of maintenance towards project sustenance in the same community that had demolished the electricity poles for the rural electrification project.

Though the communities were communicated to in both the electrification and water supply project, it was clear that the type of communication used lacked the core development communication principles. The findings revealed that the absence of participatory communication in some of the projects did not help implementers understand the challenges the community goes through in maintaining such developmental projects thus come together to find solutions to them. The study therefore affirms the assertion of Mefalopolus, (2004) that by facilitating mutual understanding and by building trust among stakeholders, communication becomes of critical value in fostering participation and strengthening sustenance.

5.2.2 Communication Channel

UNICEF (2008) proposed that channels must be selected to fit the participants and the communication task; and analysis of these channels will help prevent the use of a communication channel for the wrong reasons. Against this backdrop the level of education of respondents and the channel the implementers use to communicate to communities was explored.

The study has established that interpersonal communication was the major means of communication by which project implementers informed the communities about their projects. Though implementers used interpersonal communication to contact opinion leaders, the opinion leaders on the other hand could not relay the information to their community members. Some community members complained they did not understand the projects fully and also were not able to ask further questions because they did not have the chance to meet with the implementers themselves and had to fall on the opinion

leaders for clarification. It would have been more appropriate if the implementers had employed interpersonal communication to involve the entire community. Interpersonal communication would have encourage communities to interact more with project implementers and also give them direct feedback for them to revisit their plan if there was the need to do so.

5.2.3 Projects Bringing Change through Communication

According to Mambert (1971), a person communicates with another “to change what he thinks or does not think, feels or does not feel, knows or does not know” He went on to say, “Communication itself is that change” Change, then, refers to the influence one has on another’s knowledge or behavior. Development communication is a major tool that helps to bring change in the lives of people.

The study established that there had been change in the selected communities, especially social change. This change came about with implementers adopting the behaviour change communication. Institutions sensitized the community members on the need to abandoned old practices such as drinking from streams and rivers to drinking the potable water provided. It should be noted here that communication did not solely bring about the change but aided other factors to achieve the social change in the selected communities. The social changes include the creation of jobs and expansion in existing one through the rural electrification project. Also guinea worm disease that was very common in the selected communities has now been eradicated through behaviour change communication.

5.3 Recommendation

From the outcome of the survey, it has been established that though implementers communicated to the communities before implementing the projects, there were still problems as to how the communication was carried out and these problems are hindrance to achieving sustainability in development projects. In view of the above findings and taking cognizance of the fact that there need to be holistic approaches to sustain development projects of which communication has a role to play, the following are recommended:

Firstly, project planners should design and adopt appropriate communication model towards sustaining projects for project implementers and communities. This will enable players in this field to have a procedure to follow during implementation of development projects and also know the roles they are supposed to play as far as sustenance of the project is concerned.

Secondly, communities can sustain their projects if they are highly involved in the projects. It is highly recommended that the collaboration and empowerment form of participation is encouraged by development agencies. With these forms of participation communities can come out with what their needs are and because they will initiate it themselves they will be accountable and take responsibility for its sustenance. It is again recommended that communities and for that matter households should cultivate the habit of embarking on self-initiated projects and also set up committee to manage initiated projects. They should be their own agent of change.

Thirdly, project implementers should adopt the social mobilization element of development communication by reaching out to opinion leaders who have the tendency to reach out to a large number of community members to inform them about the projects. This will help all members to become aware of the projects as these leaders have greater influence on the people

Fourthly, institutions such as World Vision Ghana, The Municipal Assembly and other stakeholders in development planning together with communities must have sustainability strategies on projects they implement. These sustainability strategies must include communication strategies which should indicate how the various stakeholders will be involved in promoting a project's sustenance and also how the strategies will be communicated to the communities. These strategies should also be made available for all stakeholders to be aware of the roles they will play as far as sustainability of projects are concern.

Finally, it is recommended that appropriate cost sharing and recovery could improve sustenance of electricity and water supply. Communication should be used to raise awareness on the importance of tariff payment and users should be encouraged to set a reasonable tariff that enables them to recover sufficient reserve fund for repairs and maintenance of the projects. The dominant occupation of the selected communities

according to the survey is farming. It is therefore recommended that the communal spirits which include 'nnoboa' should be encouraged to help raise funds to repair projects when they develop faults. Regulations or subsidies should be put in place for people who cannot afford to pay the set tariff.

