



Course Unit: CDC 319: Project Management

Instructions

- a) Answer two question Only
- b) Each question is twenty Marks
- c) There is no compulsory question

Question one (20 Marks)

- a. Imagine of a community poverty reduction strategy for a project, explain how the following **constraints** would influence achievement of the strategy. (12 marks)
 - i. Project quality
 - ii. Project schedule
 - iii. Project cost.
- b. Explain how you would identify and prioritize community needs when designing a community wellbeing project. (8 marks)

Question two (20 marks)

- a. In a community water project, there are a number of possible stakeholders. Identify any four (4) and for each, classify their interests and show how you would engage them in the project for its success (8 marks)
- b. Discuss four (4) activities that would be undertaken in this project and for each identify an indicator that will show that the activity was achieved (12 marks)

Question three (20 marks)

- a. Community resource mobilization in projects ensures that the community contribute to their wellbeing. Discuss types of community assets that you would consider as community contribution in a Health project. (10 Marks)

- b. Explain how you would identify a failed and a successful project – 5 points failed and 5 points for successful. (10 marks)

Course Unit: CDC 419: Project and Evaluation



Monitoring

Instructions

- d) Answer two question Only
- e) Each question is twenty Marks
- f) There is no compulsory question

Question one (20marks)

- a. Explain the importance of Project Monitoring and Evaluation to the following stakeholders in a project. (6 marks)
 - i. Beneficiaries
 - ii. Donors
 - iii. Implementing staff
- b. Suggest a project title, derive at least three (3) activities of the project and show two (2) indicators for each activity. (6 marks)
- c. Show how at least four (4) **focus areas** of M&E influence project delivery. (8 marks)

Question two (20 marks)

- a. Participatory Monitoring and Evaluation (PM&E) entails involvement of the target group(s) in evaluation. Discuss how you would involve the target groups of a project you are undertaking to successfully implement PM&E. (8 marks)

- b. "CIPP Model is a simple systems model applied to program evaluation." Show the focus areas of CIPP Model and for each area explain its importance (12 marks)

Question three (20 marks)

- a. Explain why disseminating and utilization of M&E results is key in evaluation practice? (8 marks)
- b. Making a choice between quantitative and qualitative methods in M&E, or a mix of both is a decision that designers of M&E plans have to approach with reasons. Present a case for each and show the one you would use in Monitoring and Evaluation of a project you have been contracted to do. (12 marks).

PAN AFRICA CHRISTIAN UNIVERSITY



BACHELORS IN COMMUNITY DEVELOPMENT

END OF SEMESTER EXAMINATION MAY – AUGUST 2020

DEPARTMENT: COMMUNITY DEVELOPMENT

COURSE CODE: CDC415

CAMPUS: ROYSAMBU

COURSE TITLE: PEACE, JUSTICE AND CONFLICT RESOLUTION

EXAM DATE: AUGUST 2020

DURATION: 2 HOURS

INSTRUCTIONS

- This exam script has **THREE** questions.
- Answer **ANY TWO** questions (40 marks)

Question One

The Black Lives Matter movement in America provoked both national and global conversation on the origin and effects of inequality. While referring to this movement:

- a) Discuss the statement '*There cannot be peace without justice*' (5 marks)
- b) Defend your perspective on the destructive or constructive nature of the conflict (10 marks)
- c) Explain the role of socially constructed identities in intergroup conflict as outlined in the Social Identity Theory (SIT) (5 marks)

Question Two

The 2007 – 2008 Kenyan post-election violence (PEV) resulted into the displacement of families, destruction of property and economic decline. Assuming you were invited to analyze the conflict:

- a) Discuss the relevance of conflict analysis while presenting some of the factors you would consider in its analysis (10 marks)
- b) Describe your preferred tool to analyzing the conflict while drawing from the context and experience of the PEV (10 marks)

Question Three

- a) Conflict is dynamic as it experiences various changes and levels of intensity at each stage. Discuss the five main stages of conflict with reference to practical examples. (10 marks)
- b) Explain the difference between *retributive justice* and *restorative justice* (4 marks)
- c) Define transitional justice and explain its **three** aspects while referring to practical examples in developing countries. (6 marks)

END



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DEPARTMENT: COMMUNITY DEVELOPMENT

COURSE CODE: CDC417

CAMPUS: ROYSAMBU

COURSE TITLE: DEMOCRATIC GOVERNANCE

EXAM DATE: AUGUST 2020

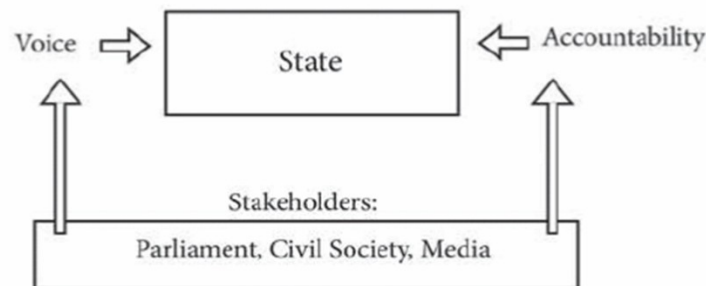
DURATION: 2 HOURS

INSTRUCTIONS

- This exam script has **THREE** questions.
- Answer **ANY TWO** questions (40 marks)

Question One

The concept of democratic governance can be illustrated using the following framework:



- Interpret the above framework and its application to developing countries. (5 marks)
- Robert Dahl argues that a democratic ideal is based on two main principles. Present the two principles and explain their importance to democracy (5 marks)
- Discuss any 5 principles of democratic governance with reference to the African context (10 marks)

Question Two

The civil society and media developed due to globalization and are both considered as non-state actors in democratic governance.

- Describe the **role** of civil society organisations (CSOs) in democratic governance in Kenya, and explain the **challenges** that they continue to face (10 marks)
- While referring to the election period in Kenya, explain some of the benefits of the media towards the election process (5 marks)
- Assess the relevance of globalization in influencing democratic governance (5 marks)

Question Three

E-Governance was originally developed with the intention of improving public value and service provision to the citizens of a country.

- Relate any 5 benefits of e-governance to developing countries (10 marks)
- Explain aspects/principles of good governance that are both present and missing in e-governance (10 marks)

END