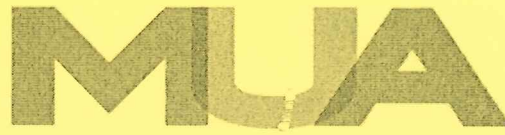


The
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POST GRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF MASTER OF ARTS IN DEVELOPMENT STUDIES

MDE 514: PUBLIC POLICY AND DEVELOPMENT

DATE: 28th march, 2022

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 (30 MARKS)

Read the Case Study below carefully and answer the questions that follow:

COVID-19 in Kenya: The complex policy challenges facing the government

Although the number of COVID-19 cases and fatalities to date appear relatively low in sub-Saharan Africa compared to other parts of the world, it is now widely acknowledged that the pandemic could have a disastrous impact on already strained health systems, and could potentially turn into a social and economic emergency.

Official statistics show that the speed of the lockdown in Kenya certainly slowed the virus's early progress. As of July 2020, Kenya had fewer than 9,000 reported cases based on almost 200,000 tests, and fewer than 170 deaths (pop 53 million). Up to 82% of cases are centered on Nairobi and Mombasa - supporting theories that global travelers are more likely to carry COVID-19 into the country.

The quick action of the Kenyan government to limit the spread of the virus - closing borders, restricting flights in/out of Kenya, shutting down or limiting major distribution and travel routes (road, rail, air), and the implementation of curfews - has generated widespread trust and approval amongst Kenyans. Survey showed that 80% of those interviewed approved of the way the government responded to the COVID-19 outbreak, with 49% strongly approving, and only 15% disagreeing with the government's approach. Also 82% stated that they trust the government to make the right decisions in the future.

While the statistics tell one story, the impact of the lockdown on the economy and the lives of Kenyans, tells another. Recent research shows that Kenyans' main worries are the economy and the household, in particular the education of children.

Kenyans feel conflicted. The tension for most families lies in the desire to both protect dependents and earn a living. There are anxieties around ongoing restrictions but also what happens when restrictions are lifted.

While fearing a second wave of the virus, the vast majority are more concerned about the reboot of the economy, than the health risks of COVID-19:

- 91% have reported a loss of income. Adults with dependents are more affected, with 94% with 3+ dependents seeing a reduction of household income vs 85% with no dependents.
- 67% report using money or assets saved for education to meet their daily needs while 53% without dependents are also using their education savings or other assets to get by.
- Among adults who own/run their own business, 64% report having to sell stock or business assets to survive.

Even before COVID-19, Kenya was only just emerging from several major crises which had severely impacted the economy. Two floods displaced tens of thousands and cut off major avenues for trade. The arrival of the locust swarms right at the start of crop planting further threatens output levels, straining the supply chain and earning potential for farmers and agribusiness on which Kenya heavily relies. The most recent World Bank Kenya Economic Update warns growth will plummet from a previously predicted 5.9-6.0% to 1.0-1.5% in 2020.

Required:

- a) State and explain the emergencies and crises, apart from COVID-19, that the government of Kenya have dealt with in the recent past (2019-2021) (8 marks)
- b) Propose policies government should put in place to mitigate the long term effects of COVID-19 (12 marks)

- c) The policy of lock-downs and restriction of movements has helped in slowing the spread of COVID-19 pandemic but it has come along with other short-term and long term effects. Discuss (10 marks)

QUESTION TWO

- a) Describe the various stages in public policy making process (9 marks)
- b) Examine why governments need to intervene in policy making process (6 marks)

QUESTION THREE

- a) Critique any THREE theories of public policy formulation (6 marks)
- b) Assess the role of any THREE key actors in policy making and Implementation process (9 marks)

QUESTION FOUR

- a) Discuss the following classifications of policies (6 marks)
- i. Distributive policies
 - ii. Regulatory policies
 - iii. Redistributive policies
- b) Examine THREE types of economic policies (9 marks)