5.4 Conclusion

The study set out to explore among other things the role communication plays in sustaining development projects in the Ejura/Sekyedumase Municipality. This was against the backdrop that most development projects are not sustained and do not achieve its intended objectives. The study revealed that though project implementers contacted the community before implementing the projects, the components of development communication; social mobilization, advocacy and behaviour change communication were not employed to reach out to the entire community. The electrification project at Kyenkyenkura has been destroyed because aside other things that were not put in place, the communities were not involved from the inception to completion of the project.

Again, it has been established that both implementers and communities face lots of problem in sustaining development projects. It is therefore necessary that a communication strategy model be develop and adopted by all stakeholders in the field of development planning to curb the challenges.

In a nut shell, a project's sustenance depends on many caveats but the study focused on how communication can play a role in sustaining these development projects. Findings from the field survey therefore has suggested that communication plays a very important role so far as the sustenance of development projects are concerned as it helps involve community members to be agent of their own development.

Finally, the theory of development communication that "there is no development without communication" has been proven with the case of Ejura/Sekyedumase Municipality of Ghana.

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APPENDICES

APPENDIX 1: INTERVIEW GUIDE FOR HOUSEHOLD

Topic: The role of communication in sustaining development projects: a case of Ejura/Sekyedumase Municipality, Ghana

Confidentiality: This study is purely an academic one meant to partially fulfill an award of MSc Degree in Development Planning and Management at the Kwame Nkrumah University of Science and Technology (KNUST), Kumasi. You are therefore assured of total confidentiality of information

you will provide for the success of the study. It is an assurance that all gathered information will be used solely for academic purpose and nothing more. Thank you

Section 1: Questionnaire Identification			
No.	Variable	Response Option	Code
1.1	Name of community		
1.2	Name of enumerator		
1.3	Phone No. of enumerator		
1.4	Date of interview		
1.5	Duration of interview		
Section 2: Basic Socio-Economic and Demographic Characteristics			
2.1	Sex	1= Male 2= Female	
2.2	Age*		
2.3	Educational level*	1= Primary; 2= JHS; 3= SHS; 4= Vocational training 5= Tertiary 6= Other (specify).....	
2.4	Marital status*	1= Single 2= Married 3= Divorced 4= Separated 5= Widowed 6= other (specify).....	
2.5	Religion*	1= Islam 2= Christianity 3= Traditional religion 4= Other (specify).....	
2.6	What is your main occupation?*	1= Farming 2= trade/retail 3= Artisan 4= Civil/public servant 5= Driver 6= Food vendor 7= Self-employed 8= Other (specify).....	
2.7	Are you a native of this community?	1 = Yes 2 = No	
2.8	For how long have you been staying in this community?	Specify.....	
Section 3: Community Projects			
3.1	Are there any water and electricity projects in your area?	1 = Yes 2 = No	
3.3	If yes indicate who provided water?	1 = Community 2 = Government 3 = NGOs 4 = Development partners	

	If yes indicate who provided electricity?	1 = Community 3 = NGOs partners	2 = Government 4 = Development partners	
3.4	How old are these projects?	1 = 1- 3years 3 = 7 – 10years	2 = 4 – 6years 4 = 11years and above	
Section 4: Communication and Community Participation				
4.1	Was there communication about the project?	1 = Yes 2 = No		
4.2	If yes, how was it done?	..... ..... ..... .....	
4.3	Who contacted you?	..... .....	
4.4	Through which medium were you contacted?	1 = Radio 2 = Television 3 = Films 4 = Interpersonal communication 5 = Folk media Other (specify)		
4.5	How many times did implementers you're your community before the start of the projects?	..... ..... ..... .....	
4.6	Did you understand the information about the projects?	1 = Yes 2 = No		
4.7	If yes, how did you understand it?	..... ..... .....	
4.8	If no, why didn't you understand it?	..... ..... .....	
4.9	What was your community's reaction to the projects?	..... ..... .....	
4.10	Has these projects affected your community's way of live?	1 = Yes 2 = No		
4.11	If yes, what kind of change have you experienced?	1 = Social change 2 = Behaviour change 3 = Change in the environment 4 = Change in attitude Others (specify)		

