

**THE ROLE OF PARTICIPATORY COMMUNICATION IN WATER,
SANITATION AND HYGIENE (WASH):**

**A Case Study of Community Led Total Sanitation (CLTS) Approach in
Kaptembwo and Kwa Rhoda Settlements in Nakuru.**

BY

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DECLARATION

I hereby declare that this research project is my original work and has not been submitted for examination purposes to any other institution, any award or any other qualification.

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This research project has been submitted for examination with my approval as University of Nairobi Supervisor.

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Date.....

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Supervisor

DEDICATION

This research is dedicated to my wife Lydia Nyambura, my daughter Gertrude Kirigo and my son Pascal Muchire for their support and inspiration throughout my studies over the years. May God bless you.

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This project report has been a result of the tremendous support accorded to me by various people. I would like to thank University of Nairobi for giving me the opportunity to pursue this course and providing the resources that I needed.

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TABLE OF ABBREVIATIONS

Abbreviation	Full Name
CLTS	Community Led Total Sanitation
CCU	CLTS Coordinating Unit
CHEW	Community Health Extension Worker
CHW	Community Health Worker
GOK	Government of Kenya
IEC	Information Communication Education
KNBS	Kenya National Bureau of Statistics
MDG	Millennium Development Goal
MOPS	Ministry of Public Health and Sanitation
NAWASCO	Nakuru Water and Sewerage Company
NGO	Non-Governmental Organization
OD	Open Defecation
ODF	Open Defecation Free
PHAST	Participatory Health and Hygiene Transformation
UNICEF	United Nations Children Fund
WASH	Waster, Sanitation and Hygiene
WASREB	Water Services Regulatory Board

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ABSTRACT

Access to quality sanitation is precondition for good health and for success in the fight against poverty and attainment of millennium development goals (MDG) on health. This study was based in Kaptembwo and Kwa Rhonda, two low income settlements in Nakuru Municipality. The areas, though somehow planned are faced with inadequate water and sanitation services, amidst the increasing population pressure. This has been the situation, albeit the numerous initiatives that have been implemented in the areas.

This study sought to investigate the role of participatory communication within the context of a water, sanitation and hygiene (WASH) project that adopts the use of participatory approaches. The study examined the Community Led Total Sanitation (CLTS) project being implemented in the area since the year 2013. The study also sought to establish the level of expertise project in terms of participatory communication amongst the staff implementing the CLTS, a major determinant of project's successful implementation.

This study collected primary data from the study area using the survey method. Being a descriptive study, it used both qualitative and quantitative approaches, hence generating largely qualitative and quantitative data. A total of eighty questionnaires were used to get data from the beneficiary community. An additional eight self-administered questionnaires were used among project staff and three key informant interviews targeting CLTs two trainers and a senior public health official in Nakuru were conducted.

From the study findings, over fifty percent (50%) of the respondents indicated that the sanitation condition in the area is good, an indication of happiness and satisfaction for a population whose majority has lived in the area for over ten years. A big percentage has associate this to the CLTS

initiative in the area, where ninety percent (90%) indicated that they have knowledge of the project, and eighty eight percent (88%) have attended various sessions on CLTS. The study further shows that there is high usage of participatory communication tools in the project, and this has enhanced participation by the residents where 70% indicate that they have made contributions that they feel have been used in decision making.

Among the key successes of the project is in terms of hand washing where 79% of the respondents agreed to have put up some form of hand washing facility in their household as a result of the project activities, which they have given a 93% success rate.

The study further found that there is there is limited expertise on participatory communication and its application in the CLTS project, which is designed to use participatory approaches. This could be related to the fact that participatory communication has not been institutionalized in the project, hence no deliberate efforts are in place to use it for the success of the project.

This study concludes that for the CLTS to achieve its objective effectively there is need for deliberate institutionalization of participatory communication in terms of budgetary allocation and staffing by the implementing agencies, and also by government in future CLTS initiatives. The implementing agencies also need to enhance stakeholders participation in the implementation phase of the project so that they can sustain the momentum in the post implementation phase of the project, where major effects of the CLTS project would be realized.

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CHAPTER ONE

1.0 Introduction

Sanitation remains one of the biggest development challenges in developing countries. Improving water, sanitation and hygiene (WASH) is key to achieving the health-related Millennium Development Goals (MDGs) of reducing child mortality and combating disease. To achieve this, many governments and non-governmental organizations have put up immeasurable resources and energies in their attempt to achieve these MDGs. Key to these efforts has been incorporation of effective communication programmes that would yield the much needed results, hence attainment of the MDGs.

In recent years, WASH champions have adopted many community based approaches to address WASH challenges. One of the popular approaches in use is the Community led Total Sanitation (CLTS). This approach has drawn significant attention, and results in over 50 countries worldwide (Kamar, K. 2010). Core to this approach is a shift away of the focus of supporting toilet construction for individual households, to an approach that seeks to create open defecation free zones through an emphasis on the behavior change of the whole community. This is achieved by triggering the community to come into terms with the effects of poor WASH practices. It aims to eliminate open defecation by creation of awareness, where assorted means of communication are employed.

The CLTS approach effectively creates empowered communities who are motivated to take collective action, with the state and other non-state actors playing a facilitating role. The success of a CLTS project is highly pegged on how well ideas are organized and how well in an equal measure the ideas are communicated to the consumers. The absorption of the ideas, and the subsequent feedback thus are catalysts to realization of expected results and action in a CLTS

project. A properly designed CLTS project stimulates consultations amongst the beneficiaries, and other stakeholders. This makes them all participants and communication between them is dialogic. All have an opportunity to freely communicate and make important contribution to the success of the project (UNICEF, 2013).

1.1 Background

At the beginning of the 21st Century, nearly 2.6 billion people in the world (2 out of every 5) lack adequate sanitation and 1 billion do not have access to drinking water, conditions particularly prevalent in developing countries. This position is being taken as a priority in development circles, and especially as it relates to health and high infant mortality rates (2million) resulting from lack of clean water and sanitation services (UNICEF, 2011). The situation has led to a rethink of approaches in addressing the challenge, and the role of the beneficiary communities has taken a centre stage in the discussions on development at various levels.

The 2013 Human Development Report, (UNDP 2013) states that unless people can participate meaningfully in the events and processes that shape their lives, national human development paths will be neither desirable nor sustainable. People should be able to influence policymaking and results.

According to Mefalopulos, P. (2004), the concept of development has changed gradually in the last fifty years from a view associated with “modernization” processes to a hybrid perspective which allows for the inclusion of approaches to decentralized territorial development and the outcome of strategic alliances between public and private actors. This has brought forth the understanding of development as a multidimensional process which comprises the change of social structures, attitudes, institutions, the reduction of inequalities, and the eradication of poverty.

An expanded people's capacity and skills is therefore necessary so as to gain access and control factors that affect their basic needs, hence empowering them. In such a scenario, people must become the protagonists of their own development, otherwise not much would be achieved from any amount of investment that would improve their living in a sustainable way.

Development in water and sanitation embraces this perspective. Most of the projects today put into place in one way or the other participatory means of engaging the community. This has seen participation becoming a key component in WASH initiatives by government, NGOs and the private sector.

Gorre-Dale, et al (1994) indicate that development agencies have accepted that most water and sanitation-related problems must be tackled by the people in the villages and urban slums, who must be properly empowered and equipped to take actions themselves. This is what CLTS seeks to achieve by adopting participatory approaches.

In this context, effective communication becomes critical to the success of the initiatives being put in place. People must be involved in the communication processes that take place, because it is about their well-being. According to (Liney, 2012), Hygiene education should not be authoritarian, with one way communication. It should be people-centred with, at least, two-way, or at best, multi-way communication. This is participatory communication, and Liney's argument forms the basis of the theoretical framework for this study.

This is supported by Bessette, G. (2004), in his definition of participatory development communication as a planned activity, based on participatory processes, media and interpersonal communication and which facilitates a dialogue among different stakeholders, around a common development problem or goal.

According to Mefalopulos, P. (2004), participatory communication means moving from a focus of informing and persuading people to change their behavior or attitudes, to a focus on

facilitating exchanges between different stakeholders to address a common problem. This is a major element in a CLTS approach.

This study therefore seeks to explore the role and effectiveness of participatory communication in CLTS within Nakuru's Kaptembwo and Kwa Rhonda low income settlements, in which residents are faced with a myriad of poverty related challenges, including congestion, poor housing, and poor water, sanitation and hygiene services, this is despite the numerous efforts being put in place by a host of development players in the sector.

1.2 Problem Statement

Like many other countries, Kenya has continually continued to suffer chronic WASH challenges, this is despite the immeasurable resources that have been invested in this area, the biggest being a dedication of a full ministry between 2007 and 2013. Many questions therefore come to mind as to why this is the case, despite the presence of highly skilled personnel spearheading the campaigns on improved WASH services. Practitioners in the sector have as a result looked at the matter in depth with an aim of coming up with an innovative approach that would fill the gap between the inputs, in terms of capital and labour investment, and the output in terms of behavior change and uptake of proper knowledge, attitudes and practices in WASH, and at least improve WASH conditions.

However, it is evident that, though a lot of this is being done, there is not as much effort to use communication as a key component in WASH. Some organizations have little or no consideration for communication (funding and training), and this has been a major detriment to the success of such projects. It is therefore evident that any project, and in this particular case, a WASH project incorporating the CLTS approach may fail to secure the anticipated outputs if communication is not incorporated effectively.

Community-Led Total Sanitation (CLTS) is a very effective and innovative social communication process, which creates the right social pressure to ban open defecation totally, to adopt hygienic behaviour and to stimulate the demand for latrines simultaneously (Kar, K. 2010). It seeks triggering collective behavior change by facilitating communities to take collective action to adopt safe and hygienic sanitation behavior. It also seeks to ensure that all households have access to safe sanitation facilities. The emphasis is tapping on the people's potentials, with no subsidy.

CLTS applies participatory approaches where information and knowledge is shared among all stakeholders in a WASH process to stimulate dialogue in order to ensure mutual understanding and consensus leading to action. This is in line with Mefalopulos (2004) position on development communication as a process whose aim is to facilitate people's participation at all levels of the development. The CLTS approach empowers the residents to actively contribute in the decision making process for the WASH initiatives. The outcomes of the CLTS initiative, which includes toilet construction, reduction or stoppage of open defecation and proper hand washing practices are sustainable because people feel that they have contributed in decision making hence creating a sense of ownership.

It is evident that to address the WASH challenges facing the community in the low income areas, CLTS has been adopted as one of the promising approaches. With its participatory nature of addressing issues, communication in it also adopts the participatory approach. This study therefore points out at the communication gap that is a major detriment to achievement of WASH project outcomes that could be addressed by applying participatory communication approach with a special focus on CLTS project in Nakuru.

1.3 Research Objectives

This study investigated how participatory communication has been conceived and applied in a CLTS project specifically designed to promote participatory approaches in addressing WASH challenges in Nakuru's Kwa Rhonda and Kaptembwo low income areas.

1.3.1 The specific objectives

- i. To investigate the level of project implementation where the community is involved in a participatory manner.
- ii. To establish the role of media in CLTS
- iii. To investigate stakeholder involvement in CLTS
- iv. To examine Umade Trust, Practical Action and Ministry of Health CLTS project staff capacity in participatory communication.

1.4 Research Hypotheses

This study is based on the following null hypotheses

1. Ho: Participatory communication is not a major determinant of success in a WASH project.
2. Ho: Poor or no training of staff on communication has no impact on the delivery of a successful CLTS project.
3. Ho: Message development does not determine the success of CLTS projects.
4. Ho: Project beneficiaries must not participate in the whole project cycle where there are experts.

1.5 Assumptions

This study makes the following assumptions:

- i. That the organizations implementing this project have a competent team in participatory approaches.

- ii. That if WASH development agents get proper training on participatory communication, they would be in a position to use the available communication tools to achieve Open Defecation Free areas with much ease.
- iii. There will be willingness on the side of stakeholders to respond to the study questions objectively.

1.6 Significance of the Study

The provision of sanitation services in low-income urban areas is one of the greatest challenges in development. Population growth in developing countries currently outpaces sanitation growth, especially in urban areas (WHO/UNICEF, 2010). Consequently, in urban areas where poor people reside, and where ‘formal’ basic services are not available, residents experience serious risks such as dirty and contaminated environment which provide good breeding environment for diseases and parasites. The informal settlements are typically overcrowded, polluted and lack basic services such as water and sanitation. A major contribution to urban development is ensuring that poor people and the local public and private sector actively participate in the improvement of WASH conditions and services.

Being that in CLTS, the beneficiaries are not provided with hardware or any form of subsidy in the implementation process, information becomes a key component for its success. As a result, for the community to act there must be very properly organized communication models that would ensure active participation by all in the management of available information.

To date, there is limited study on participatory communication in a CLTS approach. This study therefore seeks to contribute to an area that is becoming increasingly tenable in addressing WASH challenges in Kenya and beyond, and especially amongst the poor residents of the informal settlements and low income areas.

The study will also provide a resource base for organizations that plan, or are still implementing

a CLTS project, for it will help in positioning communication in the project, as a core determinant of success. It will help appreciate the role of a communication department in WASH, and particularly in a CLTS approach, hence inclusion in planning and budgeting process.

1.7 Scope and limitations of the study

This study is based on the ongoing CLTS project in Nakuru's Kaptembwo and Rhonda settlements. Nakuru Municipality, according to 2009 census, had a total population of 473,200 (GoK, 2010). Approximately 60% of this population live in the low income settlements, the two largest of which are Rhonda and Kaptembwo with a combined population of approximately 190,000. This study targeted a cross section of the stakeholders concerned in WASH within Nakuru Municipality, critically analyzing their role in the project, and how they facilitate or hinder participatory communication, hence affecting the success of the project.

However, the study was limited to the level of implementation and realized results from the participatory approach. Secondly, the objectivity of the respondents in some instances was a major limitation, even though a good introduction of the purpose of the study was done. Lastly, time and resources was a major limitation, as this has a bearing in the scope of the study. Limiting it to only one area (Nakuru urban) where such an initiative is being carried out, and with no room for comparative analysis with a similar intervention in rural areas, for example in Nambale, in Western Kenya, an area that has already been declared as ODF and also in Naivasha where a similar intervention is going .

1.8 Justification of the study

With limited available resources for WASH, and high un-exploited potential among the residents, development practitioners have opted to introduce CLTS, a participatory approach that is all-inclusive, involving all stakeholders according to institutional responsibility and area

of expertise. This study therefore makes an important contribution towards the use of participatory approaches towards the realization of the right to access to reasonable standards of sanitation (The Constitution of Kenya 2010 Sec. 43: d).

1.9 Definition of Terms

Community: People living in a delimited defined area and sharing common physical resources (land, water and infrastructure).

