POST GRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DEGREE OF MASTER OF ARTS IN DEVELOPMENT STUDIES

MDS 502: SOCIAL POLICY AND GENDER DEVELOPMENT
DATE: 5TH APRIL 2017

DURATION: 3 HOURS
MAXIMUM MARKS: 60

INSTRUCTIONS:
1. Write your registration number on the answer booklet.
2. DO NOT write on this question paper.
3. This paper contains FOUR (4) questions.
4. Question ONE is compulsory.
5. Answer any other TWO questions.
6. Question ONE carries 30 MARKS and the rest carry 15 MARKS each.
7. Write all your answers in the Examination answer booklet provided
QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

Poverty is a major concern of governments all over the world, and countless poverty-alleviation programmes and campaigns have been developed over time and across regions. Since independence, one of the principal goals of Kenya’s development effort has been to reduce poverty (Manda et al, 2001).

Growing literature indicates that significant and rising incidence of absolute poverty occurs in Kenya and women are more likely to be in poverty than men. Female/male ratios in Kenyan decision-making institutions are highly skewed against women and they experience unfavourable enrolment ratios in primary, secondary and tertiary institutions. The share of income earned by women is much lower than men’s share. General Kenyan indicators highlight declining GDP per capita, increased poverty rates especially for women, reduced life expectancy, a narrowing of the difference in female/male life expectancy rates, increased child mortality rates and an increase in the female child mortality rates.

The government has pursued this through various development strategies emphasizing economic growth, employment creation and provision of basic social services. Yet poverty continues to be a major impediment to human development and economic progress. Approximately 56% of Kenya’s population live below the poverty line (which is projected to increase to 60% by the end of 2005). Further the incidence of poverty is higher in the rural areas, where a majority of women live, than in the urban areas (RoK 2002).

Required:

a) Making reference to sustainable development goals (SDGs) and reflecting on the worrying statistics captured in the case study; discuss the strategic policy engendering women and poverty in Kenya.  

(10 Marks)
b) Explains efforts Kenya as a country is pursuing to alleviate poverty in the country. (10 marks)
c) Suggest steps to be used and equality distribution of resources to enhance gender development. (10 Marks)

QUESTION TWO

a) What insights does GAD (Gender and Development) approach offer to the study of development? (2 Marks)
b) How does GAD (Gender and Development) differ from or relate to the Women in Development (WID) approach? (3 Marks)
c) Although there have been dramatic changes in the lives of girls and women, the progress towards gender equality remains a key global challenge. Discuss with examples. (5 Marks)
d) Discuss the concept of marginalization for women (5 Marks)

QUESTION THREE

a) Discuss the impact of gender roles on the education of the girl child and the boy child. (5 Marks)
b) Using examples discuss in detail the concept of gender responsive budgeting (GRB) (5 Marks)
c) Using examples explain where in Africa GRB been used? (5 Marks)

QUESTION FOUR

a) Women and water development is top agenda in Sub-Saharan African countries. Using examples explain one project and program put in place to enhance this endeavor in Africa. (6Marks)
b) What do we mean by the term social policy? (4Marks)
c) Describe measures that have been put in place in Kenya for purposes of gender mainstreaming. (5 Marks)