4.12	Explain how these changes came about	..... ..... .....
4.13	How did communication influence these changes	..... ..... .....
Section 5: Sustainability			
5.1	Did you make any contributions before the implementation of these projects?	1 = Yes 2 = No	
5.2	If yes, in what form?	1 = Financial 2 = Labour 3 = Material 4 = Moral Other (specify	
5.3	What was the purpose for this contribution in the project?	..... ..... .....
5.4	Did you make any contributions after the projects' implementation?	1 = Yes 2 = No	
5.5	If yes, how was it done?	..... ..... .....
5.6	What happens to projects when they break down in your community?	1 = repair and maintain 2 = Abandoned 3 = New one is constructed Other (specify).....	
5.7	Who takes care of repairs and maintenance of these projects?	1 = Community members 2 = Project implementers 3 = Other (specify).....	
5.8	If answer is 1 in question 5.7, how did the community contribute to the repairs and maintenance?	1 = Financial contributions. 2 = Labour contribution 3 = Community skills contribution 4 = Community committees. Other (specify).....	
5.9	Was there a management committee for these projects?	1 = Yes 2 = No	
5.10	Who selected the members?	..... ..... .....
5.11	If yes, how were the members selected?	..... ..... .....

5.16	How willing is your community to sustain development projects?	1 = Willing 2 = Not willing 3 = Neutral 4 = Very willing	
5.17	Is your community in continuous use of these projects?	1 = Yes 2 = No	
5.18	If yes, what accounts for its continuous use?	.....
		
5.19	If no, why is the project not in use?	..... ..... ..... .....
5.20	What is the state of these projects in your community?	1 = Very poor 2 = Poor 3 = Good 4 = Very good	
5.21	What is the reason for its current state?	..... ..... ..... .....
5.22	Do you face any problems in sustaining these projects?	1 = Yes 2 = No	
5.23	If yes, what are they?	..... ..... ..... .....
5.24	Do you think communication plays a role in sustaining development projects in your community?	1 = Yes 2 = No	
5.25	Give reasons for your answer	..... ..... .....

APPENDIX 2: INSTITUTIONAL QUESTIONNAIRE

Topic: The role of communication in sustaining development projects: a case of Ejura/Sekyedumase Municipality, Ghana

Confidentiality: This study is purely an academic exercise meant to partially fulfill an award of Masters Degree in Development Planning and Management at the Kwame Nkrumah University of Science and Technology (KNUST), Kumasi. You are therefore assured of total confidentiality of information you will provide for the success of this study. It is an assurance that all gathered information will be used solely for academic purpose and nothing more. Thank you

Section 1: Background			
No.	Variable	Response	Code
1.1	Name of Institution		
1.2	Name of respondent		
1.3	Sex of respondent	1= Male 2= Female	
1.4	Status/ position		
Section 2: Community Projects			
2.1	Does your organization cover the whole Municipality?	1 = Yes 2 = No	
2.2	If no, indicate coverage area	..... ..... .....
2.3	What activities do you undertake in these communities?	..... ..... .....
2.4	State the projects that have been initiated by your organization	..... ..... ..... .....
2.5	How old are these projects?	..... .....
2.6	What informs the selection of a particular project and its location	..... ..... .....
Section 3: Communication and Community Participation			
3.1	Was there communication between your organization and the community before the implementation of the project?	1 = Yes 2 = No	

3.2	If yes, how was it done?	..... ..... ..... ..... .....
3.3	Through which medium did you	1 = Radio 2 = Television	

	communicate to your project beneficiaries?	3 = Films 4 = Interpersonal communication 5 = Folk media Other (specify)	
3.4	Explain your choice of medium above	..... .....
3.5	Who were your target group?	..... .....
3.6	Did social and religious groups play any role in your communication with the community?	1 = Yes 2 = No	
3.7	If yes, what was their role?	..... .....
3.8	How often did you meet the communities before these projects began?	..... ..... .....
3.9	Was there education for the community before the implementation of the project?	1 = Yes 2 = No	
3.10	Beside education, was there any other form of communication?	1 = Yes 2 = No	
3.11	If yes, state them	..... .....
3.12	Did the communication have impact on their lives?	1 = Yes 2 = No	
3.13	If yes, how?	..... .....
3.14	If no, how?	..... .....
3.15	How did the community react to the project after communicating to them?	..... ..... ..... .....
3.16	Did you involve communities during the implementation of these projects?	1 = Yes 2 = No	
3.17	If yes, how did you involve them?	1 = Consultation 2 = Partnership 3 = Committee meeting 4 = Labour Other (specify).....	

