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KIRIRI WOMEN'S UNIVERSITY OF SCIENCE AND TECHNOLOGY
UNIVERSITY EXAMINATION, 2024/2025 ACADEMIC YEAR
THIRD YEAR, SECOND SEMESTER EXAMINATION
FOR THE BACHELOR OF BUSINESS & INFORMATION TECHNOLOGY
KLC 2409 – GENDER DEVELOPMENT

Date: 18TH April 2024
Time: 11:30AM – 1:30PM

INSTRUCTIONS TO CANDIDATES

ANSWER QUESTION ONE (COMPULSORY) AND ANY OTHER TWO QUESTIONS

QUESTION ONE (30 MARKS)

Case study

Gender division of labour

Mwikali lives in Kakunike village which is 30 km from Mwatate town in the Kenya /Tanzanian border. Kakunike is a highly patriarchal community where decisions within the community are decided by the council of elders. Some of the key decision made by the elders include: gender roles and responsibilities, gender division of labour, access and control of resources as well as marital relationships.

Mwikali and other Women perform the bulk of the societal responsibilities which include; reproductive and productive roles as well as community service. The division of labour is skewed against women to the extent that these roles take them from dawn to late at night to accomplish. The heavy domestic responsibilities do not allow Mwikali and other women to engage in any other extra and important social economic activities and that has led to her living in poor conditions. Due to this situation which is characterized by high gender inequalities in the community, Mwikali and other women experience a low life status compared to men.

Mwikali also endures a disadvantaged position in the society as compared to her husband in many aspects like: access to education and health care services including not having rights to her body and the number of children she wish to have. Mwikali dropped from school in class four after she was forced to undergo female genital mutilation and was married-off at tender age of 14 years to an elder same age with her father.

A local organization Uzima has been involved in awareness rising among the community members on need to avail equal education opportunities to both the boy and the girl child. However, majority of women in Kakunike village still feel that a lot needs to be done to ensure that women and girls enjoy equal rights and benefits as men and boys.

Required:

- a) Examine factors that has led to Mwikali and other women in Kakunike be engaged in more socio-economic community responsibilities compared to men. (6 Marks)
- b) Discuss why Mwikali's position and condition of life in Kakunike village is subordinate compared to her husband (6 Marks)
- c) Discuss how continued engagement in retrogressive culture practices in Kakunike affect health status of Mwikali and other women (6 Marks)

- d) Outline some of practical programmes Uzima can employ to increase education attainment for girls in Kakunike (6 Marks)
- e) Examine some of the strategies Uzima can use to have women and men equally participate in decision making process in Kakunike. (6 Marks)

QUESTION TWO (20 MARKS)

- a) Discuss any five global Sustainable Development Goals that address gender issues affecting women and girls (5 Marks)
- b) Discuss causes of Gender Based Violence (GBV) within the society (5 Marks)
- c) Examine the main agents of socialization in the society (5 Marks)
- d) Propose some practical solutions in addressing Feminization of Poverty (5 mark)

QUESTION THREE (20 MARKS)

- a) Justify why gender analysis is a useful tool in projects design (5 Marks)
- b) Identify key aspects of mainstreaming gender as an important aspect in the project management cycle (5 Marks)
- c) Discuss the importance of gender empowerment among individuals and groups within the community (4 Marks)
- d) Compare and contrast the following approaches
 - (i) Women in Development
 - (ii) Women and Development
 - (iii) Gender and development (6 Marks)

QUESTION FOUR (20 MARKS)

- a) With examples, discuss the main factors that lead to low political representation among women in Kenya (5 Marks)
- b) Justify why it is important for the development workers to explore gender identity within the community (5 Marks)
- c) Highlight the key stages of gender mainstreaming process in development (5 Marks)
- d) Discuss the concept of gender relations and its relevance in social development (5 Marks)

QUESTION FIVE (20 MARKS)

Discuss the application of the following gender analysis frameworks

- a) Harvard analytical framework within the project management cycle (5 Marks)
- b) People-Oriented Planning Framework (5 Marks)
- c) Moser Framework (5 Marks)
- d) Gender Analysis Matrix (GAM) (5 Marks)