



KENYATTA UNIVERSITY
UNIVERSITY EXAMINATIONS 2018/2019
THIRD SEMESTER EXAMINATION FOR THE DEGREE OF MASTER OF
ECONOMICS
EAE 842: HUMAN DEVELOPMENT

DATE: Thursday, 25th July 2019

TIME: 5.30p.m-8.30p.m

INSTRUCTIONS:

Answer ALL questions

QUESTION 1: EDUCATION IN KENYA (15 MARKS)

- (a) Describe briefly how Kenyan Education indicators have evolved over the last three decades. (3 marks)
- (b) Explain what the UWEZO's study on education in Kenya looked at and its findings. (4 marks)
- (c) Discuss some of the reasons why children do not learn enough in Kenya (4 marks)
- (d) Describe one or two interventions on education that have been tried by government in Kenya and whether they were successful. (4 marks)

QUESTION TWO(15 MARKS)

The national literacy program launched in 2015 was first piloted on a small scale and evaluated using a Randomized Control Trial(Piper et al, 2018)

- (a) Explain briefly the methodology utilized in Randomized Control Trials (5 marks)
- (b) Piper et al. evaluated three interventions :"
 - (1) Teacher Professional Development(PD) and Teacher instructional support and coaching
 - (2) Revised student books in literacy and numeracy, at a 1:1 ratio, added to PD and instructional support

(3) Structures teacher lesson plans added to student books, PD, and instructional support".

How many treatment and control groups did they need to evaluate these interventions? (4 marks)

(c) With reference to the chart below from the Piper et al., answer the following questions:

- (i) Which intervention had the largest effect? (2 marks)
- (ii) were the effects larger in Grade 1 or Grade 2? (2 marks)
- (iii) In which case was the difference in effect between the second and third intervention larger? (2marks)

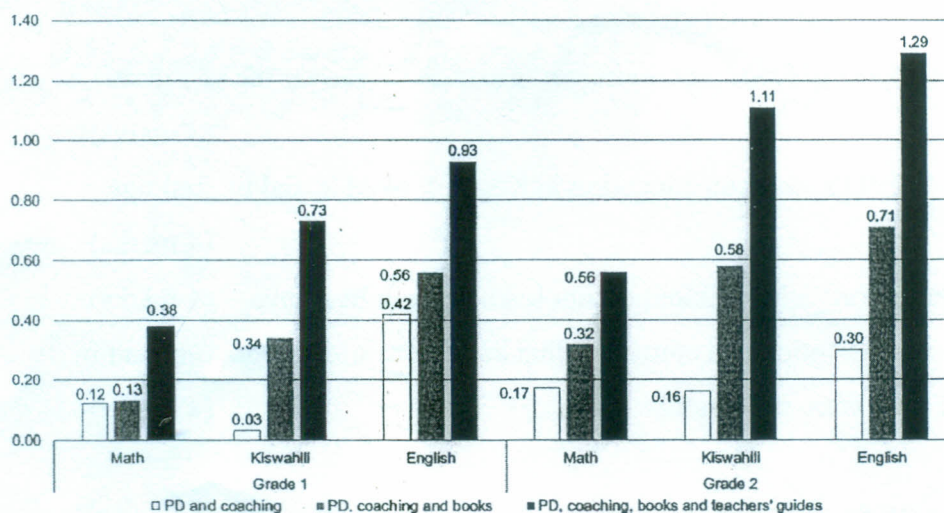


Fig. 1. Effect size comparisons by treatment group, subject, and grade.

(c) Are the results of small-scale pilots always confirmed when they are scaled up in large-scale programs? (3 Marks)

QUESTION THREE (15 MARKS)

The NGO directly provides unconditional cash transfers to recipients in various villages in rural Kenya. There are claims that unconditional cash transfers are better to lift people out of poverty than conditional cash transfers.

- a) What arguments can be made in favor of unconditional cash transfers? (3 Marks)
- b) What are some disadvantages of unconditional cash transfers? (3 Marks)
- c) Describe briefly the main differences between conditional and unconditional cash transfers (4 Marks)
- d) Mention the main targeting mechanisms that can be used. (3 Marks)
- e) Is the “give directly” Kenya program a targeted program? If yes, what targeting mechanism does it use? (2 Marks)

QUESTION FOUR (15 MARKS)

The chart below shows average infant mortality rates for various countries, as well as the rates for children born to mothers with no education and those for children born to mothers with secondary or higher education.

- a) Comment on average infant mortality rates and the differences within and across countries (6 Marks)
- b) In what ways can a mother's education level reduce infant mortality? (4 Marks)
- c) Does the chart provide support for the view that policies matter? How would you use the chart to argue that countries can implement policies that improve infant mortality? (5 Marks)

Maternal education affects infant mortality

Infant mortality rate per 1,000 live births