3.18	If answer is no in 3.16 why didn't you involve them?	..... ..... .....
3.19	Did your organization encourage the community's participation in these projects? (If no, skip to 3.22)	1 = Yes 2 = No	
3.20	If yes, at what stage of the project did they participate?	1 = Identification 2 = Negotiation and	

		approval 3 = Implementation 4 = Monitoring and control 5 = Evaluation and follow-up	
3.21	Explain how you achieved that	..... ..... .....
3.22	If no, why did you not involved them in your projects?	..... ..... .....
3.23	How was the participation process done?	..... ..... .....
3.24	Did the projects bring change in the lives of these communities?	1 = Yes 2 = No	
3.25	If yes, what form of change?	..... ..... .....

Section 4: Sustainability

4.1	Did communities contribute in any ways towards implementation of the projects	1 = Yes 2 = No	
4.2	If yes, in what form?	1 = Financial 2 = Labour 3 = Material 4 = Moral Other (specify).....	
4.3	Who takes care of repairs and maintenance of these projects when they break down?	1 = Communities 2 = Organization 3 = Other (specify)	
4.4	Is there a management committee for these projects?	1 = Yes 2 = No	
4.5	If yes, who constituted the committee?	..... .....
4.6	What were the criteria for selecting members for the committee?	..... .....

4.7	Did your organization train communities on these projects?	1 = Yes 2 = No	
4.8	If yes, what form of training	..... ..... .....
4.9	Did your organization hand over the projects to the community after completion?	1 = Yes 2 = No	
4.10	If yes, how was the handing over done?	..... .....
4.11	Is your projects still been used by the communities?	1 = Yes 2 = No	
4.12	What is the current state of the project in the communities?	1 = Very poor 2 = Poor 3 = Good 4 = Very good	
4.13	What in your opinion accounts for the projects current state?	..... ..... .....
4.14	Does your organization have any sustainability strategy for projects?	1 = Yes 2 = No	
4.15	If yes, what are they?	..... ..... .....
4.16	Does communication form part of the sustainability strategy?	1 = Yes 2 = No	
4.17	Explain your answer	..... ..... .....
4.18	Does your organization face any problems with communities in sustaining your projects?	1 = Yes 2 = No	
4.19	Explain your answer	..... ..... .....
4.20	In your opinion, does communication play a role in sustaining these projects?	1 = Yes 2 = No	
4.21	Explain your answer	..... ..... ..... .....

APPENDIX 3: INTERVIEW GUIDE FOR OPINION LEADERS

Topic: The role of communication in sustaining development projects: a case of Ejura/Sekyedumase Municipality, Ghana

Confidentiality: This study is purely an academic one meant to partially fulfill an award of MSc Degree in Development Planning and Management at the Kwame Nkrumah University of Science and Technology (KNUST), Kumasi. You are therefore assured of total confidentiality of information you will provide for the success of the study. It is an assurance that all gathered information will be used solely for academic purpose and nothing more. Thank you

Section 1: Questionnaire Identification			
No.	Variable	Response Option	Code
1.1	Name of community		
1.2	Name of enumerator		
1.3	Phone No. of enumerator		
1.4	Date of interview		
1.5	Duration of interview		
Section 2: Basic Socio-Economic and Demographic Characteristics			
2.1	Sex	1= Male 2= Female	
2.2	Age*		
2.3	Educational level*	1= Primary; 2= JHS; 3= SHS; 4= Vocational training 5= Tertiary 6= Other (specify).....	
2.4	Marital status*	1= Single 2= Married 3= Divorced 4= Separated 5= Widowed 6= other (specify).....	
2.5	Religion*	1= Islam 2= Christianity 3= Traditional religion 4= Other (specify).....	
2.6	What is your main occupation?*	1= Farming 2= trade/retail 3= Artisan 4= Civil/public servant 5= Driver 6= Food vendor 7= Self-employed 8= Other (specify).....	
2.7	Are you a native of this community?	1 = Yes 2 = No	
2.8	For how long have you been staying in this community?	Specify.....	
Section 3: Community Projects			
3.1	Are there any water and electricity projects in your area?	1 = Yes 2 = No	

