



Strathmore
UNIVERSITY

**SCHOOL OF HUMANITIES & SOCIAL SCIENCES
BACHELOR OF ARTS
END OF SEMESTER EXAMINATION
BAC 2204: Principles of Communication for Development/ Principles of
Communication for International Development**

DATE: March 13th 2025

TIME: 08:30 – 10:30

Instructions

Answer ALL questions in Section A and any TWO questions in Section B.

SECTION A

Question 1

(30 marks)

Read the article below and answer the questions that follow:

In one development project, government officials identified an agricultural area in need of urgent assistance. Farmers were surviving through subsistence agriculture, that is, their harvest was consumed entirely for their survival. A donor was asked to fund a project to build a small dam that would serve the community. An irrigation project was designed to improve the living conditions of the community in the dry and remote rural area. The overall goal of the project was to increase food security and incomes.

The assumption was that with a regular supply of water throughout the year farmers could (1) exercise control over their crop production, thus ensuring enough food for each household on a regular basis, and (2) diversify their crop and adjust planting and growing schedules to meet market demands. The expected benefits, as envisioned by the project designers, were crop diversification leading to a richer diet; a decrease in malnutrition rates; income generation through marketing more valuable crops (that is, tomatoes, carrots, and so forth); and finally, the overall benefit of making farmers more

prosperous and confident in their abilities. With such positive expectations in mind, the dam was built after informing the local stakeholders about the construction.

After a couple of years, project management was worried about the large use and misuse of water but was confident about the success of the project. They considered charging a small fee to farmers for water use from the dam, originally provided free. With that, the situation, already tense, started to deteriorate dramatically.

As a result, from the inception farmers were suspicious about the intentions of the project. When problems began to emerge, such as lack of proper training in new crop harvest, untimely availability of different seeds, lack of marketing knowledge, and so forth, project rejection grew stronger. By diversifying their crops, farmers decreased the production of necessary staple foods without gaining the expected benefits that the experts had previously envisioned.

Questions

- a) Describe the reasons behind the failure of this project. Relate your argument to three guiding principles of communication for development that were violated. (9 marks)
- b) As a development communication expert, discuss what you could have done differently to ensure the success of this project. (3 marks)
- c) Appraise the nature of communication used by government officials in this project. (2 marks)
- d) Based on your answer in (c) above, demonstrate and explain one communication theory or model that corresponds with that nature of communication (3 marks)
- e) Using one argument from Paulo Freire's *Pedagogy of the Oppressed*, describe the nature of this development project. (4 marks)
- f) Lennie and Tacchi's 2013 book, *Evaluating Communication for Development: A Framework for Social Change* provides a framework for evaluating communication for development projects. Explain 3 components of this framework in the context of this excerpt. (9 marks)

SECTION B

Question 2

(15 marks)

- a) Examine at least **THREE (3)** implications of Paulo Freire's ideas in "Pedagogy of the Oppressed," for development practitioners working in diverse cultural contexts. (10 Marks)
- b) Explain how development communication experts can overcome any **TWO (2)** challenges that may arise when applying Freire's theories. (5 Marks)

Question 3**(15 marks)**

- a) Identify any **TWO (2)** key functions of media in development communication.
(5 Marks)
- b) With reference to any case study from your country, discuss the relevance of an effective communication strategy to the success of development projects.
(10 Marks)

Question 4**(15 marks)**

- a) Apply **THREE (3)** features of C4D communication to develop a brief targeting potential donors regarding a handwashing campaign in Kibra, Nairobi. (6 marks)
- b) The adoption of new nutrition products for babies disseminated by the Kenya government and international cooperation agencies was far below expectations. An independent survey of 2013 showed that this was not due to a lack of information. All new mothers received an ample supply of guides, leaflets and manuals in their local languages. Describe **TWO (2)** plausible reasons why this campaign could have failed. (6 marks)
- c) Describe **THREE (3)** approaches you could take mitigate against the problems identified in Question 4 (b). (3 marks)

Question 5**(15 marks)**

- a) Describe the The Rostovian take-off model, highlighting all the **FIVE (5)** steps to modernization. (10 marks)
- b) Using ideas from the Development Paradigm, describe **FIVE (5)** ways in which proponents of this model characterised the exploitation of underdeveloped nations. (5 marks)