Edutainment: Use of entertainment to educate project beneficiaries

Non state actors: Non-governmental agencies

On spot open defecation: defecation on the floor of a toilet

OD: Open Defecation, where people defecate in open spaces

ODF: Open Defecation Free, where all faecal matter is contained

Sanitation Ladder A tool used to show improvement of sanitation conditions, from open defecation, use of pit latrines up to the use of sewer.

State actors: Government agencies

Total sanitation: Zero open defecation and 100 per cent of excreta hygienic
Containment

CHAPTER TWO

2.0 Literature review

This chapter reviews major contributions in the area of participatory communication and CLTS. The chapter attempts to position participatory communication in CLTS which is a participatory approach to development in Water, Sanitation and Hygiene (WASH) sector, especially in the developing world. Though little literature on the role of participatory communication in CLTS is available, this study will attempt to contextualize CLTS initiative in Nakuru, with a critical look at how they relate and interact in WASH. The chapter also traces the origin of both participatory communication and CLTS approaches.

2.1 Participatory Communication

To be able to understand participatory communication, there is need to look at the wider area of development communication, in which participatory communication is a model.

Ngugi, M. (1996:79) defines development communication as “the systematic utilization of appropriate communication channels and techniques to increase peoples participation in development and to inform and train rural (or urban) populations, mainly at the grassroots levels.” This could be achieved through mass communication or interpersonal channels. Development communication aims at mobilizing and gaining support in attaining development goals, with attitudes, skills and behavior change which would yield into action.

Drawing from this broad area of communication, Bessette, G. (2004) defines participatory communication as a planned activity, based on participatory processes on one hand and on the other hand on media and interpersonal communication. These facilitate dialogue among different stakeholders, around a common development problem or goal, with the objective of developing and implementing a set of activities to contribute to its solution, or its realization.

From Bessette's (2004) definition, it can be posited that participatory communication is not just about informing and persuading people to change their behavior or attitudes, it is also about facilitating dialogue between different stakeholders around a common problem.

Mefalopulos, P. (2009) supports this position in his argument that participatory communication is not just the exchange of information and experiences but also the exploration and generation of new knowledge aimed at addressing situations, new and upcoming.

Participatory communication emphasizes on reciprocal collaboration throughout all levels of participation. It underscores listening to what others say; respecting their attitudes and having mutual trust (Yoon, C.S. 1996).

In participatory communication, there is exchange of roles between sender and receiver. McQuil, S. (1983:97) writes that, "Another communication favours multiplicity, smallness of scale, locality, de-institutionalization, and interchange of sender receiver roles (and) horizontality of communication links at all levels." McQuil's argument presents the ground for argument that participatory communication is model that encompasses various theoretical approaches. Emphasis is on meaning sought and ascribed instead of transmission of information. (Servaes, J. 1995).

Further, information availed in participatory communication is on what is needed, it is about the development agents responding to the needs of the society rather than directing them on pre-conceived solutions to their problems. Communication flows vertically and horizontally, internally and externally, formally and informally, linking all the stakeholders. Communication therefore becomes the heart of performance.

2.2 The Origin of Participatory Communication

According to Yoon, C.S. (1996), the participatory communication approach was conceived more than three decades ago and has been used by many non-governmental organizations (NGO) and government agencies in their development agenda. The approach took root in the early 1970s with the work of Paulo Freire, the Brazilian who is considered to be the first to use participatory communication in his attempt to empower landless peasants in Brazil.

Ever since, there has been a lot of questioning of the then popular top-down approach in line with Laswell communication theory (1948); ‘Who says what, in which channel to whom and with what effect’ (Tan, S. 1981), by those who advocated for participation on matters that borders them.

Changes in approach continued coming up leading to the Diffusion Theory (Tan, S. 1981). There was belief by many that in the diffusion model, adoption of modern technology would trigger development. Dependence on mass communication, and especially the radio was common. However, diffusion of innovations gave no room for indigenous knowledge, and especially to the developing countries and poor rural areas (Yoon, C.S.1996).

Freire’s work amongst the landless in Brazil presented a paradigm shift from the old monologic, top-down approaches, to a dialogic horizontal approach. In the old paradigm, the communicator or development agent applies his or her knowledge and collaborates with the community to come up with solutions. Unlike in the monologic approach where there exist pre-determined positions, in dialogic approach, the development practitioner facilitates a dialogue between the stakeholders to reach to a resolution of a problem or the realization of a common goal (Bassette, G. 2004).

Progression in approaches in communication, and especially during the modernization era (17th -19th century), saw a shift from the hand of professionals and experts only to a more realistic

participatory nature of communication. This shift led to mass media getting reduced prominence as they were seen as major contributors to the sidelining of some communities, and especially the poor communities living in the rural areas, and in the developing countries. As a result, there was increased advocacy for community participation on matters that touch on them. (Nwanko, R. N. (1996). Further, Yoon, C.S. (1996), states that community participation and participatory approaches gave birth to participatory communication. It thus led to prominence being given to the initiator of communication and the way decisions were made more than the information being conveyed.

Yoon, C.S. (ibid) points out that this approach had a lot of emphasis on interpersonal and traditional communication, diminishing the role of national large scale communication activities. What resulted was small scale localized participatory communication programmes. However, innovations in the mass media, which were largely ignored in participatory communication later paved way for their inclusion, with the radio making inroads, especially with the establishment of the community radio within the neighbourhood. This provided space for participatory communication to embrace varied theoretical approaches.

2.3 Theoretical orientation

Early scholars have had arguments on the most appropriate theoretical framework that would define participatory communication. This according Tufte, T. and Mefalopulos, P. (2009) has not been easy even with the most avid proponents of participatory communication.

Mefalopulos, P. (2003) writes that participatory communication approach has dominated the field of development communication since the 1970s, when Paulo Freire, a Brazilian educator, proposed the replacement of the pedagogical system with a more liberating type of communication that would contain more dialogue, which would be more beneficiary-centred and more conscious of social structure. This was a diversion from the earlier models that

emphasized that in modern communication, the mass media was the precursor of modern development. This study, based on practical situations and study limitations is based on participatory model of communication, which plays a major role in WASH in particular reference to CLTS. It appreciates that participatory communication is a key factor in development that is applied in order to realize collective action.

It underscores the notion that participatory communication model places greater emphasis on two way interpersonal (Tuft, T. and Mefalopulos, P. 2009). The study therefore limits itself to the participatory model of communication.

2.3.1 Participatory Approach

Participatory communication is a term that denotes the theory and practices of communication used to involve people in the decision-making of the development process. (Mefalopulos, P. 2003). Muturi, N. and Mwangi, S. (2009) in their contribution on participatory theory state that the approach calls for a two-way interactive process in which all participants both encode and decode information with dialogue being a key tenet. The concept of dialogue is associated with Freire (1970) who argued that citizens have the capacity to map and understand their own problems and possible solutions through a dialogic process that could help them make meaning of their circumstances and the available choices. This model seeks to liberate people from the spiral of silence, and also ensure that development plans and decisions are relevant and meaningful to the recipients (Melkote, S.R. 1991).

The participatory paradigm emphasizes on planning and stakeholder participation. This involves creating public participation in identification and addressing their most felt or pressing societal needs through community based strategies that are culturally appropriate (Muturi, N. and Mwangi, S. 2009). In this model, all stakeholders are considered as equal, and all have a 'voice' in the decision making process. It is about empowerment of the beneficiaries. This model is

more process oriented in decision making. It gives value to horizontal forms of message transfer and power balance. This according to Greaves, T.J.B. (www.tracy.org) is based partly on the idea that much of the necessary knowledge for empowerment and education reside with the teachers and learners.

This is further supported by (Tufte, T. and Mefalopulos, P. 2009) who argue that the participatory model is about articulating processes of collective action and reflection by the relevant stakeholders, and gives attention to empowerment of citizens. They argue that the participatory model is a dialogic and horizontal approach to communication and development. This model stresses reciprocal collaboration throughout all levels of participation.

2.4 Participatory Strategies

For any intervention applying the participatory approach to be successful, there is need to apply strategies that would enhance its effectiveness. This hence makes the intervention different from others that apply other approaches, for example diffusion, in that it ensures that participation is encompassed in all levels of implementation, from research to evaluation (Servaes, J. 1995, Okigbo, C. 1995).

2.4.1 Participatory communication and research

For participatory communication to take root (in Africa), there is need for participatory research (Nyamnjoh, F. B. 1995). This is an approach in social research. Although state and non-state actors may be involved, the expected central beneficiaries of research in this approach are the main actors in the whole research process, with the researcher playing a facilitating role.

According Servaes, J. (1995), participatory research makes the following assumptions;

- i. Human beings have the ability to generate knowledge, it is not a preserve of a few experts
- ii. It is a learning process for the participants in the research process as well as for the researcher. It involves needs analysis, identification of awareness levels, analysis of problems and implementation of relevant solutions
- iii. The researcher is always conscious of the interests of the community involved in the research
- iv. It involves dialogue between the researcher and the community
- v. It is about problem solving by use of the underlying human potential to solve social problems
- vi. It is about knowledge creation which would enable the researcher and the community to analyse social environment and formulate plans of action.

Nyamnjoh's and Servaes' arguments in the context of this study, are consistent with CLTS, where the community is actively involved in the research, which forms the mass of knowledge products that are the foundation of dialogue within the whole implementation process.

2.4.2 Participatory Communication and Planning

Hancock, A. (1981) says that communication planning in development is an important factor that be considered. He argues that in planning, communication is treated like a resource capable of being allocated, conserved and redistributed like other resources. He further says that communication planning implies the preparation of both long range and short range plans (i.e. strategic and operational) for efficient and equitable use of communication resources in the context of a particular society's goal, means and priorities, and subject to its prevailing forms of social and political organization. This however does not take place in a vacuum because there

are people and with different characteristics, and it is very essential for them to participate in the planning.

Planning is a critical process in any activity, for it provides a logical sequence of the flow of events against some benchmarks that would facilitate realization of the expected outputs and eventual outcomes. In participatory communication, it is crucial to have a plan of action, especially looking at the approach which is designed to involve many stakeholders, and the increased recognition of the interactive nature of communication. In CLTS for example, participation is vital.

Participation according to (Okigbo, C. 1995) implies higher level of public involvement in communication systems, from conception, planning, implementation and review. Absence of a plan would yield into confusion, and hence poor decision making process.

Bessette, G. (2004) presents ten different steps that are critical in planning and implementation of participatory communication as follows:

- i. Establishing a relationship with a local community and understanding the local setting
- ii. Involving the community in the identification of a problem, its potential solutions, and the decision to carry out a concrete initiative
- iii. Identifying the different community groups and other stakeholders concerned with the identified problem (or goal) and initiative
- iv. Identifying communication needs, objectives and activities
- v. Identifying appropriate communication tools
- vi. Preparing and pre-testing communication content and materials
- vii. Facilitating partnerships
- viii. Producing an implementation plan

- ix. Monitoring and evaluating the communication strategy and documenting the development or research process
- x. Planning the sharing and utilization of results

The CLTS process borrows heavily from Bessette's and has adopted the ten steps in planning, and this facilitates its participatory nature.

2.4.3 Participatory message development

Conveyance of a message is a major process in communication. A good message yields positive responses.

Tan, S. (1981) writes that it is important to look at characteristics of a message when developing it so as to realize best results. According to Tan, S., this is based on learning theories which predict that compliance with a message's recommendation (which in a participatory approach leads to decision making) depends on comprehension of the arguments, and on rewards promised by the argument.

A good message, which is easily comprehended, should have the following characteristics (Tan, S. 1981, Severin, J. W. and Tankard, J.W. (2001) :

- i. Listenability or readability
- ii. Human interest
- iii. Vocabulary diversity
- iv. Realism
- v. Verifiability

Observance of these characteristics in message development is the catalyst to participation by all stakeholders, and creates identity and ownership of the problems at hand and the decisions arrived at. These are critical in CLTS, for confusion brought about by lack of clarity leads to different perceptions, hence difficulty in yielding to action.

This view in CLTS is supported by Melkote, S.R. (1991) in his insistence on the need to remove all message and source related biases for a message to be properly comprehended by the receiver/s in a uniform way. He argues that clarity of message would make receivers understand variances, hence make decisions not based on biasness but on proper understanding of the message. Melkote's argument concurs with Tan's (ibid) argument on message structure that messages should lead to a position where the receiver is able to draw a conclusion on his or her own, should as much as possible be two sided (considering the pro's and con's) and should have some appeal (Severin, J. W. and Tankard, J.W, 2001 and Tan S.A 1981).

Tufte, T. and Mefalopulos, P (2009) state that not everybody might agree to one sided message, especially where their input has not been considered in its development. He states that there is need for participatory message design, based on audiences' inputs as the most effective way to facilitate comprehension.

According to Melkote, S.R. (1991), there is need to embrace the participatory message development approach where the receivers or the target group and the source contribute their knowledge, creativity, energies, time, etc as co-equal partners. CLTS embraces this approach, and especially in development of the visual tools and other message used on posters and stickers, so that what is reflected is clearly and commonly understood to mean one thing by all stakeholders.

2.5 The Participatory Communication; an African Perspective

Many state and non-state actors in Africa have over the years tended to use the top-bottom approach to communication, mostly deep-rooted in the colonial times. The assumption has been that people only need information on various aspects of their lives, and the information would act on them and elicit necessary change. Such information would emanate from experts, who would have limited interaction with the receivers. This is what White, R. A. (2008) refers to as

centrifugal communication process. As noted above, this view has colonial inclinations, where the people, especially in Africa were not regarded as people with a mental capacity to be considered in decision making processes, even on matters that directly touch on them.

The approach has been one that creates a barrier between the sender and the receiver, and the community becomes hesitant to speaking out or voicing out their problems because they know that there are already predetermined decisions. This however did not deliver the expected results to the people. As a result, there has been a consistent struggle from the masses for inclusion in decision making.

To remedy this, communication scholars have proposed what White (ibid) calls centripetal structure of communication and social action. In this approach, the decisions come from the periphery, (the right holder) towards the centre (the duty bearer). The duty bearer or the government derives its power from the community (Ansu-Kyeremeh, 1997). Major decisions on problems facing the community at the grassroots emanate from them. This therefore means that people bring on board their indigenous knowledge and resources to address the challenges facing them.

A practical example of participatory approaches in Africa is the struggle for independence. The struggle had a strong backing by pro-participation rights groups and individuals which agitated for participation of natives in all levels of governance and administration. In post-colonial Africa, this has seen enormous results, including enshrinement of participation as a constitutional right in many African countries, an example being The Constitution of Kenya (2010) in a number of sections.

According to Mongula, B. (2008), participatory action begins with initiatives by people who will no longer wait for the state or other agencies to solve their local problems and who decide to find ways collectively to solve the problems through their own organized efforts. For this to

be arrived at, there is a lot of sharing of information and discussions that take place using various channels of communication, and this would facilitate them to arrive to a consensus, hence the decision.

