

The
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UNDERGRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DEGREE OF BACHELOR OF ARTS IN DEVELOPMENT STUDIES

EDV 301: URBAN DEVELOPMENT

DATE: 1ST APRIL 2026

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 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:

CASE STUDIES OF COMMUNITY-BASED URBAN PLUVIAL FLOOD RISK MANAGEMENT IN PEARL RIVER DELTA CITIES

Policymakers increasingly integrate urban pluvial flood risk management into multiple strategies, acknowledging that local contexts and the actors involved are crucial. However, the literature on the decision-making processes of community-based pluvial flood risk management sheds little light on how local formal and informal actors relate to each other. This case contributes to filling this research gap by exploring the interdependency between local authorities and community residents from a multilevel governance perspective. Two cases, based in Pearl River Delta Cities, are analysed to explore actors' interactions locally in the Chinese Sponge City Program, a national programme for urban pluvial flood risk management. The comparative study of the two cases leads to four conclusions. First, the Sponge City Program at the local level can be viewed as multilevel governance. Second, triggered by the goal set by the national government and the local contexts, local authorities see the benefit of locally integrating the Sponge City Program into an integrated and area-specific plan, emphasizing the importance of institutional assertiveness.

Third, tensions and synergies exist in the interaction process between local authorities and residents that will have to be recognized and embraced and, where necessary, converted from constraining to enabling factors. Fourth, institutional barriers still dominate locally in the Sponge City Program because of a lack of support for cross-boundary cooperation and public participation. To span these boundaries, policymakers should be more open to changing the perspective from 'planning for people' to 'planning with people'. To cope with the evolving contextual specificities and complexities of urban pluvial flooding, policy making is partly supplemented by integrated strategies at the local level (Meng et al., 2022). In 2013, the Chinese national government proposed the Sponge City Program as a strategy to mitigate the urban pluvial flood risks. Similar to the water management strategies such as Sustainable Urban Drainage Systems (SUDS) in the UK, Low Impact Development (LID) in New Zealand, Water Sensitive Urban Design (WSUD)

in Australia, Green infrastructure (GI) and Best Management Practices (BMPs) in the US, the Sponge City Program in China aimed to improve the urban or community's resilience (Avazpour et al., 2023; Yin et al., 2021).

This initiative diverges from the traditional use of grey infrastructure, which strongly relies on expanding underground sewage capacity. Instead, it emphasizes non-structural measures such as replacing the pavement with material that absorbs water, installing green roofs or placing a water reservoir in a garden, intended to create buffering capacity and to separate rainwater from sewage (Dai et al., 2018). These above-ground solutions are anticipated to improve urban permeability, retention, storage, purification and drainage systems to recycle approximately 70% of stormwater in urban areas (Nguyen et al., 2019).

Additionally, the national government placed the Sponge City Program on local authorities' agendas, requiring 20% of a city's urban areas to fulfil the programme's requirement by 2020, and 80% by 2030 (State Council, 2015). Although the Sponge City Program is promoted nationally, local circumstances play a role. For example, the selection of program pilots considers cities' contextual differences (e.g. geography, climate, urban scale). Flood responsibilities are integrated into different local sectors (e.g. planning, landscape, transport.) (State Council, 2015). Apart from the local practices in the pilot cases and the following formal institutional environment build up for policy integration, citizens often team up as local collectives that are increasingly taking action in their community (Francesch-Huidobro et al., 2017).

However, what is not addressed is a formal institutional design that acknowledges the possibility of bringing local authorities and local collectives together (Dai et al., 2018; Zevenbergen et al., 2018). Potentially, combining expert knowledge and local knowledge, and the idea of both taking responsibility could be of value, although such a design process can also create tensions during the interaction between local governments and local collectives.

Required:

- a) In relation to the case study expound on the idea of the sponge city program. **(10 Marks)**
- b) In relations to the case study discuss the role of supplemented strategies as used by the Chinese. **(9 Marks)**
- c) Describe the contribution of local circumstances in the initiative of sponge city. **(6 Marks)**

QUESTION TWO

- a) Examine five spheres in which urbanism can take place in practice. **(9 Marks)**
- b) Explain two categories of under the scope of town. **(6 Marks)**

QUESTION THREE

- a) Assess the theoretical approaches to the growth of small towns. **(9 Marks)**
- b) To constitute a full urban community a settlement must display a relative predominance of trade- commercial relations. Analyze the features of an urban community. **(6 Marks)**

QUESTION FOUR

- a) Evaluate five Causes of Urbanization. **(10 Marks)**
- b) Discuss the effect of urban poverty. **(5 Marks)**

QUESTION FIVE

- a) Discuss the Major issues of urban fringe **(6 Marks)**
- b) Examine what exacerbated all these factors, insufficient water availability, waste-disposal problems, and high energy consumption and come up with a remedy. **(9 Marks)**

QUESTION SIX

- a) To develop and maintain strong systems of social relationships, different variable are emphasized. Examine the relevance of each factor to delinquency rates in the social disorganization **(9 Marks)**
- b) There are three main schools of thought in globalization research. Discuss the schools. **(6 Marks)**