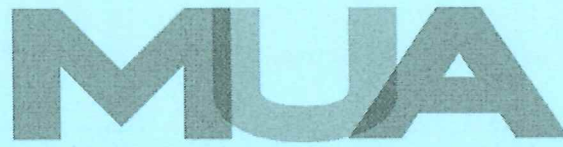


The  
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**UNDERGRADUATE UNIVERSITY EXAMINATIONS**

**SCHOOL OF MANAGEMENT AND LEADERSHIP**

**DEGREE OF BACHELOR OF ARTS IN DEVELOPMENT STUDIES**

**PMT 400/BDS 107:            EDUCATION DEVELOPMENT/ EDUCATION  
   POLICIES AND DEVELOPMENT**

**DATE:                            10<sup>TH</sup> DECEMBER 2024**

**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:

**CHALLENGES AND DEFICIENCIES OF THE LOCAL COMMUNITIES**

The root causes, challenges and deficiencies of the local communities must be addressed. Discrimination is an undeniable part of life in Africa due to a dominant culture of machismo, alcoholism, and domestic violence, which work in tandem to further perpetuate and exaggerate the already gaping gender disparity. Families and children internalize these standards, thereby reinforcing a system that perpetuates women and girls' lack of inclusion and success in society. This serves to not only reduce opportunities, but to also cause many women and girls to struggle with issues like low self-esteem, personal and cultural identity, abuse, bullying and addiction.

*"No! Girls aren't worth playing with...they're just going to scream and cry."*

When students of both sexes encounter this way of thinking in their homes, on the street, at the market and with family members and friends, this behavior unsurprisingly translates to the classroom as well. If this discriminatory thinking, whether conscious or subconscious, is further sustained at school, the consequence is natural: a deepening and extension of prejudice. In order to improve education and gender equity in Africa, these judgmental norms must be not only challenged, but overpowered.

*"Joan, wash the cups."*

A teacher, urgently attending to the needs of another student, unthinkingly asks one of her female learners for assistance. Such discourses are common and rarely conscious; however, when boys and girls are together in a room and only the girls are called on to perform such tasks, teachers unwittingly reinforce gender stereotypes.

In the face of the misguided paradigms and behaviours to which learners are exposed, schools work to promote gender equality by building awareness and reinforcing good practices among the children. Change with the learners however, comes with increased emphasis on teachers' roles in breaking gender barriers in the classroom. The Regional Program methodology includes training for educational

staff, not only on innovative teaching techniques and classroom management, but also on subtly weaving human rights and gender equity concepts into all classroom activities. Teachers are consequently better equipped to incorporate communication, reflection, analysis and cultural identity conversations into lessons as means of enhancing educational performance and vital life skills for future success through a human rights context. Teachers integrate these concepts, for example, by being intentional in how they pick books to be used in lessons; selected stories convey messages of self-esteem, personal responsibility and values, and oftentimes include both strong female and male characters. Overall, participating teachers have exhibited an increased interest in gender equity topics through these professional development workshops, and many have exhibited a heightened understanding of the issues facing their students at home. This awareness has further resulted in a collective motivation to continue challenging gender disparities by reinforcing these concepts in their classrooms.

**Required:**

- a) Differentiate between gender equity, gender equality and women's empowerment (6 Marks)
- b) From the case explain any four causes of gender discrimination (8 Marks)
- c) From the case study discuss three (3) measures to be implemented to ensure gender equity (6 Marks)
- d) Elaborate five (5) points on importance of community education towards gender equality (5 Marks)

**QUESTION TWO**

- a) Everybody need to be educated as "*Education is the foundation of development*"  
Discuss this statement with five relevant points (10 Marks)
- b) Illustrate any five roles education can play in an attempt to curb over-population for Development of Society (5 Marks)

**QUESTION THREE**

- a) Analyse five (5) roles professionals and support groups play in ensuring that environmental education attains its agenda (10 Marks)
- b) Difference between Environment and Environmental Education (2 Marks)
- c) Evaluate three (3) basic learning needs defined at Jomtien and reformulated in the South and East African regional synthesis report prepared for the EFA 2000 Assessment (3 Marks)

**QUESTION FOUR**

Discuss five (5) roles of community education in developing social responsibilities for development (15 Marks)

**QUESTION FIVE**

- a) Education for All (EFA) efforts has been worthwhile, indeed necessary, and that the mission of EFA must again be taken up, with strengthened resolve and renewed energy. Evaluate five (5) reasons on whether EFA efforts have made a difference in education sector (10 Marks)
- b) Explain five (5) effects of education on population trend (5 Marks)

**QUESTION SIX**

- a) Evaluate five (5) benefits of technology in education and development using relevant examples (5 Marks)
- b) Explain five (5) measures to be taken to reduce and ultimately eliminate illiteracy in a population (5 Marks)
- c) SDG goal 4- quality education, briefly illustrate five (5) points on whether quality education for all has been achieved (5 Marks)