

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

BDS 200: GENDER AND DEVELOPMENT

DATE: 14TH 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:

ASIAN DEVELOPMENT BANK'S GENDER ANALYSIS IN TRANSPORT PROJECTS

Asian Development Bank's (ADB) Policy on Gender and Development (GAD) adopts gender mainstreaming as a key strategy for promoting gender equality and women's empowerment in all ADB operations. ADB adopts a 4-tier gender categorisation system to measure, count, and report on the extent to which gender equality issues are integrated into project design.

The development of new transport systems and/or changes to existing systems have the potential to bring huge benefits for transport workers, but to build a sustainable public transport system characterized by decent work, the needs and concerns of transport workers need to be meaningfully included in decision-making.

The World Bank's Gender Tag criteria help teams to identify strategic opportunities to narrow gender gaps within the scope of their projects. Operations tagged for gender need to meet two criteria: they address one or more of the pillars of the World Bank Group Gender Strategy 2016-2023, and the Project Appraisal Document (PAD) articulates a logical chain from analysis, to actions, to indicators in the project's Results Framework.

Asian Development Bank's (ADB) Policy on Gender and Development (GAD) adopts gender mainstreaming as a key strategy for promoting gender equality and women's empowerment in all ADB operations. ADB adopts 4-tier gender categorisation system to measure, count, and report on the extent to which gender equality issues are integrated into project design. The design and implementation of gender responsive and gender-inclusive transport projects require gender analysis and policy dialogue during the planning and design phase, and gender capacity development for transport sector agencies during implementation. These people centred questions are critical to ask and understand if transport investments are to deliver inclusive results and bring equitable benefits to women.

The gender analysis aims to: (i) identify key gender issues and determinants directly relevant to the intended transport infrastructure and services to be provided by the project; (ii) assess the differing needs and constraints of men and women in access and utilisation of transport infrastructure and services; (iii) assess specific gender concerns, such as gender based violence and safety of women in public transportation systems; (iv) inform gender-inclusive project designs by identifying opportunities to maximise gender benefits and minimise and mitigate adverse gender impacts or risks through the proposed project, and (v) collect baseline sex-disaggregated data to be used in monitoring project outputs and outcomes during project implementation.

The link between gender equality and transport interventions becomes clear when attention is given to the different transport needs, purposes, and modes of transport of women and men, instead of a narrow focus on provision of transport infrastructure. The ITF Gender Analysis Toolkit for Transport Policies provides guidance on gender dimensions of transport, and how to integrate gender analysis into transport project design, implementation, and policy engagement. This will be beneficial to ADB staff during project processing when gender performance indicators are designed, during implementation when projects are monitored, and as a reference when engaging in meaningful policy dialogue with government partners and private sector clients.

Required:

- a) The development of new transport systems and/or changes to existing systems has the potential to bring huge benefits for transport workers. Describe these benefits. **(9 Marks)**
- b) In relation to the case above, examine the aims of gender analysis. **(10 Marks)**
- c) The link between gender equality and transport interventions becomes clear when attention is given to the different issues. Enumerate the issues. **(6 Marks)**

QUESTION TWO

- a) Discuss three approaches of women in development. **(9 Marks)**
- b) Describe The Albert Bandura theory of social learning. **(6 Marks)**

QUESTION THREE

- a) Over the years, development programs have been criticized for ignoring gender roles and the impact it has on women in the global south. There is a shift to integrate women into development programs in hopes of eradicating poverty and low socioeconomic status. Enumerate six of the development theories and their outcomes and effectiveness according to Martinez. **(12 Marks)**
- b) Examine how Sara Longwe used gender mainstreaming as a strategy to achieve empowerment. **(3 Marks)**

QUESTION FOUR

- a) Using appropriate examples, discuss any four difficulties encountered in altering traditional gender roles. **(8 Marks)**
- b) Discuss the seven interplays of gender issues in health. **(7 Marks)**

QUESTION FIVE

- a) How complex is sexual harassment? Explain the statement. **(6 Marks)**
- b) Argue out the importance of clean Water and Sanitation to gender and development, and examine its current status in your country. **(9 Marks)**

QUESTION SIX

- a) Expound on the women empowerment framework, highlighting its strengths and weaknesses, and explain its key aspects and barriers to gender Empowerment. **(12 Marks)**
- b) As a gender expert, enumerate ways in which Political systems can create or dismantle gender inequalities. **(3 Marks)**