2.6 Challenges facing participatory communication in development

Participatory communication in development is faced by a myriad of challenges, and this has a major effect on its effectiveness and the eventual deliverables sought by a development project. Some of the challenges relate to strategic approach, investment in communication departments and institutionalization of participation, as discussed below

2.6.1 Strategic Approach

Participatory communication faces undefined audiences caused by poor audience segmentation (McQuail 2005, Tan. S.A. 1981). This has a bearing on message development, and setting up of clear objectives targeting the desegregated groups. In many participatory communication events, there is sometimes the assumption that the target, or the beneficiaries of an intervention are the decision makers, and hence the most appropriate for the target by the communication tools like information, education and communication (IEC) tools. As a result, there is a blockage of the intermediate influencing groups (other stakeholders), hence their omission in participatory communication strategies.

Secondly, sometimes development agents concentrate more on mass awareness so as to gain numbers necessary in their outputs, and forget behavior change and collective decision making. This leaves behind other aspects that could influence the success of a project. This is a challenge that faces CLTS, and especially as a result of the development practitioners desire to meet donor conditions in terms of numbers reached. In the Nakuru context, the project is meant to reach 190,000 residents of Kapatembo and Rhonda settlements in three years, hence there is a major drive to create mass awareness on project activities. This necessarily may not translate to

decisions reached as a result of participation, but may be another event of diffusion.

Many development practitioners and project staff, although being conversant with participatory approaches in development have little or no training on participatory communication. Though lately there seems to be a positive change towards communication, not many organizations consider a communication department as a fundamental part of their structure. This becomes a major detriment to development, and especially where the plight of people is involved.

It is noteworthy that the two organizations implementing CLTS in Nakuru have communication departments. However, there is no specific staff attached to the project to facilitate participatory communication. The departments only offer support in documentation, and other mass communication needs.

2.6.2 Investing in communication departments

In many organizations that have communication departments, there is limited investment in communication, it is not prioritized. As a result, there is a major concentration on IEC materials against other forms of communication. Though important, communication aspects in a project receive little support by the national management levels of a project. (Okgibo, C. 1996). In the Nakuru context, as stated above, though there is some investment towards communication in both organizations, their input is more to mass communication and public relations. However, there is considerable deliberate investment in sanitation social marketing, which to a big extent facilitates participation in the project.

2.6.3 Institutionalization of participation

Melkote, S.R. (1991:236) points out that participation is a basic human right. He posits that, “..participation is not a fringe benefit that authorities may grant as a concession but every human being’s birthright that no authority may deny or prevent”. Locally, this position is supported by the The Constitution of Kenya (2010) which provides for the encouragement of public participation. In relation to this study, Section 69 (1 c) encourages participation of the public in the management, protection and conservation of the environment. This is an important position on participation, albeit many authorities see it as a threat to status quo, especially in countries which have authoritarian governance structures that prevent democratic decision making. Therefore, poor or absence of institutionalization of participation remains a major challenge to the success of participatory communication, as it is seen as a threat to power. All in all, the Kenyan position on participation has provided a good opportunity for the success of CLTS.

From the challenges indicated above, it is evident that there is need to promote structures that facilitate participation of the community on matters that hinge on them in line with Bordenave, D. (1977) argument that participatory communication:

- i. Helps the development of community’s cultural identity
- ii. Acts as a vehicle for citizen self-expression
- iii. Facilitates problem articulation
- iv. Serves as a tool for diagnosis of community’s problems

2.7 WASH Outlook in Kenya

According to Water Services Regulatory Board (WASREB) ‘Impact: A Performance Report of Kenya’s Water Services Sector (Issue No. 4 of 2011), access to national urban sanitation

coverage is averaged at 67% and water access at 47% for the period 2009/10. The then Ministry of Public Health and Sanitation (MOPHS) estimated Kenya's 2012 average national sanitation coverage at 52%. Kenya National Bureau of Statistics (KNBS) 2009 national census whose report was published in 2010 indicated that of the estimated 12.4 million urban residents, 19.5% are connected to main sewer lines, 8% use septic tanks while majority (62.5%) use pit latrines with open defecation at 2.6%. In the rural areas, 67.7% use pit latrines, 4.3% use ventilated improved pit latrines while open defecation in the bush stood at 20.7%. WASREB (2011) puts national urban sanitation at 67% and water access at 47% for the period 2009/10.

2.8 WASH in Nakuru's Kaptembwo and Kwa Rhonda settlements

As indicated earlier, Kaptembwo and Kwa Rhonda low income settlements are home to approximately 190,000 people. This is slightly below half of the total population of Nakuru Municipality of 473,200 (GoK, 2010). As a result, there is very high pressure on WASH, as the demand for services continues to rise though the ability of the service providers, that is Nakuru Water and Sanitation Services Company (NAWASSCO) and the Nakuru County Government is limited in terms of resources.

Nakuru municipality has only 14% sewer coverage (WASREB, 2011) with the beneficiaries being the residents of the high end market. The rest of the town, including Kaptembwo and Rhonda rely on on-site sanitation. Interestingly, unlike in informal settlements in Nairobi, almost every plot in Nakuru Town has a toilet of some description (Practical Action and Umande Trust 2012). A good number of the available toilets are in bad shape, and not accessible at night, and especially by women, children and the vulnerable groups. The result is that there is still some degree of on spot open defecation. Additionally, quite a number of the existing toilets are full hence causing great deal of faecal pollution from overflowing pits and the current practices of pit emptying and dumping of faecal waste.

It is against this background that Practical Action, an international Non-Governmental Organization and Umande Trust, a national civil society organization, with the support from Comic Relief (United Kingdom) introduced the CLTS project as a participatory approach to addressing the prevailing WASH conditions in Nakuru, commencing with Kaptembwo and Kwa Rhonda settlements.

2.9 The approach; Community Led Total Sanitation (CLTS)

Community Led Total Sanitation (CLTS) is an approach used to raise awareness of the benefits of proper sanitation and good hygiene practices which are geared towards achieving and sustaining open defecation free (ODF) status and adopting more sanitary practices. It is a comprehensive and multidimensional strategy which empowers residents to demand better sanitation provision and change their own hygiene practices and behavior (Karet al., 2008).

Sanan, D. and Moulik, S.G. (2007) in a World Bank publication points out that Community-Led Total Sanitation (CLTS) is based on the principle of triggering collective behavior change. In this approach, communities are facilitated to take collective action to adopt safe and hygienic sanitation behavior and ensure that all households have access to safe sanitation facilities. This approach helps communities to understand and realize the negative effects of poor sanitation and empowers them to collectively find solutions to their sanitation challenges. Further, it emphasizes on igniting collective behavior change through interpersonal communication.

During implementation, various processes are facilitated by community representatives, referred to as natural leaders (Kar, K. et al 2008). These representatives have a task to form structures within the community for discussing problems, making decisions and sometimes taking up action on behalf of the community. In Nakuru, there are established sanitation neighbourhood committees, which take a leading role in creation of awareness, training on hygiene, sanitation social marketing and hand washing campaigns.

CLTS was pioneered in Bangladesh in 1999 by Dr. Kamal Kar, a development consultant with expertise in participatory processes. In his consultancy work for Water Aid's subsidy driven sanitation delivery activities, one of his observations was that subsidy scheme had failed to generate real demand for sanitation because it was not internalized by the people (Sanan, D. and Moulik, S.G. 2007). His experience led to formulation of a completely rethought programme in which he proposed a total disregard to subsidy and promoted an approach that is entirely community-led, internalized by the people and that would bring total sanitation to their communities – the Community Led Total Sanitation (CLTS).

2.10 CLTS in Kenya

CLTS took root in Kenya in 2012 with the launching of the CLTS Coordination Unit (CCU), and the launching of “Open Defecation Free (ODF) Rural Kenya by 2013” campaign. The unit is tasked with the role of coordinating CLTS activities in the country. It currently runs a website, (www.cltskenya.org) providing information on CLTS in Kenya and beyond.

According to Shit News (2011) a newsletter of the CLTS Kenya, the initial CLTS activities in Kenya were carried out by Plan International in 2007, and sessions were conducted by Kamar Kar, a re-known author, facilitator and pioneer of CLTS. The Government's initial CLTS work was in Western Kenya, where several villages were declared ODF (www.cltskenya.org).

To compliment government's efforts, various NGO's have been carrying out CLTS projects in various parts of the country. However, most of the work has targeted rural areas. Plan international is one of the NGOs that have pioneered implementation of a CLTS project in an urban setting in Mathare Slums in Nairobi. Similarly, Practical Action and Umande Trust are currently implementing a CLTS project in Nakuru's Kaptembwo and Rhonda low income areas, where this study is based.

2.11 CLTS in Nakuru

CLTS in Nakuru municipality is an initiative of Practical Action in partnership with and Umande Trust, a local civil society organization in a project called “Realizing the Right to Total Sanitation in Nakuru’s Low Income Areas”. The three years project targets Kaptembwo and Kwa Rhonda settlements, with an estimated population of 190,000 (GoK, 2009).

With Nakuru town being declared as the fastest urbanizing town in Africa, growing at an annual rate of 13% (UN HABITAT rating released in 2010), it is faced with numerous challenges, WASH being one of them, hence the design of the CLTS project.

2.12 Role of Participatory Communication in WASH, a case of CLTS Approach

There has been a growing recognition that the success of WASH projects depends to a large extent upon use of participatory communication as a facilitating tool in bringing about change processes. UNICEF, (1999) postulates that adopting participatory communication promotes social, political, and institutional changes at different levels by building trust between governments and citizens, promoting a two-way communication, and exchanging knowledge and skills. It becomes a vital tool throughout the entire cycle of a WASH project, or any other development project.

In his study on communication, water and sanitation in Peru, Mefalopulos (2009) observed that within the diversity of strategies related to communication and to the water and sanitation sector, the strategies of social mobilization and interpersonal communication lead the interventions at community and local levels, while those strategies centered on mass media and advocacy seek to contribute to sector, national, and regional goals. There is a tendency towards the convergence of the two models in so far as most projects partake of aspects of dissemination and participation.

Case studies from Peru showed that:

- i. Multiple participatory methods to achieve community mobilization were used.
- ii. There was use of multiple training methods aimed at capacity building such as workshops, the use of audiovisual pedagogical systems, training of trainers/facilitators, demonstrative methods, the inclusion of education centers and the training of public officials.
- iii. Multiple forms of interpersonal communication such as community theater, edutainment, group work and demonstrative sessions were used.
- iv. There was use of strategies of social marketing through campaigns, merchandizing, branding, and actions involving mass media (radio, television, press, and public campaigns), some of which are based on elements related to the behavioral change approach.
- v. There was convergence of approaches which incorporates elements from communication for social change and empowerment, using multiple strategies of mass, popular, and interpersonal communication derived from quick communication diagnosis based on participatory mechanisms such as the local communication and social mobilization committees and the establishment of alliances with local and national organizations.

Though the setting is different, the observations in Peru are a replica of the approaches being taken in CLTS approaches, including in Kenya such as in Nakuru. CLTS involves communication programs and projects aimed at improving the quality of sanitation and hygiene services, whose purpose is to generate behavioral change by application of strategic planning dynamics and social marketing.

2.13 Positioning participatory communication in CLTS in Nakuru

In CLTS, participation manifests itself in the form of dialogue, hence (Tufte, T and Mefalopulos, P. 2009) argument that participatory communication is dialogic. Figueroa, M. E. et al (2002) argues in the same breadth when he illustrates steps of community dialogue, which basically replicates the foundation upon which CLTS anchors itself. Participation in dialogue by all concerned is encouraged. For the purpose of this study, the steps have been contextualized, to reflect the CLTS approach in Nakuru.

2.13.1 Recognition of problem

This may happen when a person or group of persons identifies a certain problem within the community. For example, a person may identify an increase in diarrhoea cases amongst children, and seek an answer. Tufte, T and Mefalopulos, P. (2009) refer to this as ‘naming the world’, or problem definition.

Contextually, before the commencement of the CLTS project in Nakuru, there were prevalent cases of diarrhoea among the residents, and occasional cases of cholera. It is noteworthy that Nakuru has only about 14% sewer connection (WASREB, 2011), and the study areas, Kaptembwo and Rhonda has no sewer connection (Practical Action and Umande Trust, 2012). This leaves many residents dependent on pit latrines for sanitation needs. However, most of them are in deplorable conditions, and insensitive to the needs of women, children and the vulnerable, which results to misuse, and open defecation. This is the problem. An attempt to define the problems in WASH in the area led to the design of the CLTS initiative.

2.13.2 Identification and involvement of leaders and stakeholders

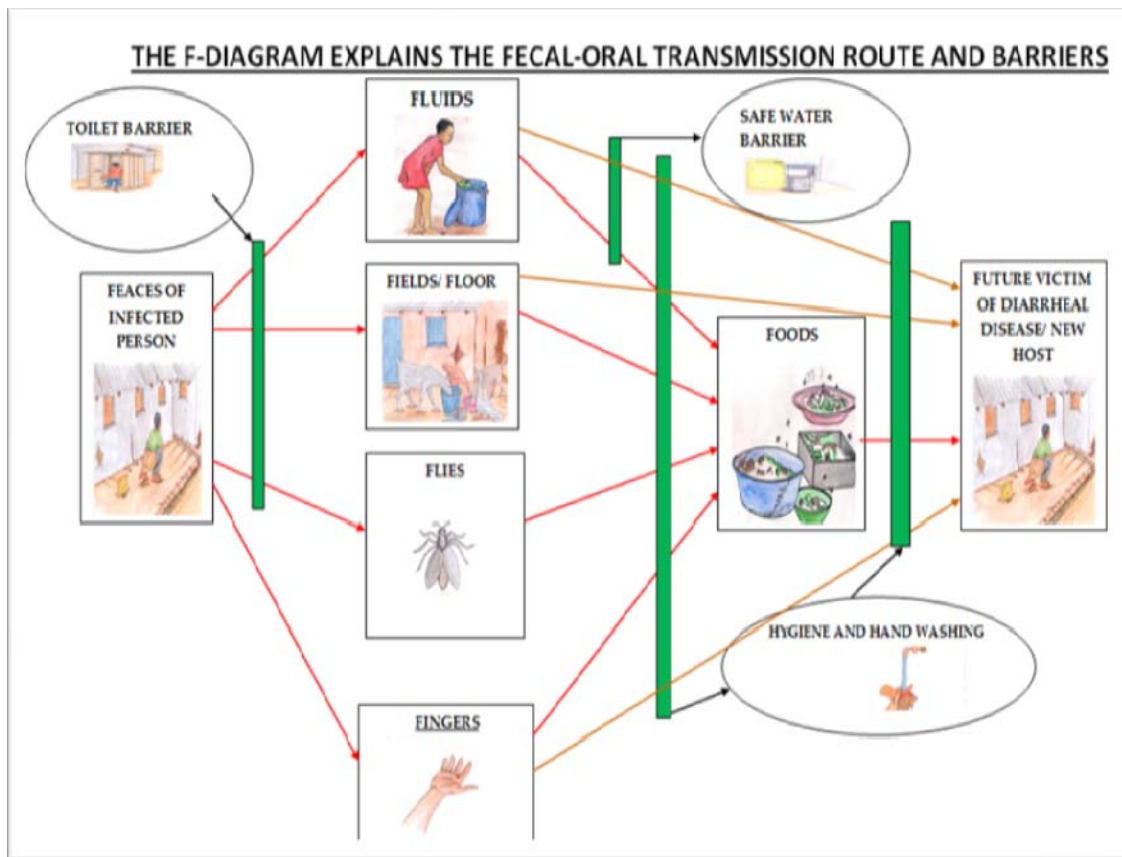
This may take many forms. Sometimes meetings, networking sessions or visit to authorities may be involved. However, this comes from the people who have identified a problem and

moves out to make it known to others with a purpose of identifying the cause of the problem. Someone has to take leadership. This gives people what Tufte, T and Mefalopulos, P. (2009) call 'voice'. All are considered equal partners. Practical Action and Umande Trust took up this role in Nakuru. They became the voice that brought together stakeholders to address the challenge, in addition to putting ideas on paper as a means of communicating with the donor.

