

AFRICA INTERNATIONAL UNIVERSITY



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Authorized Signature

Proposed Curriculum for  
Bachelor of Arts in Development Studies

Submitted to the Commission for  
University Education



June 2014

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## 2.0 BACHELOR OF ARTS IN DEVELOPMENT STUDIES CURRICULUM

### *2.1 Title of the Programme*

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The programme herein presented shall be called the Bachelor of Arts in Development Studies – BADS. It is a four-year undergraduate programme that requires the completion of 180 credit hours spread out in 8 semesters. Each semester runs for 15 weeks, 14 of which are dedicated to synchronous engagements between lecturers and the students. The other one week is dedicated to final sit-in examinations.

### *2.2 Philosophy of the Programme*

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The underpinning philosophy behind the BA in Development Studies is largely drawn from the biblical teachings and works of various scholars in the streams of human development, social development and economic development. In particular, the works and reflections of Paulo Freire and Robert Chambers in participatory approaches to development have significantly influenced the thinking framework behind this programme. The methodological streams of pedagogy of the oppressed, development education for critical consciousness and participatory development approaches have had significant contribution to the philosophical orientation of the BA in Development Studies programme. Much of this has been adapted to suit our various and unique local contexts.

In this philosophical orientation, there is unprecedented emphasis on the essence of local community participation as the bed-rock for sustainable development and community empowerment. In the process, communities are enabled to take responsibility over their own decisions and manage their own development processes. This leads to strong sense of local ownership of development initiatives. The emphasis is therefore laid more on the enabling mode of doing development than the benevolent delivery of materials and benefits from the centre to the periphery. The new methodological orientation seeks to nurture people's potential to transform their own lives.

This orientation to development is played out in the teaching techniques that involve participatory involvement of all parties in the learning process. The programme is eclectic drawing from other social science disciplines and the humanities including theology. The pedagogical processes involve projects, problem-based learning, assignments, quizzes and exams.

### *2.3 Rationale or justification of the programme*

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Most of Africa is celebrating its jubilee year since independence from colonial rule 50 years ago. Yet, African governments do not seem to have much to show in the sense of significant socio-economic development impact. According to scholars, the wellbeing of Africa's people doesn't seem to have improved much within those years of independence. How much has the economic development of Africa, no matter how little, translated into better living standards of the bulk of its people? Scholars and practitioners alike seem to witness more of equilibrium of poverty in Africa than its amelioration. Assault on poverty should aim at attaining the holistic wellbeing of the people of a nation including the wellbeing of each of its individual members. This is yet to happen in many African countries.



The concept of equilibrium of poverty is originally cited from Chambers (1983) and further advanced by scholars such as Swanepoel and De Beer (1989) among others. The concept advances the assumption that gains made from the efforts of the poor people to disentangle themselves from the shackles of poverty are quickly lost as a result of their vulnerable and impoverished living conditions which render them powerless. Under this concept, it is believed that the more the poor people try to create wealth for themselves, the more they lose their resources and productive assets through unfavourable social and economic systems and vices in society including deprivation of civil and human rights.

We concur with Moyo's analogy on Africa's sorry state after 50 years of independence. Africa is said to have deteriorated from food self sufficiency in the 1960s to a net-food importer and major relief beneficiary in the 21<sup>st</sup> Century! 'Between 1970 and 1998, when aid flows to Africa were at their peak, the poverty rate in Africa actually rose from 11% to a staggering 66%'. Aid is a kind of curse because it encourages corruption and conflict, while at the same time discouraging free enterprise' (Moyo, 2009:x – Dead Aid). Some African countries are said to be three times poorer today than they were in the 1960s! Just 30 years ago, Malawi, Burundi and Burkina Faso were economically ahead of China on a per capita income basis. China is to day far way ahead (Moyo, 2009:xi). 'Sub-Saharan Africa remains the poorest region of the world. Africa's real per capita income today is lower than in the 1970's leaving many African countries at least as poor as they were forty years ago.' (Moyo, 2009:5). Over half of the 700 Million Africans live below poverty line while 50% of the world's poor live in sub-Saharan Africa (to rise up to the fame of having the highest proportion of poor people in the world - Moyo, 2009:5). An average African is said to be poorer today than he/she was 20 years ago! No wonder therefore Africa is the only continent today where life expectancy is less than 60 years (Moyo, 2009:5).

The emphasis in this programme is to equip students with the awareness, skills, knowledge and appropriate attitudes which will help to empower people and communities towards attaining equitable development in their countries. Research has established clear correlation between people's empowerment and equitable development of a nation. People who possess the critical awareness about their situation and the factors behind their impoverished life of poverty are already empowered to claim their rights and manage their own affairs. That is precisely what this programme seeks to deliver, over and above the impartation of practical skills in the field of development studies.

#### ***2.4 Goals of the Programme***

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The programme is designed for those who wish to transform their communities during development related activities and for those who wish to advance academically and professionally in development. The programme goals are:

- i. To produce morally-sound leaders, scholars and astute development practitioners, who will spearhead the transformation of God's people and the society at large, plus institutions world-over through innovative programmes, research, and community engagement.
- ii. To prepare professionals with multidisciplinary development perspective for the



of producing holistic graduates who can engage critical issues in their professions with the endeavour to ensure 'the supremacy of Christ' in the discipline.

## **2.5 Expected Learning Outcomes of the Programme**

Students who successfully complete the programme of study for the Bachelor of Arts in Development Studies should have acquired knowledge, skills and abilities to

- i. Apply concepts and principles in research and sustainable development.
- ii. Design, implement and manage development services that meet the needs of clients
- iii. Apply ethical and strategic leadership and social responsibility in the workplace.
- iv. Mobilize, organize and use available resources to solve organisational problems

## **2.6 Modes of programme delivery**

This four year programme will be delivered in various modes. There will be Fulltime Day Classes (at the Main Campus), Evening Classes, Distance/School-Based Classes as well as e-Learning. These will be offered on Trimester-basis in different campuses at the county levels in an effort to make the programme more easily accessible and affordable to the students. Similarly, admission of students will also be on Trimester-basis. In any case, the standard requirements of teacher-student contact hours will be maintained.

## **2.7 Academic Regulations for the Programme**

### ***2.7.1 Admission Requirements***

A candidate must satisfy any of the following minimum requirements before admission into the programme:

Either

1. Be a holder of KCSE (or equivalent examination) certificate with a minimum aggregate of C+
2. Be a holder of KACE certificate with a minimum of two principal passes
3. Diploma in relevant disciplines in the field of development from an institution recognized