

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

BDS 301/ BDS 413: PUBLIC POLICY ANALYSIS AND MANAGEMENT

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:

THE COMPETENCY BASED CURRICULUM (CBC) REFORM

Public policy analysis in Kenya provides critical insights into how government decisions affect citizens, institutions, and socio-economic development. A prime example is the Competency Based Curriculum (CBC) reform in the education sector, which has been one of the most significant public policy initiatives in the last decade. The CBC was introduced by the Kenyan government in 2017 to replace the long-standing 8-4-4 system of education. The reform aimed to shift focus from exam-based learning to competency and skills development that prepares learners for a dynamic labor market and global competitiveness. This case study explores how the CBC policy was formulated, analyzed, and implemented, highlighting successes, challenges, and lessons for future policymaking in Kenya.

The formulation of the CBC policy began with widespread recognition of weaknesses in the 8-4-4 system, particularly its overemphasis on examinations and inadequate preparation of learners for the job market. Stakeholder consultations were undertaken by the Ministry of Education, involving teachers, parents, curriculum developers, employers, and policymakers. Public policy analysis frameworks such as problem definition, stakeholder mapping, and option evaluation were applied to identify gaps and propose suitable alternatives. The choice of CBC was influenced by both global trends in competency-based learning and Kenya's Vision 2030 blueprint, which emphasizes innovation, skills, and entrepreneurship as drivers of socio-economic development.

Implementation of the CBC has involved a phased rollout beginning with lower primary classes. The government invested in teacher re-training,

curriculum materials, and new assessment systems. Policy analysis during this stage was critical in evaluating resource requirements, institutional capacity, and the impact on learners. Pilot programs conducted before nationwide implementation provided useful feedback, although some concerns from teachers' unions and parents were not fully addressed. Despite these efforts, gaps in funding, training, and infrastructure emerged, raising questions about whether the analysis during the formulation phase was comprehensive enough to anticipate implementation challenges.

Required:

- a) Illustrate how government decisions affect citizens, institutions, and socio-economic development **(10 marks)**
- b) 'The reform aimed to shift focus from exam-based learning to competency and skills development that prepares learners for a dynamic labor market and global competitiveness' Explain five ways the learner was to be prepared for a dynamic labor market and global competitiveness **(10 marks)**
- c) Explain in five points how the CBC policy was formulated, analyzed, and implemented **(5 marks)**

QUESTION TWO

- a) Identify any five stakeholders in the policy formation and explain the role of each in the policy implementation **(10 marks)**
- b) Assess any five challenges faced by a named policy during policy implementation **(5 marks)**

QUESTION THREE

- a) It has been argued that it is generally difficult to change policies because institutions are sticky, and actors protect the existing model. Propose the steps to be taken when a government want changes in its policy **(10 marks)**
- b) Discuss the role of Human rights activists in policy formation in Kenya **(5 marks)**

QUESTION FOUR

- a) Discuss any five critical dimensions of public policy **(10 Marks)**
- b) Argue in favour of bureaucracy in the policy implementation in Kenya **(5 marks)**

QUESTION FIVE

- a) Critique the statement that 'without the willingness of the rulers' good policies are bound to fail' **(10 marks)**
- b) Discuss any five types of economic policies for development in Kenya that are influenced by the world bank **(5 marks)**

QUESTION SIX

- a)** Argue for the ruling that 'that all public policies should undergo public participation (which is a democratic process) before implementation'.
(10 marks)
- b)** According to the international Monetary Policy, a country's strategy paper should conform to certain principles. Outline any five of these principles **(5 marks)**