2.13.3 Clarification of perceptions

People perceive things differently, and in a participatory community action, these perceptions emerge. In the Nakuru case, diarrhoea may be caused by many factors, including lack of hand washing, eating contaminated food etc. It is therefore critical that people hold one perception which must be seen as the real cause of the problem, in this case fecal matter. In CLTS, various tools could be used to show how human waste may cause diarrhoea, thus clearing the perceptions. An example in use in Nakuru is the F Diagram that illustrates the Faecal Oral Transmission Route, a tool that facilitates dialogue around how people eat faeces as a result of open defecation. The F diagram shows how diseases from fecal matter can be spread—through fluids, fingers, flies, and fields. It also shows barriers that may be used to prevent spread of fecal matter which include toilets, safe water and hand washing with soap.

Figure 1.2 The F Diagram



(Source: Practical Action and Umande Trust, 2013)

2.13.4 Expression of Individual and Shared Needs

This is consensus building. CLTS seeks to address sanitation challenges of the residents at the bottom of the ladder. It is therefore important to ensure that all participate, bearing in mind that not all are affected by a problem, and those affected could be exposed to different degrees of the problem. In CLTS, the perception that diarrhoea is an individual problem is discouraged owing to the various means of transmission (see F diagram above). Participatory communication calls all to express themselves in a dialogues session. CLTS hinges itself on this assumption that everyone is part of the problem, so the solution has to come from everyone.

In the study area, there are people of different social economic status residing there. This is reflected by the kind of housing, and sanitation facilities in place within some of the residential

plots. In the CLTS initiative, landlords, tenants, business community and own plot occupiers are involved in the deliberations to address the challenges. In addition, all are properly represented in the sanitation neighbourhood committees as equal partners. This has greatly helped progress and agreement to act, and especially on hand washing campaigns and investment in toilets construction.

2.13.5 Vision of the Future; Area Mapping

The approach allows all to dream of how they would want their area to look like in the absence of the problem. The visioning may target country, village, plot, household levels. In CLTS, the participants map out their vision on paper, with discussions leading to one common map acceptable by all.

2.13.6 Assessment of Current Status

In CLTS, the development agent acts as a facilitator of dialogue. He/she employs various tools to achieve dialogue around the topic at hand. A practical example is the use of posters, a communication tool prepared in response to the challenge, where the residents pick posters that depict challenges facing their area, in order of seriousness. This is referred to as ‘Three Pile Sorting’. This process is not guided so as to ensure that the participants agree on the order the posters by themselves in order of the bad, the good and the best in terms of sanitation practices. It helps them measure the size of the problem, and a true image of the prevailing sanitation conditions is drawn. Contextually, CLTS Nakuru has a localized Three Pile Sorting Tool which is a practical tool that facilitates participatory communication.

2.13.7 Setting objectives

According to Figueroa, M.E. et al (2002), this is an important step, for it creates the basis for discussion on possible solutions. In CLTS, Open Defecation (OD) is considered to be the major

factor that contributes to water related illnesses. It is at this step that the community would start asking themselves what they can do to reduce OD. Figueroa, M E (ibid) points out that there is need to set an achievable goal, not too high and not too low. For example, eradicating OD in 5 months may be a very ambitious, unachievable goal, whereas achieving OD in 10 years may be too low. In the process, the community is guided to set moderate goals, taking into consideration their potential to implement such. In Nakuru, eradication of OD so as to declare Kaptembwo and Rhonda Open Defecation Free (ODF) zone is set to be achieved in three years.

2.13.8 Action

Action starts to take place when the community starts interrogating its potential in addressing the problem. This could be by construction of toilets, hand washing with soap etc. Figueroa, M.E (2002) notes that the more the community participates and sees the proposed actions as ‘theirs,’ the more likely that they will take action. Likewise, the more a community is ‘involved and committed’ the higher the empowerment and sense of collective self-efficacy that the community will develop. This makes it easier for sharing of responsibilities and is key in CLTS which advocates for subsidy free engagement. It motivates the community to own up process, and hence reaches to a point where they ask questions, “Who does what and when do we need to do each activity and organize ourselves to accomplish our goals?” (Figueroa, M.E. 2002). The resultant is a CLTS work plan.

In the CLTS approach to WASH challenges, the final step is declaring a village or an area Open Defecation Free (ODF), amid celebrations and reward scheme, after an assessment by a team led by the Ministry of Health’s Public Health Department.

Tufte, T and Mefalopulos, P. (2009) state that free and open dialogue remains the key principle of participatory communication. Backing this up, Yoon, C.S. (1996) states that participatory communication;

- i. supports the diagnosis of problem situations and the presentation of the problem to the community,
- ii. stimulates community deliberation and the prioritizing of problems,
- iii. supports the exchange of ideas and experiences among distant communities through exchange learning and dialogue programmes,
- iv. helps community organizations find solutions to problems,
- v. informs the community about available services and how to gain access to them by playing an advocacy role
- vi. provides for training of community members on how to use various tools to inform the general public about their challenges,
- vii. helps communities to obtain legitimization and support from authorities by involving the authorities in a dialogue process,
- viii. provides feedback to the community about the progress and achievements of community projects, and
- ix. Enhances member's self-esteem and sense of collective self-efficacy.

2.14 Extension and participatory communication in Nakuru

CLTS heavily depends on community mobilizers (community health workers and community leaders) referred to as natural leaders (Kar, K. et al 2008) who work on voluntary basis in line with the no subsidy principle in CLTS. This corresponds with what Okigbo, C. (1996) calls extension and development communication. In extension, communication is interpersonal, that is face to face. Okigbo, C. (1996) points out that this approach is very useful in disseminating useful information on agriculture, health and sanitation.

Borrowing Okigbo's argument, in a CLTS approach, the extension workers (community mobilizers or natural leaders) facilitate dissemination of CLTS information to the local community. The mobilizers constantly communicate with the locals and closely identify with them. They facilitate discussions that lead to definition and understanding of a problem so that the community can derive a solution. This interactive process culminates to action, hence implementation of self-driven and owned WASH interventions. The CLTS project in Nakuru has engaged 140 natural leaders who are actively involved in the project activities.

2.15 The limits of participatory communication

Because they provide support for local development initiatives, communication activities have a direct impact on community participation in local development, irrespective of their strength. They encourage people to believe that their development challenges are not insurmountable and that, rather than being passive onlookers, they can take action on their own and achieve results.

However, it is noteworthy that communication is not enough by itself. Financial and in some instances political will is needed, and especially in a WASH initiative like CLTS, so as to smoothen the facilitation process carried out by the development agents. In this context, proper budgeting is required to cover the supportive role of a project where participatory communication is required,

Whereas communication plays a major role in development, and provides solutions and in some cases leads to realization of solutions to some development problems, it is limited in some instances as it may not be the appropriate means to achieve a solution to some unique problems. Communication may lead to a solution, immediate or long term on some issues, but may also be of no use in some, especially those which require physical inputs.

Thirdly, participation is difficult to achieve, and it takes time and a lot of involvement. This

may lead to frustration and despair, which may wreck an otherwise what would have been a successful project. In the context of CLTS, like in any other field of development, one must be aware of possible limitations. However, participatory communication is critical in sustainable development.

Some of the limitations in participatory communication include:

2.15.1 Conflict

Participation may lead to conflict. Yoon, C.S. (1996), posits that conflict may result from the process' effects on power relations. Participatory communication provides the opportunity of those with, and without power to express themselves freely, supporting and opposing each other in an attempt to arrive at a collective decision. Proponents of status quo feel that their power is being challenged, and this may be cause of conflict. Yoon, C.S. (1996), argues that by participating, people claim power for themselves, thereby threatening the influence of the power-holders. In a CLTS approach, this usually takes the shape where the state officers feel that the community is taking a centre stage in deliberations and decision making, against their feeling that they are experts and have power to influence decisions. This conflict if not properly managed may stall and eventually make a project fail.

2.15.2 Up-scaling

Replication and up-scaling are major objectives of any project, especially those being implemented by (NGOs). Replication of participatory communication is a major obstacle to NGOs interested in extending its benefits to a majority of the communities they serve. Yoon, C.S. (ibid), says that this difficulty may arise owing to human nature and ability, for example, some may be talented and effective communicators whereas others may not, while some may be charismatic and have the ability to make things happen whereas others may not. As a result,

organizations may feel frustrated when dealing with this mixture of people, for they may feel that one group is derailing the other, hence affecting delivery of results. It is important to note that these attributes presently remain elusive and escape identification or replication through training.

2.15.3 Long-term Commitment

Participation is a process, and it takes time for results to manifest. This sometimes may not happen within a project set-up, including CLTS, most of which have donor conditions that must be met within a specific time frame and budget. Many donor funded projects end when the results of participatory communication start to show up. A similar condition may happen in CLTS, even in the Nakuru case, which has a span of only three years. There are possibilities that effectiveness of participatory communication would be evident in the last months of the project, and with no facilitation of the development agents, the vibrancy may fade out and die. Yoon, C.S. (ibid) argues that a participatory communication project needs to last longer, and there is need to sustain long terms commitment of the community.

2.15.4 Manipulation

Achieving the outcomes of a project is critical to any organization. The strive to achieve them may lead to manipulation of the community so as to take a certain decision. Yoon, C.S. (ibid) argues that people should not be manipulated, even if it appears to be in their best interest. For example, in the Nakuru CLTS project under study, there may be possibilities of project staff using the local administration, or the municipal council to enforce some of the proposals in toilets construction, hence denying the community the opportunity to make decisions acceptable by a majority. There could also be a tendency to use the divide and rule approach, when participation leads to a complete change of course from what an organization had anticipated, making it feel manipulated by the community. The letter and spirit of CLTS, and indeed

participatory communication is to create an opportunity for the beneficiary community to arrive at a decision that is acceptable to them, and one that would lead into action.

2.16 Conclusion

Participation is an essential condition for development to happen. Development research and the implementation of development initiatives will not have much impact without the effective participation of the communities.

Similarly, participatory communication is an essential part of development. The way the development practitioner will approach a local community, the attitude he/she will adopt in interacting with community members, the way he/she will understand and discuss issues, the way he/she will collect and share information involve ways of establishing communication with people.

The way this communication will be established and nurtured will affect the way in which people will feel involved in the issues raised and the way in which they will participate - or not participate - in a development initiative.

Participatory communication is about involving communities in development projects and development research. It is a tool, not a recipe.

CHAPTER THREE

3.0 Methodology

This chapter presents the methods and tools that were used in data collection and analysis. Data collection entailed the target population, type of data and sampling technique used to obtain required sample for the study. This study used appropriate statistical methods including mean, percentages and summation to analyse the collected data.

3.1 Study area

This study was carried out in Kaptembwo and Kwa Rhonda low income settlements in Nakuru which has a population of over 190,000 people (GOK 2010). The area is within Nakuru Municipality in Nakuru County, and is generally a planned area. The place was chosen owing to the current WASH initiative taking place in the area, which formed the basis of this study.

Owing to the high number of beneficiaries of the CLTS project in Nakuru (190,000) this study used a sample of the population, defined by this study as any set of persons having a common observable characteristic (Mugenda and Mugenda, 1999). To achieve this, the study used sampling methods that allowed for representative cross-sections, where particular groups were identified or targeted. In the interest of time and resources, the study limited itself to residents (tenants, landlords, and natural leaders), project staff, a senior public health official and CLTS trainers in Nakuru.

3.2 Type of data and collection procedure

This study collected primary data from the study area using the survey method. Being a descriptive study, it used both qualitative and quantitative approaches, hence generating largely qualitative and quantitative data.

1) Qualitative data

This study generated a lot of qualitative data. This was in the form of information which did not present itself in numerical form and was descriptive. This includes in-depth interview transcripts, answers to open-ended survey questions, and images. The data appeared mostly in conversational or narrative form. This data specially came from open ended questions, written notes on questionnaires and key informant interviews. This type of data was descriptive and more conclusive as it was in-depth.

2) Quantitative data

This survey also gathered quantitative data. Quantitative data had a numerical description, e.g. data on the ages of respondents, income levels, years of tenancy and household sizes.

To be able to administer the various selected tools in the survey, authorization from the University and the Ministry of Health in Nakuru was sought and granted.

For the purposes of conducting the research, eight (8) researchers were trained and given introduction letters indicating the purpose of the study. They were also taken through ethical procedures that were to be followed throughout the survey.

3.3 Sample design and sampling procedures

This study used both structured and unstructured surveys. Interviewers were trained to administer questionnaires in addition to key informants' self-administered questionnaires and interviews by the researcher. As a result, the study used a stratified random sampling method targeting four (4) villages identified using the cluster method. To achieve the required numbers, each cluster provided a prescribed number of respondents. The study therefore targeted four (4) villages (2 in each area), each providing a total of twenty (20) respondents, giving a total sample size of eighty (80) respondents. The study also sent self-administered questionnaires to ten (10) key informants comprising of six (6) project staff (4 from Umande Trust and 2 from Practical Action) and 4 public health officials involved in the implementation of the CLTS project.

Additionally, purposive sampling was employed to identify two senior ministry of health staff and two CLTS trainers for interviews.

3.4 Research tools

This study adopted the case study approach. The approach used multiple data collection methods and analysis techniques.

