Inclusive Development Practice in Southeast Africa
SDIS-3500 (3 credits)

Malawi: Sustainable Development Practice

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

Inequality and inequitable development outcomes are of much concern in most countries today. Income and wealth inequalities have been on the rise nearly everywhere since the 1980s, following deregulation and liberalization programs and has been exacerbated by climate change, and recently by the COVID-19 pandemic. The gap between the average incomes of the top 10% and the bottom 50% of individuals within countries has almost doubled. Similarly, the inequality gap in Malawi continues to widen, with profound gender, generational and regional dimensions.

This course centers socioeconomic class, gender and sexual identity, and place of residence in national and local development policy formulation, implementation, and its outcomes, comparatively, in Malawi and Zambia. How does development practice and the practice of development generate social inequality? What can be done to eliminate or mitigate skewed livelihood outcomes in countries such as Malawi and Zambia? What policies can be implemented to enhance equitable development outcomes for women, youth, the elderly, and rural residents? This course delves deeper into trends and patterns across space, class, and time, in the key sectors of development, and the policies and projects through which inequality could be eliminated or mitigated.

Learning Outcomes

Upon completion of the course, students will be able to:

- Employ data to demonstrate the trends and patterns of social inequality across gender, generation, socioeconomic class, and place residence in Malawi.
- Propose some of the ways in which inequity can be mitigated and equity promoted in countries such as Malawi.
- Apply tools and methods to assess the potential of development policy or projects in eliminating inequality and fostering equity.

Instructional Methods

The course, taught in English, employs carefully selected topical issues and site visits to explore and critically examine some of the ways in which equities, inequities and inclusion have been and are both fostered and mitigated during the practice of development in Malawi. The course employs data to explore and examines the inequity and inclusion from the perspective of gender and social identity, social class, age, and place of residence. Each module is taught over a period of about two weeks.

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Required Texts
See course schedule for a full listing.
Additional readings and articles as assigned.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Data analysis and presentation (30%)
Select any secondary data source (World Bank Data, WHO, World Inequality Report, etc.). Extract data on any one of the sectors so far covered in this course and prepare a visual presentation exploring the trends and patterns of inequality/equality and how these have changed over a period not less than 25 years.

2) Concept note or policy brief writing assignment (30%)
Prepare a concept note or a policy brief to the Government of Malawi that proposes some of the ways in which inequities (in the sector you analyzed in assignment one above) can be eliminated or mitigated.

3) Growth Strategy analysis (30%)
Assess the potential of Malawi's Growth Strategy in eliminating the structures and processes that reproduce inequities in Malawi.

4) Participation (10%)
This includes active involvement in lectures, readings, discussions and excursions using the following criteria:
- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.]

Assessment
   Data analysis and presentation – 30%
   Concept note or policy brief – 30%
   Malawi Growth Strategy analysis - 10%
   Participation - 10%

Attendance and Participation
Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments
SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.
Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

<u>Grading Scale</u>

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations
- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.

SIT Policies and Resources

Please refer to the SIT Study Abroad Handbook and the Policies section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as

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Course Schedule

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs

Each module critically examines a key sector of development in Malawi, examining their gendered, geographical, and generational distribution of the benefits of growth and development. Each module explores quantitative data regarding the trends, patterns (measures of central tendency) in each of the sectors, and then implications and meanings of these data are carefully explored in class discussions and site visits.

Module 1: Inequity and Inclusion: A framework and key concepts
This module explores the key frameworks and concepts in the field of social equity and inequity and inclusion. Students learn some of the ways in which social inequity is measured and explore the methods and data that measure inequity and inclusion.

Sessions:

   a) Meaning and concepts of social equity and inequity, and inclusion I
   b) Meanings of and concepts in social equity and inequity and inclusion II
   c) The use of data in measuring and determining inequity and inclusion.

Assigned reading:

Jones, H. (2009, November 13). *Equity in development: Why it is important and how to achieve it.* ODI: Think Change. https://odi.org/en/publications/equity-in-development-why-it-is-important-and-how-to-achieve-it/

Dörffel, C., & Schuhmann, S. (2022). What is Inclusive Development? Introducing the Multidimensional Inclusiveness Index. *Social Indicators Research*. https://doi.org/10.1007/s11205-021-02860-y

Adda-Dontoh, Becky. (2017). Inclusive dialogue in practice: What is inclusive enough and how do we measure inclusion? - The case of Malawi. UNDP.

