The Management University of Africa

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UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF ARTS, HUMANITIES, DEVELOPMENT STUDIES AND SOCIAL SCIENCES (SADS)

DEGREE OF MASTER OF ARTS IN DEVELOPMENT STUDIES

MDE 515: GLOBAL POVERTY AND SOCIAL POLICY DEVELOPMENT

DATE: 27TH JULY 2026

DURATION: 3 HOURS

MAXIMUM MARKS: 60

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **FOUR (4)** questions.
4. Question **ONE is compulsory.**
5. Answer any other **TWO** questions.
6. Question **ONE** carries **30 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 GLOBAL POOR: VULNERABILITIES

Four out of five people below the international poverty line still live in rural areas, and half of the poor are children. Women also represent a majority of the poor in most regions and among some age groups. Of the global poor age 15 and older, about 70 percent have no schooling or only some basic education. In addition to these well-known demographic characteristics, this case introduces profiles of the global poor by conflict and catastrophic flood risk at the subnational level. More than 40 percent of the global poor live in economies affected by conflict and violence, and, in some economies, most of the poor are concentrated in specific subnational areas.

About 132 million of the global poor live in areas with high flood risk. Moreover, many of the poor face exposure to multiple risks. In a number of countries a large share of the poor live in areas that are affected by conflict and that face high exposure to floods. Facing the Infectious disease pandemic, many of the new poor are likely to live in congested urban settings and to work in the sectors most affected by lockdowns, quarantine and mobility restrictions; many are engaged in informal services and not reached by existing social safety nets. Conflict, climate change, and Infectious disease pandemic are having a clear impact on the global poor, in many cases having joint incidence upon those living in poverty.

The profiles presented in this case underscore that poverty reduction policies need to have a clear demographic focus by promoting inclusive growth and helping the poor gain access to education, health, employment, and business opportunities. It is now clear that this does not

suffice and that mechanisms to cope with conflict, climate change, and the pandemic through management and prevention of these risks are also crucial antipoverty policies. Now as then, the stringent data requirements for the profile of the global poor limit the ability to go beyond core sociodemographic characteristics such as age, gender, education, and type of residence; these variables can be constructed, in a comparable fashion, for the majority of countries for which micro data are available. The innovation of this case is that it expands the profile of the global poor across two dimensions to include the extent to which, within countries, the global poor may be concentrated in areas that are more exposed to conflict and to climate risks (as measured by the likelihood of experiencing catastrophic floods).

This profile of the poor is based on harmonized household surveys from 142 countries in the Global Monitoring Database (GMD). This case first describes the demographic characteristics of the global poor and how these characteristics have changed in recent years. Then the case describes how the poor in economies and areas within economies are affected by past conflict or are exposed to likely climate change effects, such as catastrophic floods, in the coming decade. It discusses how the majority of the poor live in conflict-affected economies and how they are sometimes, but not always, concentrated in specific areas within each country, making the correlation between poverty and conflict more nuanced and complex. Using an overlay of poverty and conflict maps, the case produces a more detailed description of the global poor by exposure to conflict. Next, a similar procedure is adopted to identify the share of the global poor who are exposed to the catastrophic risk of floods.

The case then continues with a profile of the poor under the lower-middle-income poverty line of US$3.20 a day. As the population group with incomes not far above the international poverty line of US$1.90 a day, this group is the most vulnerable to falling into poverty because of the impact of Infectious disease pandemic and is therefore an approximation of the likely characteristics of the new poor caused by the

pandemic. The latest survey data highlight the fact that the global poor remain overwhelmingly rural. Four out of every five individuals below the international poverty line live in rural areas, although the rural population accounts for only 48 percent of the global population. In fact, poverty is becoming more rural over time. Overall, the incidence of rural poverty is more than four times higher than the incidence of urban poverty according to latest data.

Rural poverty continues to be strongly associated with employment in the agricultural sector; the incidence of extreme poverty is much higher among those employed in agriculture compared with those employed in other sectors. The characteristics of rural areas may differ, however, from one country to another, making poverty comparisons across urban and rural areas challenging. Sustained increases in educational attainment have been a key contributor to economic growth and poverty reduction in many developed and developing countries, and, at a time of rapid technological change, returns to education can be especially high.

The educational profile of the global poor highlights the difficulties of eliminating extreme poverty by 2030. Lower levels of educational attainment are more common among both poor and nonpoor individuals in rural areas as compared with urban areas. This fact highlights the multidimensional character of rural poverty among poor adults residing in rural areas, 39 percent report having no education, more than double the share with no education in urban areas.

Required:

a) Just four years to vision 2030 yet from this case study it is skeptical eliminating poverty by 2030 in Sub-Saharan Africa. Evaluate any five justification**(10 Marks)**

b) Evaluate five ways of realizing Sub-Saharan Africa's Poverty eradication agenda

(10 Marks)

c) Demonstrate any five causes of persisting poverty in Sub-Saharan Africa using relevant example in the case

(10 Marks)

QUESTION TWO

a) Compare Cost-of Basic needs method and Food Energy Intake method of establishing a poverty line **(5 Marks)**

b) Using relevant examples discuss five causes of Global Income inequality

(10 Marks)

QUESTION THREE

a) Measuring of inequality is done using various methods or calculations. Discuss the Lorenz Curve and the Gini Coefficient with examples **(10 Marks)**

b) The local inequalities are reproduced in sub-Saharan Africa low income countries. Discuss any five mechanisms used with example

(5 Marks)

QUESTION FOUR

a) Present any five main types of poverty and how it has impacted on economic growth in your country.

(10 Marks)

b) Community member have a role to play to eradicate poverty. Discuss any five measures your communities have been undertaking in order to do this role

(5 Marks)