Mugenda and Mugenda, (1999) points out that research tools are a set of standard questions normally targeting respondents of a particular group under study. Identification of a good tool is critical in the study because the findings or conclusions are based upon the type of information collected, and the data collected is entirely dependent upon the questions asked to the respondents. It may be termed in a computer language as ‘garbage in garbage out’. The research tool provides the input into the study and therefore the quality and validity of the output (the findings), are solely dependent on it.

To achieve this, this study used the following tools:

3.4.1 The questionnaire

Since the study applied structured surveys in data collection, the main tool used was the questionnaire. This targeted the direct beneficiaries of the CLTS initiative in the study area. A self-administered questionnaire was also used among key informants (the project staff and public health officials in Nakuru) involved in the implementation of CLTS project. The questionnaires were both open and close ended.

3.4.2 Interview schedules

Interview schedules were prepared for use in conducting key informant interviews. The schedules assisted the researcher to stay on track during the interviews targeting a senior ministry of health staff and CLTS trainers. Interviews were face to face with the senior public health official whereas the CLTS trainers were interviewed on telephone.

3.5 Processing and analysing data

Processing and analysing data involved a number of closely related operations performed with the purpose of summarizing the collected data and organizing it in a manner that answers the research questions (objectives).

Mugenda, G.A. (2003) states that survey research may be descriptive, exploratory, or involve advanced statistical analysis. A survey gathers qualitative and quantitative data, which is processed and analysed using various analytical tools so as to respond to the objectives and hypotheses of a study. This study applied the descriptive approach in data analysis.

3.5.1 Quantitative data

For quantitative data, descriptive methods were employed. In essence, the data was numerical or coded numerically to facilitate quantitative analysis. Frequencies, percentages, charts, figures, frequency tables were used in the analysis and presentation of data. The analysis involved aggregation, a statistical summation of individual cases. As a result, the data had to be in numerical form or was otherwise quantified through the process of coding.

This study used frequency distribution tables to analyse data. It used two types of frequency distribution tables namely univariate and bivariate frequency distribution table

3.5.2 Qualitative data

The survey method used in this study also generated a lot of qualitative data; information which did not present itself in numerical form and was descriptive, appearing mostly in conversational or narrative form. Qualitative methods of collecting data are descriptive rather than drawing statistical inferences. As in the quantitative data, some of the qualitative data was coded so that

it could be analysed statistically and presented using descriptive methods as above.

This study adopted a combination of qualitative and quantitative approaches, which allowed statistically reliable information obtained from numerical measurement to be backed up by and enriched by information from the research participants' explanations.

CHAPTER FOUR

4.0 Data analysis and presentation

This chapter provides the findings of the research carried out in Nakuru's Kaptembwo and Kwa Rhonda settlements. It involves interpretation and presentation of research findings of this study. A total of 80 questionnaires were issued out to project beneficiaries with a 100 percent (100%) return rate. A separate self-administered questionnaire was emailed to 10 key informants who included project teams from Practical Action, Umande Trust and Ministry of Health, Public health officers. Eight (8) of the key informants returned their questionnaires, accounting eighty percent (80%). Additionally, another set of key informants who included two CLTS trainers and one senior Ministry of Health official were interviewed.

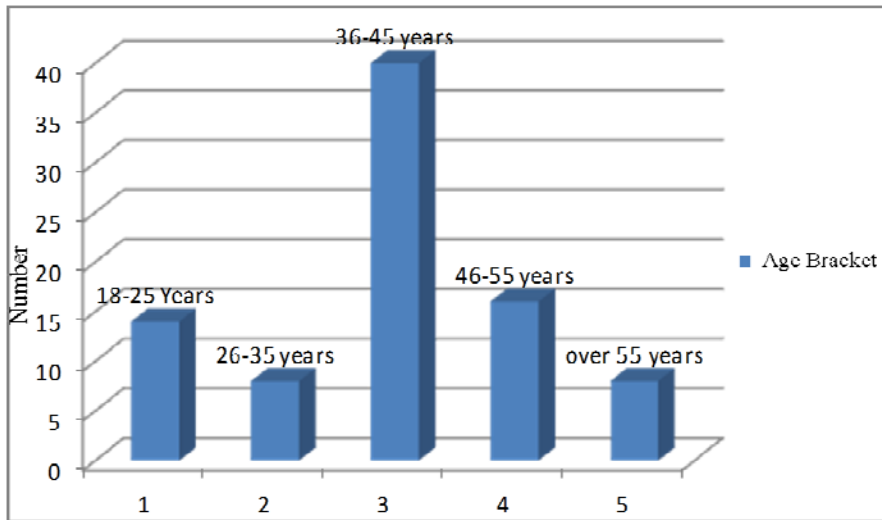
The quantitative data collected was coded numerically, analyzed and presented in frequencies, percentages, tables, and charts. For the qualitative data, it was coded, analyzed statistically and presented using descriptive methods.

4.1 Demographic Data

This study used a sample of 80 respondents drawn from four villages namely Sewerage and Jasho in Kwa Rhonda, and Technology and Dip in Kaptembwo, arrived at randomly from plots that have been actively involved in CLTS activities. Out of the sample, fifty three percent (53%) of the respondents were female and forty seven percent (47 %) male. The sample also shows that almost all the respondents (93%) are married.

In terms of age (figure 4.1), there was a distribution across age brackets living in the area, with the low ages (18-25) and high ages (over 55 years) posting 9 percent each. Otherwise the majority of the respondents were in the age bracket of 36-45 years (47%).

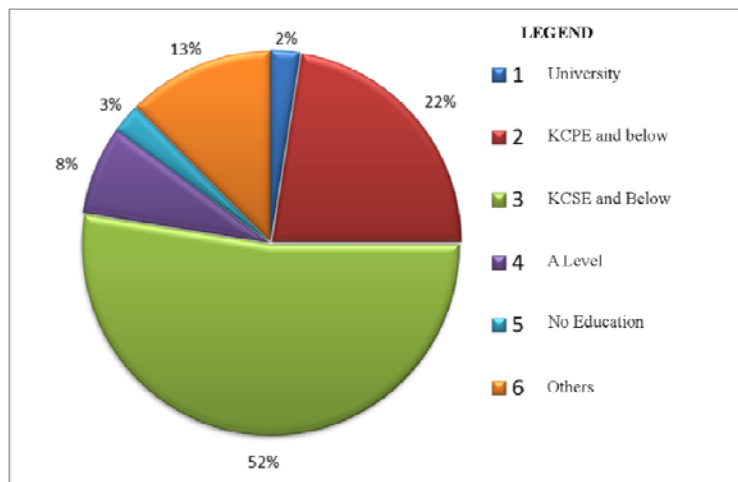
Figure 4.1 Distribution of respondents by age



Source: Researcher

The study also found out that most of the respondents, (56 percent) had a high school education, with those who indicated that they had not attended any formal education posting two percent (2%) and this is majorly from those over 55 years of age. It also indicated that five percent (5%) of the respondents had tertiary education, with a partly two percent (2%) having university level education as shown in figure 4.2 below.

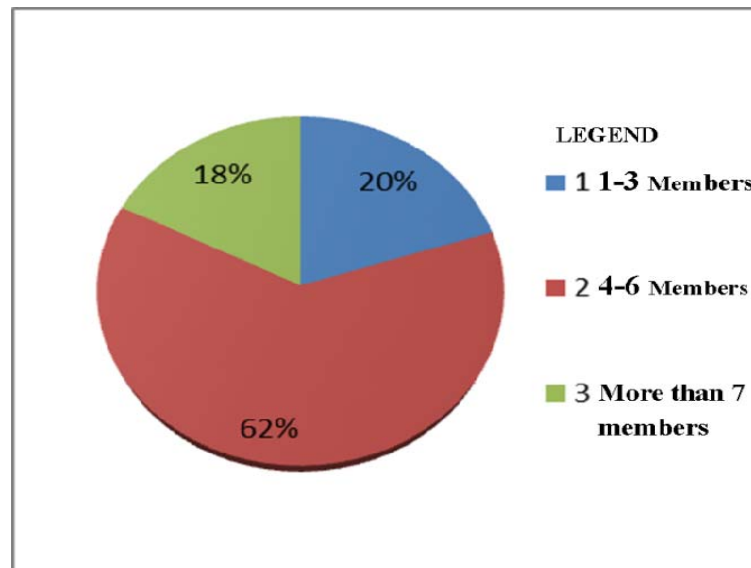
Figure 4.2 Education levels



Source: Researcher

As shown in figure 4.3 below, most of the respondents in the study indicated that they on average have a household of 4-6 members (62%). However, most of the respondents indicated a mixed family member's composition of adults and children.

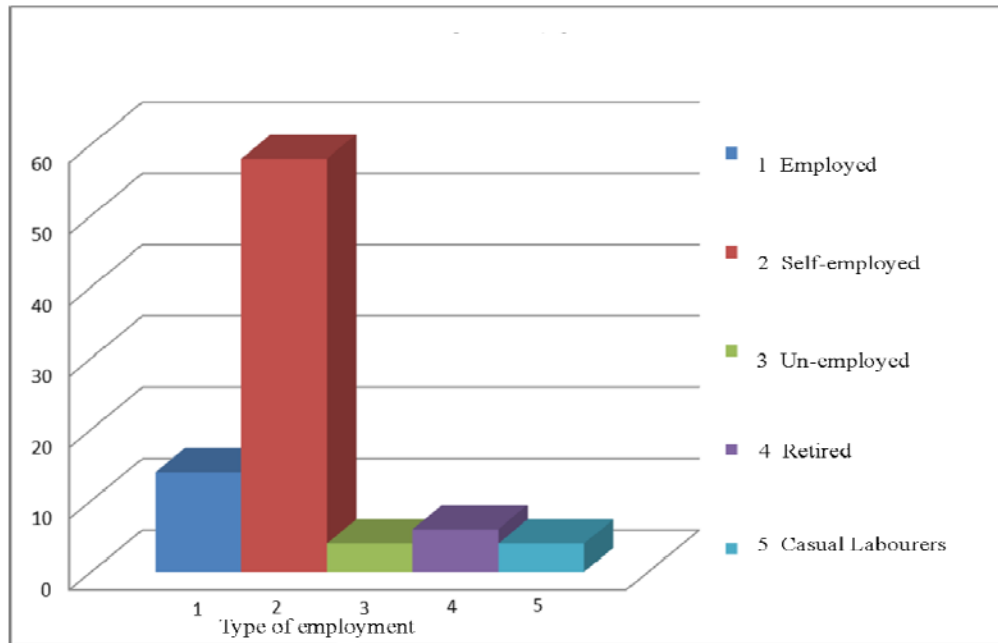
Figure 4.3 Household sizes



Source: Researcher

In terms of economic welfare (figure 4.4), a majority of the respondents (67%) indicate that they were self-employed, with a majority of them operating small scale businesses in the area. These businesses range from shops, kiosks, green groceries and small size workshops, while a high earning percentage of the self-employed respondents were landlords whose source of income was rent. A small percentage of the respondents (2%) work as casual labourers while seven percent (7%) are employed, either as a low paying security guards or teachers. Figure 4.4 below shows the distribution of types of employment amongst the respondents.

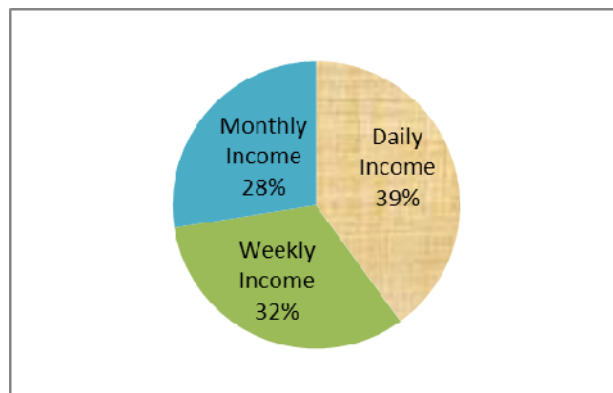
Figure 4.4 Type of employment



Source: Researcher

The study results (figure 4.5) indicate that thirty nine percent (39%) of the respondents earn daily, especially the small scale business people, monthly (28%) for the landlords and the employed and twenty seven percent (32%) earn weekly, and these are composed of the small scale business people and the casual labourers.

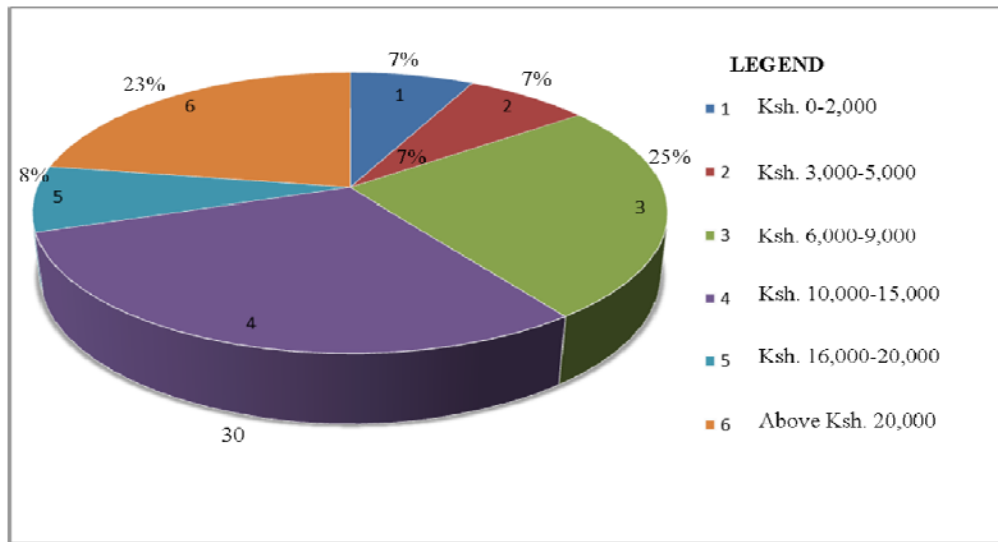
Figure 4.5 Frequency of income



Source: Researcher

Despite living in an area that is generally considered a low income area, most of the respondents indicated that they earn more than Ksh 10,000. As shown in figure 4.6 below, over sixty percent (60%) earn over Ksh. 10,000. The highest earning range (over 20,000) account for twenty six percent (26%) and this group is composed mostly of landlords and retirees, most of them who are landlords who are key players in the project. Nine percent (9%) of the respondents indicated that they earn less than Ksh 2,000 per month.

Figure 4.6 Income levels



Source: Researcher

This study also shows that most of the residents (96 percent) are not natives of the area but have migrated there from other areas. However, most of the residents (84 percent) have resided in the respective areas for more than ten (10) years while seventy percent (70%) have resided in the same house for over ten (10) years. This indicates that most residents have had to do with poor sanitation conditions for a long time, hence have adequate knowledge of the same as illustrated in figure 4.7 below.