Lovell, Emma (2021). *Gender Equality, Social Inclusion and Resilience in Malawi*. ODI. Building Resilience and Adapting to Climate Change (BRACC) Programme Knowledge and Policy Hub.

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Module 2: Enhancing equity and inclusion in Malawi's and Zambia's education sectors
Education is the bedrock and foundation for fostering social mobility. And yet access to education and educational outcomes vary sharply by gender, social class, and place of residence. What are the trends and patterns in educational outcome by gender and social class and how have these changed over time? What processes drive unequal educational outcomes and what can be done about them?

Sessions:
- Overview of Malawi's education system
- Trends and patterns in educational outcomes
- Proposing remedies to eliminate the gaps.

Assigned reading

Norad (2020). The bedrock of inclusion: why investing in the education workforce is critical to the delivery of SDG4.

Beaton Galafa (2019) Higher Education Reforms in Malawi with Specific Reference to Equitable Access. *Makerere Journal of Higher Education* 10 (2) 33-52.

Dzimbiri MN & Malin JR (2023) Meritocracy: A Remedy to Addressing Social Injustices in Selecting Students to Public Higher Education in Malawi? *Journal of Comparative and International Higher Education*. Vol. 15 Issue 4, p106, 13 p.

Module 3: Enhancing equity and inclusion in Malawi's and Zambia's health sectors
Equity in the access and use of health services is critical if countries are to make progress towards universal health coverage and address the systematic exclusion of the most vulnerable groups. Health has also been found to be a strong predictor of social mobility. How do gender, social class, and place of residence influence access to health and health outcomes in Malawi and Zambia?

Sessions:

- Overview of Malawi's educational sector.
- Trends and patterns in health outcomes.
- Proposing remedies for addressing the gaps.

Assigned Reading

Mmanga K, Mwenyenkulu T.E, Nkoka O, Ntenda P.A.M (2022) Tracking immunization coverage, dropout and equity gaps among children ages 12-23 months in Malawi-bottleneck analysis of the Malawi Demographic and Health Survey. International Health.

Harrison J, Harrison, Josephine A. K., Thomson, Rachael, Banda, Hastings T., Mbera, Grace
    B. Gregorius, Stefanie, Stenberg, Berthe, Marshall, Tim (2020). Access to health care
    for people with disabilities in rural Malawi: what are the barriers? *BMC Public Health*;
    6/1/2020, Vol. 20 Issue 1, p1-17.

Module 4: Enhancing equity and inclusion in Malawi: A case study of Lilongwe City
Lilongwe bears patterns of inequality just like in many global cities. The distribution and quality
of urban infrastructure, access to social services, and the quality of physical infrastructure vary
considerably in space and time. How do politics, access to power and power relations
influence the distribution and quality of Lilongwe's urban infrastructure? How have these
changed over time and why?

   Sessions:

   a) Introduction to Lilongwe
   b) Patterns and trends in the distribution of social services and location of infrastructure in
       Lilongwe.
   c) Processes that shape inequities in access to social services and urban infrastructure.

   Assigned Reading

Emmanuel Chilanga E, Riley L. (2017). *Food Insecurity in Informal Settlements in Lilongwe
    Malawi*. African Food Security Urban Network (AFSUN) African Centre for Cities,
    University of Cape Town, Private Bag X3 Rondebosch 7701, South Africa, and Balsillie
    School of International Affairs, Waterloo, Canada

Liam Riley (2020) Malawian urbanism and urban poverty: geographies of food access in
    Blantyre, *Journal of Urbanism: International Research on Placemaking and Urban
    Sustainability*, 13:1, 38-52, DOI: 10.1080/17549175.2019.1647275

Module 5: A critical perspective on Malawi's growth strategy
Drawing on the skills and knowledge acquired above, students critically examine Malawi's
development strategy. How does the strategy foster inequity and/or equity? Does the strategy
place sufficient attention on equity and inclusion? What is missing and what could be done?

   Sessions:
   Basic tools in social policy analysis.
   Tools for assessing inequality and inclusion: A review.
   Critically examining Malawi Growth and Development Strategy.

   Assigned reading

The Malawi Growth and Development Strategy (MGDS) III: Building a Productive, Competitive and Resilient Nation. https://npc.mw/wp-content/uploads/2020/07/MGDS_III.pdf

Mwakilama, Shawo. (2018). Poverty and Inequality and the Quest for Inclusivity: A Case of Malawi at 54 Years of Independence. *Open Science Journal*. 6. 65-72.