3.3	If yes indicate who provided water?	1 = Community 2 = Government 3 = NGOs 4 = Development	
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		partners	
	If yes indicate who provided electricity?	1 = Community 2 = Government 3 = NGOs 4 = Development partners	
3.4	How old are these projects? a) Water b) Electricity	1 = 1- 3years 2 = 4 – 6years 3 = 7 – 10years 4 = 11years and above	

Section 4: Communication and Community Participation

4.1	Was there communication between your community and the organization before the implementation of the project?	1 = Yes 2 = No	
4.2	If yes, how was it done?	..... ..... .....
4.3	Who contacted you?	..... .....
4.4	Through which medium were you contacted?	1 = Radio 2 = Television 3 = Films 4 = Interpersonal communication 5 = Folk media Other (specify)	
4.5	How many times did you meet the implementers before the start of the projects?	..... .....
4.6	Did you inform your community members about the intended project?	1 = Yes 2 = No	
4.7	Did they understand what the projects were about?	1 = Yes 2 = No	
4.8	If yes, how did they understand it?	..... .....
4.9	If no, why didn't they understand it?	..... .....
4.10	What was your community's reaction to the projects?	..... .....
4.11	Has these projects affected your community's way of live?	1 = Yes 2 = No	
4.12	If yes, what kind of change have you experienced?	1 = Social change 2 = Behaviour change 3 = Change in the environment 4 = Change in attitude Others (specify)	

4.13	Explain how these changes came about	..... .....
4.14	Was your community involved in the formulation of these projects?	1 = Yes 2 = No	
4.15	If yes, at what stage were you involved?	1 = Identification 2 = Planning 3 = Implementation 4 = Monitoring and	

		control follow-up 5 = Evaluation and follow-up	
4.16	How did the organizations/NGOs engage you to participate in the projects?	1 = Sharing 2 = Consultation 3 = Collaboration 4 = Empowerment 5 = Other (specify).....	
4.17	Describe the participatory process above	..... .....

Section 5: Sustainability

5.1	Did the community make any contributions before the implementation of these projects?	1 = Yes 2 = No	
5.2	If yes, in what form?	1 = Financial 2 = Labour 3 = Material 4 = Moral Other (specify	
5.3	What was the purpose for this contribution in the project?	..... .....
5.4	Did you make any contributions after the projects' implementation?	1 = Yes 2 = No	
5.5	If yes, how was it done?	..... .....
5.6	What happens to projects when they break down in your community?	1 = repair and maintain 2 = Abandoned 3 = New one is constructed Other (specify).....	
5.7	Who takes care of repairs and maintenance of these projects?	1 = Community members 2 = Project implementers 3 = Other (specify).....	
5.8	If answer is 1 in question 5.7, how did the community contribute to the repairs and maintenance?	1 = Financial contributions. 2 = Labour contribution 3 = Community skills contribution 4 = Community committees. Other (specify).....	
5.9	Was there a management committee for these projects?	1 = Yes 2 = No	
5.10	Who selected the members?	..... .....

5.11	If yes, how were the members selected?	..... .....
5.12	Did your community receive any training on development projects implemented in your community?	1 = Yes 2 = No	
5.13	If yes, what form of training?	..... ..... .....
5.14	Did the implementers hand over the projects to your community after completion?	1 = Yes 2 = No	
5.15	If yes, how was the handing over done?	..... ..... .....
5.16	How willing is your community to sustain development projects?	1 = Willing 2 = Not willing 3 = Neutral 4 = Very willing	
5.17	Is your community in continuous use of these projects?	1 = Yes 2 = No	
5.18	If yes, what accounts for its continuous use?	..... .....
5.19	If no, why is the project not in use?	..... ..... ..... .....
5.20	What is the state of these projects in your community?	1 = Very poor 2 = Poor 3 = Good 4 = Very good	
5.21	What is the reason for its current state?	..... ..... .....
5.22	Do you face any problems in sustaining these projects?	1 = Yes 2 = No	
5.23	If yes, what are they?	..... ..... .....
5.24	Do you think communication plays a role in sustaining development projects in your community?	1 = Yes 2 = No	
5.25	Give reasons for your answer	

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