



SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

BACHELOR OF ARTS

END OF SEMESTER EXAMINATION

BAC 2204: PRINCIPLES OF COMMUNICATION FOR DEVELOPMENT/ BIS1206: PRINCIPLES OF
COMMUNICATION FOR INTERNATIONAL DEVELOPMENT

Date: 15th March 2024

Time: 15:30 – 17:30

Instructions

Answer question 1 and any other two.

Question 1

(30 marks)

Read the article below and answer the questions that follow:

Radio for Development

Radio for development is the strategic use of this medium to effect social changes beneficial to a community, nation, or region. Within the study and practice of communication for national development and social change, radio has claimed a prominent place for a variety of reasons. As an aural medium, radio obviates the need for a literate audience, making it an attractive medium for states and agencies working with impoverished populations that lack access to schools or other forms of literacy training.

In addition, radio is an inexpensive medium for its audience, and therefore enjoys a wide range of diffusion even among rural people with scant resources for material not directly related to their basic needs. Finally, radio is relatively inexpensive to produce and distribute, making it an attractive medium for donor agencies concerned with per capita costs for reaching underdeveloped audiences with pro-social messages.

Indeed, among all communication media (print, film, telephone, television, and new media), radio consistently enjoys the highest rates of diffusion and use in the developing world. Early theories and methods along with the broad use of radio for development, a

wide range of approaches and methods has emerged with its evolution and deployment. In the early years of development communication (the 1950s through the 1960s), which were dominated by modernization theories, the focus of scholars and practitioners was both on the mere exposure to radio and on the diffusion of “good information”. For modernization theorists, radio, along with other mass media, was considered an “index of development.”

Indeed, in the early 1960s, the United Nations Educational, Scientific, and Cultural Organization issued standards for media sufficiency that identified the per capita requirement of five radios per 100 inhabitants as a measure of minimal development. As the primary, transnational organization conducting research into communication and development at the time, UNESCO reflected the assumptions of scholars that radio and other media functioned as “magic multipliers” of development and as the gateways to “empathy” and social mobility needed in the transition away from traditional values and beliefs.

Many social surveys at the time demonstrated correlations between media exposure and wider economic and political participation. During this period, however, neither radio nor other mass media generally were seen as a simple panacea for underdevelopment, as is sometimes erroneously asserted by some scholars. Rather, radio was to be combined with information relevant to development objectives in a process of diffusion aimed at attitude and behavior change.

Early development efforts were often guided and assessed by the theoretical propositions delineated in Rogers’s Diffusion of Innovations (1962), which prescribed messages aimed at achieving attitude changes among individuals considered to be early adopters of new technologies and practices. By the time his book was first published, Rogers had documented some 5,000 diffusion projects, many of them using radio in the development process. These early approaches to radio for development are often represented in the shorthand phrase “the dominant paradigm of communication,” which generally conceptualizes media use as a one-way, top-down spread of information from experts

- a. Identify and explain four attributes that set community radio apart in comparison with regular radio. (12 marks)
- b. Describe the concept of diffusion in relation to radio. (3 marks)
- c. Provide another name for the ‘dominant paradigm’ and explain four critiques or shortcomings of that paradigm. (9 marks)
- d. Name a community radio station you know and elaborate three reasons why it is considered a community radio. (6 marks)

Question 2**(15 marks)**

Match five key ideas of Jeffrey Sachs in the *The End of Poverty* and his Millenium Villages Project with the counter reaction from Nina Munk's *The Idealist: Jeffrey Sachs and the Quest to End Poverty*

(15 Marks)

Question 3**(15 Marks)**

a. Participatory development communication involves giving people a VOICE instead of giving them a MESSAGE. Using clear examples, explain three ways in which this can be achieved.

(9 marks)

b. Depending on whether a development communication specialist uses a monologic approach or a dialogic approach, their roles and outcomes may differ. Using three points, differentiate between these two approaches.

(6 marks)

Question 4**(15 marks)**

a. In his *Pedagogy of the Oppressed*, Paulo Freire criticizes banking as an education tool. Describe banking as an education tool, then explain why Paulo Freire is opposed to the banking model.

(6 marks)

b. Using any three ideas from *Pedagogy of the Oppressed*, expound on how a development practitioner can help a community rise out of any oppressive situation.

(9 marks)

Question 5**(15 marks)**

Your friend has heard that you have spent at least twelve weeks studying Principles of Communication for International Development (PCID). They are curious about the key learnings that you have derived from this course, since they are considering signing up for a degree similar to yours. Use at least five well-illustrated points to create a summary of the key pillars of PCID.