Most residents agree that the conditions of sanitation facilities in the area are within acceptable

standards, with 60 percent, 65 percent and 54 percent returning a good verdict for toilets, bathrooms and hand washing facilities respectively, relating this to the effects of the CLTS initiative in the areas. As shown in the figure 4.7 below, only 16 percent indicated that hand washing facilities are bad or do not exist within their plots. This forms a very important basis for this study since it around the sanitation conditions in their plots or household that the residents participate in the CLTS project, especially in an attempt to move from bad to fair to good, which is a major sign of open defecation free areas. Additionally, the findings show level of satisfaction and pride in an area, hence the need for uptake of new initiatives that would improve the existing conditions, thus giving the residents an opportunity to raise their views on the issues affecting them.

Figure 2.7 Sanitation condition



Source: Researcher

4.2 CLTS Knowledge

This being a CLTS based study, it sought to establish the knowledge levels of some of concepts commonly used to communicate in the project. From the findings of the study, on average, over ninety percent (90.8%) of the respondents indicated that they have enough knowledge of the concepts used in CLTS whereas slightly above nine percent (9.2%) posted the negative result. It is noteworthy that most of the residents were however very conversant with the general terms

used in WASH and above average were not conversant with technical terms used in CLTS. For instance, slightly above forty seven percent (47.5%) were not conversant with the term Three Pile Sorting, a key participatory communication tool that helps prioritize sanitation needs in an area. The table (4.1) below shows the results on CLTS knowledge.

Figure 4.1 CLTS knowledge

CLTS Term	Those who understand them		Those who don't understand	
	Frequency	Percentage	Frequency	Percentage
Hand washing with soap	80	100	0	0
Critical hand washing times	80	100	0	0
Participatory Toilets design session	68	85	12	15
Community Mobilizers	76	95	4	5
The faecal oral transmission route	74	92.5	6	7.5
The sanitation ladder	68	85	12	15
Open defecation	74	92.5	6	7.5
Open defecation free area	74	92.5	6	7.5
Community Health workers	80	100	0	0
Diarrhoea diseases	80	100	0	0
Transmission barriers	76	95	4	5
Three pile sorting	42	52.5	38	47.5

Source: Researcher

4.3 CLTS Awareness

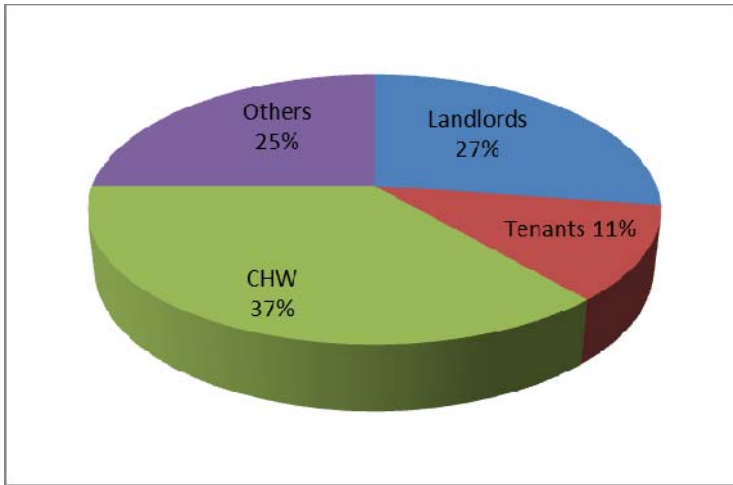
This study targeted the areas where CLTS is being implemented and hence all the respondents were aware of the CLTS initiative. The study established that most of the respondents (45 percent) learnt of the existence of the project in 2013, during its second year of implementation. Thirty eight percent (38%) learnt of it in its first year (2012) and while seventeen percent (17%) learnt of it in 2014. The study also found out that eighty eight percent (88%) of the residents have attended a CLTS session within the area with most indicating that the meeting was conducted by project team members from Umande Trust, Practical Action and Health Ministry officials. Some also indicated that the areas' neighbourhood committee members and Krep Bank officials also conducted some of the sessions jointly with the project team.

Stakeholder's participation in project meetings

This study found out that the respondents who have attended various sessions on CLTS did so in different capacities as stakeholders (Figure 4.8). Thirty seven percent (37%) of those who have ever attended a CLTS session were community health workers (CHW) who are actively involved in addressing health issues in the area. Some of these are either tenants or landlords in the said areas. Another section of stakeholders who attended various project meetings are landlords representing twenty seven percent (27%) of the respondents and eleven percent (11%) as tenants. Others who have ever attended a CLTS session include religious leaders, plot caretakers, caregivers and village elders, who account for twenty percent (25%).

The study also established that there is another category of stakeholders who attend project meeting at different times. These include KRep Bank officials (representing the credit facility provider), schools (teachers and pupils), CLTS trainers, county and national government officials as well as representatives of other civil societies and NGOs domiciled in Nakuru. There is also participation of a cross section of the private sector in Nakuru in planning sessions, especially for the Global Hand Washing Day's celebrations.

Figure 4.8 Stakeholders participation in CLTS project meetings



Source: Researcher

From the study findings, those who attended such meeting were informed through interpersonal communication from colleagues, Ministry of Health Community Health Extension Workers (CHEW) with community health workers (CHW) playing a major intermediary role. Only a few indicated that they were informed by officers from Umande Trust and Practical Action.

With a good number of the respondents indicating that they have attended various CLTS sessions, this study also found out that all of them have in one way or the other played a significant role toward the attainment of CLTS goals in the area. Most of the residents have been actively involved in community mobilization activities (37%) as opposed to other activities that form part of the CLTS work plan. It is also notable that eighteen percent (18%) of the respondents indicated that they have not played any role in the CLTS project, despite the fact that they have the knowledge on it. Other activities that recorded between four percent (4%) and seven percent (7%) include triggering of action, hand washing activities, construction of new toilets and there is a case of promotion of good sanitation practices in schools and in church at seven percent (7%).

4.4 Participation.

CLTS is an initiative that adopts a participatory approach. This study sought to establish respondent's role in the project by way of involvement in various project phases. The study found out that there were high levels of participation by the respondents on phases that are less technical. The table (4.2) below shows that above half of the respondents (55%) participated in identification of the area of intervention (Kaptembwo and Kwa Rhonda) but a low percentage (35%) was involved in needs assessment phase of the project. An even lower number (15%) was involved in the technical project formulation phase, with a low of (17.5%) agreeing to having participated in the project evaluation phase. It is noteworthy that the project is in its final year, and hence one midterm evaluation has been conducted. A score of sixty percent (65%) is the highest level of participation noted, and this involves participation in implementation of direct activities.

Figure 4.2 Participation in project phases

Project Level	Involved		Not Involved	
	No	Percentage	No.	Percentage
Identification of area/ sector of intervention	44	55	36	45
Research/Needs Assessment	28	35	52	65
Project formulation	12	15	68	85
Planning (strategy design and work plan by the project)	44	55	36	45
Implementation	52	65	28	35
Evaluation	14	17.5	66	82.5

Source: Researcher

There is however a sharp contrast as it relates to the project team. This study found out that all project team members agree that most project beneficiaries are involved in all project phases save for the project formulation phase. Only twenty percent (15%) of the project beneficiaries said that they are involved in project formulation.

The same contrast is evident from the results of involvement in project research/needs assessment, where a majority of the project beneficiaries' respondents (65%) indicated that they were not involved against a one hundred percent (100 %) result from the project team that indicated involvement of the project beneficiaries in this stage.

Concerns on the level of participation was also raised in the interviews with the key informants (trainers and senior ministry of health official) who said that there is still need to improve on this aspect, as most communities are considered less skilled to be involved in some of the project phases, especially those that are considered to be more technical.

4.5 Sector Identification

Amongst those who indicated that they participated in the identification of the sector or area of intervention, most of them stated that tenants, landlords, community health workers (CHWs) and the project team were involved. They indicated that some of the reasons why the area was selected include the fact that the area was in a bad sanitation condition prior to commencement of the project, many instances of open defecation and factors associated to the fact that the area is a low income one. Seven percent (7%) indicated that poor sanitation hot spot mapping was used to identify the area of intervention. However, twenty percent (20%) indicated that they didn't know why the area was selected while twenty five percent (25%) said that they didn't know how the area was selected.

The key informants also commented on this issue saying that in WASH, in most cases it is the organizations that identify an area of intervention using their own parameters, and also using conditions given by the probable funding agencies. For this case, the key informants noted that some of the information available indicated that Practical Action had worked in the area for a long time, and hence had identified sanitation as a major challenge facing the residents. The project team indicated the prevailing sanitation conditions led to a joint response to a call for proposals from Comic Relief (UK) by Practical Action and Umande Trust.

4.6 Communication tools

This study finding indicates that the usage of communication tools cut across the board. The study found out that there is high uptake of participatory communication media which include project meeting at one hundred percent (100%), public barazas at ninety one percent (91%), community mobilizers at ninety one (91%), opinion leaders at ninety five percent (95%) and focus group discussions at ninety three percent (93%). However, the study also shows that there is high use of non-participatory tools including posters at ninety five percent (95%), local administration at seventy four percent (74%). Other non-participatory means recorded low usage. These include radio at five percent (5%), telephone calls at twenty three percent (23%), SMS at twenty percent (20 %) and newspapers recording zero percent (0%). The study also found out that twenty eight percent (28%) of the respondents point out at social media as one of the medium of communication in use in CLTS, some stating the presence of a project's Facebook page. Table 4.3 below illustrates the usage of communication tools in the project.

Figure 4.3 Communication tools

Frequency	Project Meetings	Public Barazas	Radio	Community Mobilizers	Posters	Telephone calls	Local Administration
	86	78	4	78	76	20	64
%tage	100	91	5	91	88	23	74
SMS	Opinion Leaders	Letters	Focus Group Discussions	Songs	Visits	Newspaper	Social media
16	76	30	74	78	62	0	22
20	95	38	93	98	78	0	28

Source: Researcher

In addition, this study also found out that the project staffs as well as the community mostly use similar tools in communication amongst themselves. The most common tools used to

communicate with the community include project meetings, community mobilizers, telephone calls, opinion leaders and letters. However, the study found out that fewer tools are used to get communication from the community, and most of the tools in this case are participatory. These include project meetings, community mobilizers and telephone calls (each at 100 %) and opinion leaders at forty percent (40%).

Participatory communication methods used in the project include probing, discussions, dialogue, participatory monitoring and evaluation, transect walk, participatory reviews and sharing forums facilitated by the project team. Views from other development partners and stakeholders operating within the area, and action research are also important communication tools used in the project.

4.7 Participatory communication in the project

With the main objective of participatory communication being triggering behavior change by provision of information allowing maximum participation of the beneficiary community in the whole project cycle, the study sought to find out the extent to which the respondents would rate general statement touching on aspects of participatory communication. It is important to note that results indicate that there are still gaps being experienced in application of participatory communication. The highest score on this is at seventy two percent (72%) where respondents indicated that they always get the opportunity to ask and respond to questions with the lowest percentage (19%) agreeing that they were involved in the participatory message development process. In addition, below average (43%) of the respondents agree that that communication between staff and the community members is critical in identification of challenges and solutions that lead to ownership of the project by the community. However, a high percentage of seventy percent (70%) strongly agree they get an opportunity to make contributions which are in turn useful and used in decision making process. It is also important to note that though

almost all respondents do not strongly disagree with the statements, five percent (5%) disagree with all the statements, with of forty six percent (46%) disagreeing and nineteen percent (19%) strongly disagreeing with the statement that the messages used create fear and disgust as is expected of them. Table 4.4 below shows responses to the extent to which the respondents agree to some statements on sanitation and participatory communication issues.

From the key informants (project team), it was found out that participation and dialogue plays a very important role in the project. This according to the respondents has helped in identification of sanitation hotspots, identification of main stakeholders in CLTS process, buy in of the CLTS concepts by the community and other stakeholders who include the County Government of Nakuru. The key informants' interviews also posted similar results indicating that a sanitation project of the CLTS nature involves a lot of discussions and dialogue sessions in all project phases. They all agreed to have been involved in dialogue sessions with the project team and the beneficiaries, especially in participatory training and demonstration sessions. The Ministry of Health official also admitted to having been involved in several cycles of discussions on various sanitation challenges in the area with a view to identify the role of the ministry as a key stakeholder in sanitation.

Figure 4.4 Respondents perceptions on CLTS

Statement	Percentage				
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
I always get a chance to ask and respond to questions when I attend a CLTS session	72	21	2	5	0
Debates in a CLTS session are informative and enlightening	58	37	0	5	0
The project team communicates clearly on issues to do with CLTS	67	28		5	
The project team distribute materials that that I consider important in sanitation	48	45	2	5	
The community feels respected by the project team	51	42	2	5	
Clear and honest communication helps to encourage and strengthen relationship with the community for maximum results	60	35		5	
The community members are allowed in in many ways to offer their ideas and opinions and are part of the decision making process	70	25	0	5	0
Communication between the project staff and the community members is critical in identification of challenges and solutions that lead to project ownership by the concerned community	43	52		5	
The messages used in CLTS training sessions create fear and disgust	19	14	2	46	19
The messages are appealing to me and likely to make me change behavior and attitude	58	37	0	5	
I participated in the development of messages used in outreach sessions within the plots.	19	51	16	14	

Source: Researcher

Sanitation uptake

Despite the fact that most of the respondents as indicated in the results have the knowledge on CLTS, and the fact that they have participated in the implementation process, the uptake of some of the components of the project is low. This result is similar from both the project beneficiaries and project team members who have noted high uptake in hand washing related activities and, very low levels of uptake of sanitation loans as well as construction of new toilet blocks.

The study findings show that twenty six percent (26%) of the respondents have built a new toilet and a partly seven percent (7%) have taken a loan to improve sanitation facilities in their plots/homesteads as envisaged by the project. However, results have shown a high uptake on hand washing related activities, with a high percentage (79%) indicating that they have been able to put up a hand washing facility of some kind within their house/plot.

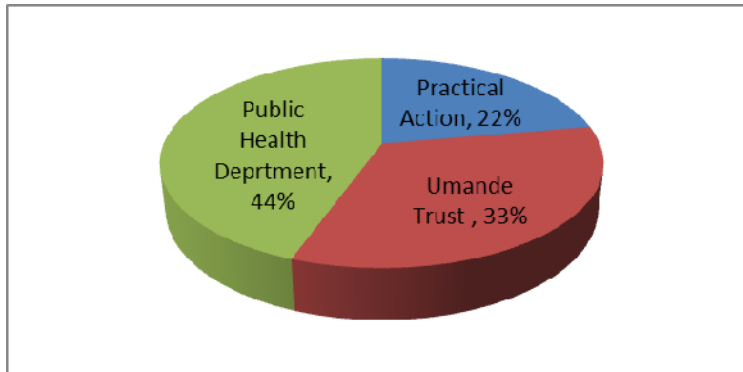
Further, the study findings indicate that ninety three percent (93) of the respondents believe that the project is achieving its objectives. This they say is as a result of the various project related activities that are being carried out by the residents. Some of the activities include improved hand washing practices, taking up of sanitation loans and building of new toilet blocks, and also considerable behavior change and participation by landlords in improvement of sanitation conditions in their plots.

