

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

BDS 319: DEVELOPMENT PLANNING

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:

RISK, VULNERABILITY AND PRO-POOR GROWTH

The concept of pro-poor growth (PPG) was first developed in the DAC Guidelines on Poverty Reduction (OECD, 2001). They state that increasing growth rates is essential, but not enough. The quality of growth – its sustainability, composition and equity – is equally important. The concept of PPG was further developed in the POVNET task team on private sector development, which indicates various ways in which the poor can participate in and benefit from growth, - through employment, i.e. as farmers, entrepreneurs and workers, as well as through incomes, i.e. as consumers and as potential recipients of tax-financed services and transfers. The consensus in the task team was that the appropriate measure for PPG is the growth of the average incomes of all poor people (OECD, 2004).

Since poverty is a multi-dimensional concept, the concept of pro-poor growth has to reflect this reality. This is in line with the choice and interaction between the Millennium Development Goals (MDGs), which were originally conceived within the context of the OECD Development Assistance Committee. Income poverty (MDG1) and non-income poverty (MDG2-7) will be reduced most effectively in the context of an overall development strategy that integrates economic and social policies. In a recent analysis carried out for the DAC Network on Poverty Reduction, Klasen (2005) confirms this point. He finds that while there is a clear correlation between the income and non income dimensions of pro-poor growth, that correlation is far from perfect. He concludes that relying on income growth to solve the non-income poverty problem is unlikely to be the most effective approach to addressing non-income poverty.

The concepts of risk and vulnerability generally revolve around the exposure to a hazard and the ability to manage the consequences of the hazard, once it has occurred (Sabates-Wheeler and Haddad, 2005). The Japan International Cooperation Agency (JICA, 2005) defines risk as the “probability of degradation/aggravation in the future wellbeing” of people caused various threats at the macro- and micro-level.

Vulnerability is defined as “the situation with a substantial downturn in the wellbeing of people or substantial threatening of their daily lives because of their inability to deal with risks when they face threats”. It varies according to the strength of risks and people’s capacity to deal with risks. The empowerment concept measures people’s ability to manage risks, and was first introduced in the World Development Report (2000) on “attacking poverty”. Narayan (2002) defines it as “the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives”. Empowerment can be strengthened by various actions of the national state and the international community, such as improved provision of basic services; local, national and global governance; pro-poor market development; and access to justice.

Required:

- a) From the case study above, examine the concept of pro-poor growth in reality to poverty. **(10 Marks)**
- b) Using the case study above differentiate the term risk and vulnerability. **(6 Marks)**
- c) Explain any three points that can be included in a final planning process **(9 Marks)**

QUESTION TWO

- a) Explain the relationship between gender governance and development. **(10 Marks)**
- b) Expound on the concept of development studies. **(5 Marks)**

QUESTION THREE

- a) A good situation analysis will be outward looking, informed by what others have learnt and use the environment to identify issues.” Discuss the statement. **(7 Marks)**
- b) Using appropriate examples, describe any two approaches to planning as part of poverty eradication. **(8 Marks)**

QUESTION FOUR

- a) Discuss any seven indicators of sustainable livelihoods. **(7 Marks)**
- b) The outcome of the common law position has been the development of the branch of law known as physical planning law. Describe two components of physical planning. **(8 Marks)**

QUESTION FIVE

- a) Using examples, discuss three mechanism Governments can use in aiding private sectors business. **(9 Marks)**
- b) Evaluate the concept of gender mainstreaming. **(6 Marks)**

QUESTION SIX

- a) Using example discuss logical frame work as a tool used in development planning. **(9 Marks)**
- b) Differentiate between problem analysis and objective analysis. **(6 Marks)**