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UNDERGRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF ARTS, HUMANITIES, DEVELOPMENT
STUDIES AND SOCIAL SCIENCES (SADS)
DEGREE OF BACHELOR OF ARTS IN DEVELOPMENT
STUDIES

BDS 200: GENDER AND DEVELOPMENT

DATE: 29TH JULY 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:

GENDER-BASED VIOLENCE (GBV) INTERVENTIONS IN LOW-INCOME AFRICAN URBAN SETTINGS

The ABC of Gender Analysis framework has been created has core components like Action, Locus, Visualization, and Power, along with narration, illustrations, and classroom applications, with 10 multiple-choice questions at an intermediate difficulty for educational analysis. This option correctly captures the heart of the "A" dimension, which is to clarify who can use resources and who can make decisions about them. The "A" in the ABC of Gender Analysis usually stands for access and control.

Access means the opportunity to use a resource or benefit, while control refers to the power to decide how that resource is used and who receives the benefits from it. For example, women may be able to attend training (access), but men may decide whether the new skills are applied in a business or farm (control). By mapping who has access and who has control, the framework reveals gendered power relations that might otherwise be overlooked. This understanding helps practitioners design actions that do not simply increase participation but also promote fairer decision-making and more equitable sharing of benefits across genders.

Gender-based violence (GBV) interventions in low-income African urban settings. Crenshaw's (1989) intersectionality posits overlapping oppressions (gender-race-class), critiquing single-axis GAD. It reveals how development homogenizes "women," ignoring differentials—e.g., rural HIV+ Maasai women face compounded stigma versus urban elites. In Nairobi slums, GBV programs like Kenya's Ni Wajibika fail non-binary youth or disabled women due to class-blindness. Enhanced analysis informs targeted interventions: South Africa's Thuthuzela Centres integrate class-sensitive services, cutting case backlogs 30%. Limitations:

Operational complexity risks paralysis. Intersectionality thus refines GAD for equity, demanding disaggregated data in SDGs.

Neoliberalism and Gender critically examine the impact of neoliberal development policies on gender relations in Africa, proposing alternatives grounded in GAD principles. Neoliberalism (SAPs, 1980s) privatized services, feminizing unpaid care (e.g., Tanzania's user fees spiked girls' dropout rates). It instrumentalizes women as micro-entrepreneurs (e.g., BRAC models), masking exploitation—Ghana's informal sector sees 80% female labor with wage gaps. GAD critiques this as reinforcing patriarchy via "lean-in" feminism. Impacts: deepened inequalities, per UN Women (2023). Alternatives: GAD-inspired decommodification, like Malawi's universal basic income pilots, reducing care burdens, or feminist foreign policy (e.g., Sweden's model adapted regionally). Viable paths include rights-based budgeting and solidarity economies for structural transformation.

Required:

- a)** How does intersectionality enhance Gender and Development analysis? Illustrate with examples from gender-based violence (GBV) interventions in low-income African urban settings.

(7 Marks)

- b)** Critically examine the impact of neoliberal development policies on gender relations in Africa, proposing alternatives grounded in GAD principles.

(9 Marks)

- c)** In the ABC of Gender Analysis framework, what is the primary purpose of the "A" (Access and control) dimension?

(9 Mark)

QUESTION TWO

- a)** Researchers, policymakers, and programmers have long recognized that gender plays a role in vulnerability to HIV/AIDS. Discuss how HIV and gender affect responsibilities and expectations.

(7 Marks)

- b) A clinic refuses to provide HIV testing to women who are sex workers, claiming they are non-compliant patients. Which human rights concern is most clearly involved? Explain your answers in four themes. **(8 Marks)**

QUESTION THREE

- a) Explain how migration creates subcultures, altering gender roles in development. **(5 Marks)**
- b) Subcultures in gender and development always lead to progressive change in NGOs. Discuss using two themes. **(5 Marks)**
- c) Expound on one theory that views subcultures as an alternative to mainstream gender and development paradigms. **(5 Marks)**

QUESTION FOUR

- a) Using appropriate examples, describe three major Theories of Gender and Development. **(9 Marks)**
- b) Discuss three methods and approaches in gender and development. **(6 Marks)**

QUESTION FIVE

- a) Examine two ways in which Feminists of all descriptions have characterized gender relations. **(8 Marks)**

- b)** Discuss the benefits of women's participation in environmental projects for project success and equity, citing two examples. Outline two barriers and strategies to overcome them.

(7 Marks)

QUESTION SIX

- a)** Using appropriate examples, describe the shift from Women in Development (WID) to Gender and Development (GAD) paradigms. Critically assess how this evolution has influenced policy mainstreaming in African national development plans.

(9 Marks)

- b)** The concept of gender mainstreaming has been diluted into a technocratic exercise devoid of transformative potential." Discuss with reference to its implementation in African development agendas like Agenda 2063. **(6 Marks)**