4.8 Project team communication knowledge.

A total of ten direct project team members were issued with a self-administered questionnaire, of which eight responded. These are the staff members that are involved in the day to day running of the project in the two informal settlements, and are full time based in Nakuru offices of their respective organizations. These respondents were considered as key informants on the project. The study sought to establish their knowledge on a number of participation and

communication issues. The staffs were drawn from three organizations implementing the project as shown in figure 4.9 below.

Figure 4.9 Project team distribution



Source: Researcher

In terms of gender, there was a balanced distribution at 50% of each gender, representing 80% of the project team sample.

The study found out that six of the project team members have been in it since inception and for a period of 3 year. However, two of the eight who responded have been in the project for a period that is less than two years. However, all of them have worked with their respective organization for a period of over five years.

4.9 Role of participation in CLTS.

The study found out that all the project team members agreed that participation has a very major role to play in the project. Some indicated that active participation by community has been a deliberate measure taken by the project to ensure that project activities implementation benefit all. Some of the approaches used to ensure participation include representation of both male and female in any project meetings, inclusion of representatives of vulnerable groups, landlords as well as tenants in neighbourhood committees and CLTS training sessions. The project team also noted that participation is also important in project planning.

Some of the respondents also indicated that participation in the project is important for achievement of ODF and must involve all because effects of OD affect all, those who have achieved ODF status in their plots as well as those who have OD since the means of transmission (parasites) of diarrhea diseases go beyond infrastructural barriers.

The respondents gave a number of advantages for participation in a project. These include, promotion of a project implementation process, provision of positive critique and balanced opinion, ensuring freedom of expression ensuring dignity and recognition of participants in addition to helping in capturing of a lot of qualitative data, and all these are important in the sustainability of the project. Participation also promotes stakeholder involvement in decision making and planning.

They however noted that participation is expensive and it requires funding and facilitation, it takes time, and this may delay project implementation which may go well beyond the set implementation period. The study also found out that participation needs to be strongly guided to avoid diversion from the subject of discussion by participants. It was additionally noted that where a large crowd of people is involved, some people, especially public officials and opinion leaders may dominate the sessions hence excluding communication of views held by the weaker persons in confidence and in terms of status in the society. It is also challenging and difficult to facilitate large meetings and build consensus on hot issues

4.10 Training

The results of this study indicate that none of the project staff is trained on communication. However, most of them (6) have ever attended some form training on communication, more so on communication skills in their general work related duties. The study indicated that some of the project staffs from Umande Trust and Practical Action were taken through communication training on how to capture and document project impacts and process effectively through case

studies, and human interest stories and also on how to develop communication materials such as technical briefs, posters and project profile.

However, all agree that communication is vital in the project and would greatly assist in the realization of the project objectives, hence making the implementation easier and smooth. Two (2) of the project team members saw communication as a tool used in the project, whereas the rest thought of communication as a means and strategy to pass information and create awareness within the project. This would in turn trigger communities through creation of disgust, shame and fear of their unhygienic practices which calls for strong facilitation and strong messages that would ensure a process where communities are willing and eager to fight such practices on their own hence achieve open defecation free (ODF) areas with or without direct support of any project/ initiatives.

4.11 Strengths / Limitations of communication in the project

Strengths

The study found out that communication in the project is people driven and this has led to achievement of some of the expected results. The study noted that communication in CLTS include facilitation of participation, facilitation of opinion sharing hence triggering action, and creation of understanding of self and community leading to desired change towards hygienic practices. This according to them has led to ownership of the project by the community. A major observation is that communication has led to the change in behaviour amongst the landlords who have now started improving sanitation conditions in their plots by way construction of new toilets and uptake of loan from sanitation from Krep Bank, which has been contracted.

The project team members also indicated that communication in a project facilitates people to

understand health related threats against them and applying own solutions to resolve the same with limited or no external input. There is limited and no dictation of what is to be done.

Limitations

The study findings indicate that it is expensive especially in development/production of communication materials, especially as the project progresses. It also found out that there is need for constant innovativeness especially in generating new communication messages over time as people get used to hearing the same messages hence diminishing responsiveness. The key informants also noted that it is a challenge to have a common understanding of some of the terminologies used and relating them to different cultures and communities living within the project area. This leads to information gaps that need to be filled by external people (experts).

The study further found out that communication has a limitation in terms of the project area and setting. With the CLTS project being implemented in urban low income areas, the areas are highly regulated environments compared to the rural areas, information going to people under existing policies/practices by respective authorities (County Government, Water Utilities) dictates the terms and these may not be compatible with what local people would prefer, hence forcing dialogue to follow a certain path, hence limiting the choice of options.

From the project team, it was found out that the CLTS approach is strong in terms of communication in that it targets communities and places them at the centre stage as the agents of change in addressing sanitation challenges within their areas. They indicated that this is a multidimensional approach of the project as it incorporates other approaches such as sanitation financing, sanitation designs, sludge management and hygiene promotion/ education, and all these involves a lot of dialogue, which is a major component of communication. It also incorporates participatory area mapping which also puts communities in the forefront in

identification and prioritization of the areas that need intervention and it advocates for high usage of local items for demonstration so as to make the community relate well with the situation on the ground.

4.13 Participatory communication and CLTS

The results of the study as shown in the chart below show that a majority (5) of the project team is not familiar with the participatory communication concept. A similar number (5) also stated that they are not sure whether the CLTS project applies participatory communication owing to the fact that they did not know what exactly participatory communication is.

For those who stated that they understand the concept, they said that participatory communication is the practice that involves people in decision making of the development processes affecting them and that it is a dialogue process where views are aired out by all until a consensus is arrived at. It involves a two way communication with forward and feedback loops.

This study found out that whereas there is a general understanding of participatory communication, the project team members seem not sure of what ought to be the benefits of the same to the project. However, some say that participatory communication empowers the community for it provides them with the opportunity to air out their views on various CLTS activities and hence the result is owned by all of them, hence action from the concerned parties, especially the landlords who have now started constructing new toilets. This has great effects in terms of eradication of open defecation within the plots.

As noted above, the project team agrees that there is little or to some of them absolutely no knowledge on participatory communication, and communication in general, and this affects the delivery of communication outputs of the project. Additionally, they noted that language is a limitation when it comes to use of technical terms, since most of them are in English, and the medium of communication with the CLTS project beneficiaries is Kiswahili.

In terms of challenges in communication, the following table (table 4.5) shows the finding, where many of the issues raised were rated as moderate as seen from the project team’s perspective.

Figure 4.5 Ratings on communications statements

	Low	Moderate	High
Lack of cooperation among residents	1	6	1
Uncooperative local leaders	8		
Lack of political will	1	6	1
Poorly informed health workers on CLTS	3	4	1
Poor message comprehension	1	7	0

Source: Researcher

This study also sought to know the level of cooperation that the project team experiences in the implementation process from some key stakeholders as well as the uptake of the messages being communicated in the project.

As shown in Figure 4.5 above, cooperation between the project team and the local residents is moderate as stated by six (6) of the project team members, and it is even higher with the local leaders at one hundred percent (100%).

The study also found that there is moderate political will in support of the project as indicated by six (6) of the project team members.

In terms of levels of information and awareness on CLTS, the results show that the project team members (7) feel that the CLTS messages are moderately comprehended. Further, above average of the health workers in the area are properly informed on CLTS.

As shown above (Figure 4.5), the study results show only a small percentage of extreme lack of cooperation of poor information and messages comprehension, an indication of the community's willingness to adopt CLTS.

4.14 Effectiveness of communication in CLTS

The effectiveness of communication in the project has been rated as high (25%) and moderate (75%) by the project team members. To achieve this, the project employs the use of communication and knowledge products which include participatory posters and materials, case studies, humans interest and most significant change stories, Participatory Health and Sanitation Transformation (PHAST) tools (*sanitation ladder, 3 pile sorting, F-diagram*) Stickers/posters with hygiene messages and training manuals.

4.15 Institutionalization of communication

The CLTS project in Nakuru which is in its last implementation phase according to the project team has no communication strategy in place, hence the reason communication has not been institutionalized properly. According to the project team, a communication strategy for the project would have clearly indicated the objectives to be achieve through communication, kind of messages to be passed and at what stage in the project period, the communication channels between the community, project team and other partners and stakeholders, the person in charge, budgets and time schedules in addition to provision of guidelines for sharing approaches and lessons learned.

The absence of a communication strategy has led the project facing a number of challenges. These include poor financing, poor stakeholder coordination, lack of consistence in supporting project teams in terms of communication by the head office based teams, poor documentation and publicity as well as limited training on new and upcoming communication approaches like participatory communication.

The study further established that the project has a small allocation for communication. However this is for IEC materials and project documentation, hence no allocation for participatory communication.

In terms of staffing, this study found out that the project has no specific communication staff. However, the project gets support from the communication teams at Umande Trust and Practical Action head offices as and when needed.

CHAPTER FIVE

5.0 Summary of findings, discussion, conclusion and recommendations

5.1 Summary of research findings

This study was conducted based on a general objective of investigating how participatory communication has been conceived and applied in a CLTS project designed to promote participatory approaches to address WASH challenges in Nakuru's Kaptembwo and Kwa Rhonda low income areas. Towards this, a number of issues as summarized below have been highlighted by the findings, either pointing to the fact that there is some use of participatory communication in the project, or pointing otherwise.

5.1.1 Communication competence and training

The CLTS project was designed to use information to trigger change and action from the community on sanitation issues affecting them. This study however found that most of the project staff implementing this project are not very competent on communication. A major finding of the study is that none of the project team members is a professional in communication. It also found out that the project has no fulltime communications person attached to it, hence relies on communication staff not involved in day to day implementation of the project. The study further observed that majority of the project team members have absolutely no knowledge of participatory communication.

From the findings, it is evident the CLTS is bound to be faced with major challenges in the implementation since the communication outputs may not be realized well by the otherwise communications incompetent staff. As noted earlier, CLTS is a majorly communication project, and hence it requires the guidance of an expert in communication on a full time basis.

5.1.2 Institutionalization of communication

Though CLTS is largely a communication project, the study found out that communication aspect in it has not been properly institutionalized. In this respect, the study found out that there exists no communication strategy for the project, which all the key informants, including the project team say would be an important tool that would guide the project on communication matters. Absence of this, as shown by the results has led to poor funding of communication, with the little available funds being allocated to documentation of lessons learned and project profiling. This is in line with Okgbo, C. (1996) observation that in many organizations that have communication departments, there is limited investment in communication, it is not prioritized. As a result, there is a major concentration on IEC materials against other forms of communication. Though important, communication aspects in a project receive little support by the national management levels of a project.

Umande Trust and Practical Action, the lead development agencies in the CLTS project have project staff, whom although somehow conversant with participatory approaches in development have no training on participatory communication, and this is a major detriment to the success of the project, and especially where the plight of people is involved.

5.1.3 Communication tools

This study found that the CLTS project indeed applies participatory approaches in the implementation process. It also established that there is high usage of participatory communication tools which include meeting, transect walks and visits, social mobilization committees, social marketing through campaigns, merchandizing, branding, participatory health and sanitation transformation (PHAST) tools and slight use of social media. There is also use of community theatre, edutainment, group work and demonstrative sessions.

The radio, which has become very interactive and participatory, is hardly being used in this project. However, the study found out that there is some usage of traditional non-participatory tools in communication such as posters, letters and use of local administration and opinion leaders.

5.1.4 Message development and comprehension

Message comprehension and understanding of terminologies used in CLTS is very critical in the CLTS project. This study established that there is a high understanding of the general terms used in the CLTS and WASH in general. However, terms like participatory design sessions, three pile sorting and sanitation ladder which are key in CLTS and promotes participation and inclusion in decision making processes recorded low understanding levels. The findings of this study also shows that against the expectation of the project objectives, messages created do not cause fear, shame and disgust as expected. The study results show that sixty five percent (65%) disagreed that that the messages cause fear, shame and disgust, although they admitted that they are involved in their development.

It is important to note that for maximum results to be achieved by the CLTS project, there is need for the attainment common understanding of the concepts used so as to trigger desired action. Lack of this may bring forth confusion brought about by lack of clarity hence different perceptions leading to difficulty in yielding to action.

5.1.5 Stakeholders' participation

The success of any development project is greatly affected by the role various stakeholders play, and hence their involvement is vital. This study observed that various stakeholders provide supportive role in the implementation of this project as indicated below. All the study respondents indicated that at one time or the other, they have interacted with various stakeholders. Key stakeholders in this project include the County Government of Nakuru,

Ministry of Health, the Local Administration, religious leaders, CLTS trainers, Krep Bank and other NGOs implementation various projects in the area. Others include landlords, community health workers (CHWs) and tenants living in the two settlements. It was observed that these stakeholders play a number of roles which include mobilization, regulation and enforcement, resources leveraging of resources, monitoring, evaluation and learning, and sharing of knowledge. The study also found out that the CLTS project is represented in the Nakuru East District Behaviour Change Communication group, where dialogue on issues facing the project, progress, successes and challenges are discussed with an aim of identification of areas where the group can intervene. It was however observed that some of the stakeholders are only invited when there is need, and hence their contributions to the projects are limited.

5.2 Discussion of the research findings

This study sought to establish the role of participatory communication in WASH. This was done by looking into various aspects of the project in terms of its design, implementation process, stakeholder's involvement, project staff competencies and institutional capacities on communication. It also delved into message development, message comprehension and tools used as means of communication in the project.

Based on the objectives of the study, and looking into the aspects named above, and indeed the project's null hypotheses, this study established that to some extent, the CLTS applies participatory communication in the implementation process. This is partly as a result of the participatory approach it undertakes, and this was cited by the beneficiary community, project staff and interviewed the key informants. However, the study found out that the concept is not very clear amongst the project team who are meant to facilitate discussions and dialogue in the implementation process.

Additionally, the study also found that there is considerable involvement of the community in

project in a participatory way with results showing that a big percent of the beneficiary community members get opportunities to participate in the project cycle, with active participation in project meetings recording a high percentage.

However, the findings also expose a big gap in the application of participatory communication in an otherwise participatory project based on staff competencies. From the analysis of the professional background of the project team, it is evident that most of them are community development professionals who are experts in their own fields, with none portraying some bias towards communication. This is further complicated by their respective institutions failure to properly mainstream communication in the project.

Based on the participatory communication theory, it is expected that to a large extent participatory communication would be applied as a facilitating tool in bringing about change processes. UNICEF, (1999) postulates that adopting participatory communication promotes social, political, and institutional changes at different levels by building trust between governments and citizens, promoting a two-way communication, and exchanging knowledge and skills. It becomes a vital tool throughout the entire cycle of a WASH project, or any other development project. However, the study observed that there are efforts towards this in the CLTS project, though sub-consciously, not deliberate. This has greatly affected the success rate of the CLTS project, though designed differently from other ordinary WASH projects.

5.3 Conclusion.

From the findings of this study, it is evident that participatory communication indeed has a major role to play not only in WASH but in all other development projects, especially those that involve solving perennial problems facing specific communities in both urban and rural areas in Kenya and beyond. The 2013 Human Development Report, (UNDP 2013) states that unless people participate meaningfully in the events and processes that shape their lives, national

human development paths will be neither desirable nor sustainable. Additionally, Mefalopulos (2004) depicts participatory communication as a process whose aim is to facilitate people's participation at all levels of the development. From the research findings, these have started to take root in the CLTS project though attainment of maximum results is yet to be seen since the project is not complete. However, with only less than six month to the end of the project, it may be difficult to continue monitoring the sustainability of the project activities since there would be limited support, if any from the project team.

5.4 Recommendations.

From the study findings, the researcher proposes the following to the institutions implementing CLTS.

In terms of competencies in communication, there is need for the organizations implementing this project to invest more on communication amongst the project staff. This would be approached from an institutional perspective where there would be need to have in place that would be the guiding tool to not only the CLTS project, but other people based projects. As such, the strategy would encompass funding, staffing and a policy direction on inclusion of communication in all projects being undertaken. Specifically, there was need for a communication strategy for this specific project, owing to its participatory approach, and the fact that there is little subsidy of material benefits emanating directly from the project to the community.

Secondly, the project needs to enhance stakeholder participation for its sustainability. As noted above, the project is hardly six months to completion, and at this stage it has started yielding the expected results. With the project financing over, the role to continue with the mobilization and monitoring of the project would be taken over by the stakeholders, hence move this project from

a demonstration status to scaling up. This would also leverage more resources from the stakeholders, and hence play in hard in the achievement of an ODF Kaptembwo and Kwa Rhonda low income areas, and beyond.

Lastly, there is need to address communication challenges facing WASH projects in general in an attempt to establish the benefits that can be accrued from proper use of participatory communication viz a viz the top-down approach that is predominantly in use. This would be achieved by training the project staff on participatory approaches, including participatory communication so as to address the disconnect being experienced between the project beneficiaries and project team in terms of the how, when and where participation of the community has taken place. It would also enhance effectiveness of the projects being put in place and give value to the resources that are being directed to the WASH sector by development agencies and the government.

Further, this study proposes that there is need for the government and policy makers to institutionalize participatory communication in the department that deal directly with the public, and for this case the Public Health Department so as to realize desired results, owned by the beneficiary community. The study has shown that there is no preparedness amongst the public health officials in Nakuru to participate in the implementation of this project, and most of them are involved since they are in charge of the specific areas where the project is implemented. As a result, their input would be greatly enhanced to implement a project similar to CLTS, in addition to enhancing their capacity as agents of the government, the duty bearer in terms of provision of basic rights, including access to reasonable sanitation (The Constitution of Kenya 2010). This would also enable them to carry on with the project's activities and follow up upon the exit of the NGO's implementing the CLTS project for the Nakuru case.

Lastly, in line with the study limitations noted in chapter one, there is need to do further

research where CLTS would be looked into on a wider scale involving both rural and urban setting. This study only focuses on one project, the CLTS Project in Kwa Rhonda and Kaptembwo in Nakuru, limiting itself in terms of scope and area (focusing only on an urban area). There is therefore need for further study looking into similarities and differences in participatory communication approaches applied in both settings targeting both on-going and completed projects.

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APPENDICES

Appendix I: Project Team Questionnaire

The questionnaire is designed for academic research purposes only. Kindly answer all questions. Your responses will be treated with utmost confidence.

Respondent (optional) _____ Date_____

Organization_____

General Questions

- 1. What is your position in this organization? _____
- 2. For how long have you been working with the organization?
a. 1-2 Years [] b. 3-4 years [] c. Over 5 years []
- 3. When were you engaged in the CLTS initiative?
a. 1-2 Years [] b. 3-4 years [] c. Over 5 years []
- 4. What is your professional background? _____

Communication competence and training

- 5. Have you ever attended any session on communication? Yes [] b. No [] (Please explain)_____
- 6. How would you define or conceive communication as currently used in CLTS? -

- 7. What do you consider to be the main advantages/strengths of using communication (as described above)? And its limitations/weaknesses?
a. _____

8. What means of communication are applied by the CLTS project in Nakuru? (tick as many as appropriate)

	Means of communication by Project Staff to community and stakeholders	Means of communication by community to Project Staff
Project Meetings		
Public Barazas		
Radio		
Community Mobilizers		
Posters		
Telephone calls		
Local Administration		
Opinion Leaders		
Letters		
Focus Group Discussions		
Social media		
Any other		

The role of Participation

9. How would you define or conceive participation as currently used in CLTS?

10. What do you consider to be the main advantages/strengths of using some form of participation? And its limitations/weaknesses?

11. Has the beneficiary community been involved in any of the phases of the project cycle of the CLTS project in Nakuru? If so which one? I.e.

- | | | |
|--|---------|-----------|
| a. Identification of area/ sector of intervention; | Yes [] | b. No [] |
| b. Research/Needs Assessment; | Yes [] | b. No [] |
| c. Project formulation | Yes [] | b. No [] |
| d. Planning (strategy design and work plan); | Yes [] | b. No [] |
| e. Implementation; | Yes [] | b. No [] |
| f. Evaluation. | Yes [] | b. No [] |

Participatory Communication

12. Are you familiar with the concept of participatory communication)?

Yes [] b. No [] (Please explain)

13. Do you think the CLTS project applies participatory communication in the implementation process?

a. Yes [] b. No []

Community Led Total Sanitation

14. What background information on the project area did you have before the commencement of the project?

Participatory communication and CLTS

15. What participatory communication tools do you use to disseminate information on CLTS to the members of the community?

16. Do you think participation and dialogue has a role to play in CLTS?

Yes b. No (Please Explain)

17. What method do you use to get community members views and ideas on the various processes of the initiative?

18. What do you consider to be the major points of strength of this project especially in relation with its communication approaches?

19. Outlined are some of the challenges that may be encountered when communicating with the community on CLTS: Rate as;

	a. High	b. Moderate	c. Low
a. Lack of cooperation among residents?	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>
b. Uncooperative local leaders;	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>
c. Lack of political will;	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>
d. Poorly informed health workers on CLTS;	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>
e. Poor message comprehension;	a. <input type="checkbox"/>	b. <input type="checkbox"/>	c. <input type="checkbox"/>

20. And what are the main weaknesses/limitations of participatory communication in CLTS?

-
21. How do you rate the effectiveness of the communication approaches used in CLTS?
 a. High b. Moderate c. Low
22. Do you have in place any communication and knowledge products in place? a. Yes []
 b. No. [] (If yes, give examples)
-

Funding

23. Does the project have an allocation for (participatory) communication?
 a. Yes [] b. No. [] (Please explain) _____
24. Does the project have designated communication staff? a. Yes [] b. No. []
25. What is the role of the communication staff in the project?
26. Is there a communication strategy for CLTS in place? a. Yes [] b. No. []
27. If not, what do you think would be the role of a communication strategy in
 CLTS? _____
28. What is the current status of the CLTS project?
 a. Beginning b. Mid-term d. completed. e. Evaluation stage

Sustainability / Up-scaling

29. What do you feel about the take and success rate following outputs as envisaged in the
 project; (Rate as; i. Low ii. Moderate iii. High)
- | | | | |
|------------------------|--------|---------|----------|
| Toilet construction: | i. [] | ii. [] | iii. [] |
| Hand washing practices | i. [] | ii. [] | iii. [] |
| Credit up-take | i. [] | ii. [] | iii. [] |

30. What communication challenges exist in the CLTS project?

31. Are you aware of the reasons why the organizations decided to implement such an innovative project?

Appendix II: Key informants: Project Beneficiaries Questionnaire

The questionnaire is designed for academic research purposes only. Kindly answer all questions. Your responses will be treated with utmost confidence.

Interviewer _____

Date _____

Background:

Respondents Name (optional):-

Gender: Male [] /Female []

Marital Status : Married [] Single []

1. Age Group :

a. 18-25 [] b. 26-35 [] c. 36-45 [] d. 46-55 [] e. 55 and over []

2. Education Level

No Education [] KCPE and Below [] KCSE and Below [] A Level [] University []

Other (please specify) _____

3. Number of occupants per household

a. 1-3 [] b. 4-6 [] c. 7 and over []

4. House hold composition

a. Adult Male [] b. adult female [] c. children [] d. people living with disabilities []

Economic Status

5. Source of income

a. Employed [] b. Self-employed [] c. Unemployed [] d. Retired [] e. Casual

e. Labourer [] f. Others (Specify) _____

6. Type of employment / occupation / Business (Specify) _____

Income mode

a. Daily [] b. Weekly [] c. (Monthly []

7. Income (Monthly)
 a. 0-2,000 [] b. 3,000 – 5,000 [] c. 6,000-9,000 [] d. 10,000-15,000 []
 e. 16,000-20,000 [] f. Over 20,000 []

Residence

8. Are you a native of Kaptembwo / Rhonda? Yes [] b. No []
9. If No above, when did you settle in Rhonda / Kaptembwo?
 a. 2 years ago [] b. 3-5 years ago [] c. 6-9 years ago [] d. Over 10 years ago []
10. When did you move into your current house / plot?
 a. 2 years ago [] b. 3-5 years ago [] c. 6-9 years ago [] d. Over 10 years ago []
11. What is the sanitation condition in your house / plot?
Rate as; *i) good,* *ii) fair,* *iii) bad)*
- | | | | |
|-----------------------|-------|--------|---------|
| Toilet: | [i] | [ii] | [iii] |
| Bathroom: | [i] | [ii] | [iii] |
| Hand washing facility | [i] | [ii] | [iii] |

CLTS and Community Action

12. Do you know of the Community Led Total Sanitation (CLTS)?
 Yes [] b. No [] Other (Specify) _____
13. When did you learn of the CLTS initiative? _____
14. Have you ever attended any CLTS meeting?
 a. Yes [] b. No []
- If yes, who conducted the meeting? _____
15. What was your role in the meeting? _____
16. Who informed you about it? _____
17. What message was communicated in the meeting?

Message comprehension

18. In your own opinion, do you think you have appropriate information on the following CLTS terms?

	Yes	No	Somehow (explain)
Hand washing with soap			
Critical hand washing times			
Participatory Toilets design session			
Community Mobilizers			
The faecal oral transmission route			
The sanitation ladder			
Open defecation			
Open defecation free area			
Community Health workers			
Diarrhoea diseases			
Transmission barriers			
Three pile sorting			

19. Have you played any role in the CLTS initiative in your community?

- a. Yes [] b. No [] Please explain role
played _____

Participation

20. Have you been involved in any of the phases of the project cycle of the CLTS project in Nakuru? If so which one and in what capacity? I.e.

- g. Identification of area/ sector of intervention; Yes [] b. No []
h. Research/Needs Assessment; Yes [] b. No []
i. Project formulation Yes [] b. No []
j. Planning (strategy design and work plan by the project); Yes [] b. No []
k. Implementation; Yes [] b. No []
l. Evaluation. Yes [] b. No []

21. Who selected the area for the CLTS initiative? _____

22. How was the area identified? _____

23. Has your plot/house been targeted for any CLTS activity? Yes []

b. No [] (If Yes,

Please explain)

Communication approaches

24. Do you think the CLTS initiative activities have been communicated well?

a. Yes []

b. No []

Participatory Communication

25. Which of these is used to pass messages in the CLTS project in Nakuru? (tick as many as appropriate)

TOOL	TICK
Project Meetings	
Public Barazas	
Radio	
Community Mobilizers	
Posters	
Telephone calls	
Local Administration	
SMS	
Opinion Leaders	
Letters	
Focus Group Discussions	
Songs	
Visits	

Newspaper	
Social media	
Any other	

26. To What extent do you agree with the following statements:

Key: **5** strongly agrees, **4** agree, **3** undecided, **2** disagree, **1** strongly disagree

(Please put an X as appropriate)

	1	2	3	4	5
I always get a chance to ask and respond to questions when I attend a CLTS session					
Debates in a CLTS session are informative and enlightening					
The project team communicates clearly on issues to do with CLTS					
The project team distribute materials that that I consider important in sanitation					
The community feels respected by the project team					
Clear and honest communication helps to encourage and strengthen relationship with the community for maximum results					
The community members are allowed in in many ways to offer their ideas and opinions and are part of the decision making process					
Communication between the project staff and the community members is critical in identification of challenges and solutions that lead to project ownership by the concerned community					
The messages used in CLTS training sessions create fear and disgust					
The messages are appealing to me and likely to make me change behavior and attitude					
I participated in the development of messages used in outreach sessions within the plots.					

Community Action

27. From the experiences in CLTS, I have been able to do the following :

- | | | |
|--|---------|-----------|
| a. Build a new toilet | Yes [] | b. No [] |
| b. Install a new hand washing facility | Yes [] | b. No [] |
| c. Take up a sanitation loan | Yes [] | b. No [] |

28. Do you think that CLTS is achieving its objectives?

- d. Yes [] b. No [] (Please explain)
-

Appendix III: Key Informant: Interview Schedule

Interviewer _____

Interviewee _____ Designation _____

Date of Interview _____

1. Are you an expert in CLTS? (Please explain)
2. Have you ever attended sessions organized by Umande Trust and Practical action on CLTS?
3. CLTS uses a no-subsidy approach in implementation of sanitation projects, hence relying on provision of information that would trigger action. In this context, do you think CLTS in Nakuru is achieving its objectives?
4. What do you think is the role of communication in the CLTS approach in Nakuru?
5. Do you think communication in CLTS Nakuru is participatory?
6. Do you think that the community is given enough space to participate in decision making in the CLTS approach (especially in this project)?
7. What other opinion do you have as it relates to the role of community in communicating their development needs in WASH?
8. Based on your knowledge/experiences, do you think that this project is sustainable or one time demo?
9. Would you consider it useful to establish similar CLTS projects promoting the adoption of participatory communication approaches? Why?
10. Have you noticed any change in the conception and/or adoption of this approach in the different phases, especially as conceived by stakeholders?
11. Are you aware of the reasons why the organizations decided to implement such an innovative project?