



Arise with Social Studies



Students' Book 1

Andrew Dickson Mkomba
Christopher Majamanda



Arise with

SOCIAL STUDIES

STUDENTS' BOOK 1

Christopher Majamanda
Andrew Dickson Mkomba



Acknowledgements

Glory should be to God for His mercies and guidance throughout the writing of this book. Our thanks go to colleagues Joel Kanjunjunju, Edna Msungu Manyungwa, Maxwell Hezekia, Cryton Tambala, Hellen Kachala, Francis Misomali, Sakayi Musopole, Thomas Mkandawire, Isabel Ngwira Mwage, Violet Mayaya Butawo and all inspectors from South East Education Division and Central East Education Division for their encouragement and advice. We do not take your support for granted. Special thanks should go to our spouses Jacqueline Gongolo Majamanda and Judith Chisale Mkomba for their untiring moral, spiritual and material support and encouragement. Special mention should also be made of our daughters Anna Majamanda, Kettie Mkomba and son Nathan Mkomba for their endurance as they missed their dads at the time of writing this book.

We would also like to thank Andrew Chisamba, John Yohane Milanzi and Hudson Chamasowa for the excellent editorial work at various stages of developing this book. You deserve our sincere gratitude. Finally, thanks should also go to Chilungamo Lipenga for designing the book.

Contents

Unit 1: Family

Unit 2: Human rights

Unit 3: Citizenship

Unit 4: Family needs and resource management

Unit 5: Human population growth and environment

Unit 6: Malawian culture

Unit 7: Gender bias in Malawi

Unit 8: National identity

Unit 9: Civic rights, duties and responsibilities of a citizen

Unit 10: Constitution

Unit 11: Constitution of the republic of Malawi

Unit 12: Peaceful co-existence

Unit 13: Personal finance management

Unit 14: Population growth and resources in the environment

Unit 15: Moral and ethical codes of conduct

Unit 16: Adolescence and social environment

Unit 17: Good health habits

Unit 18: Social justice

Unit 19: Judicial system of Malawi

Unit 20: Social services

Unit 21: Government policy on environment

Unit 22: Interdependence among nations

Unit

1

Family

Most people belong to a family which is the basic and the smallest human institution in the society. In this unit, you will learn about types of families and their compositions and factors that make the family small or large. You will finally look at the reasons that make the family change in the modern world you will also look at the advantages and disadvantages of small and big families. This topic will help you to appreciate major changes taking place in Malawian families and impact of family size on national development.

Types of families

There are different perceptions of what constitutes a family mainly due to differences in socio-cultural backgrounds. The family has been defined as a group of people (any two or more) who are related or united either by ties of marriage, blood and adoption. However, remember that a family normally begins when a man and a woman become married and leave together as husband and wife. All other social institutions; be it the village, the school, the church or the government depend on a family. Actually, what happens in individual families affects the society in one way or another. Similarly, what happens in a society ultimately affects individual families. The family is mainly the first agent of socialization (the training of the members on the right attitudes, values and beliefs of the society). Families provide basic needs of an individual, ensures continuity of human race through procreation (child bearing) and safeguard disadvantaged individuals who would not establish independent life.

Families are classified according to their organization (arrangement of the parts which forms a whole) and structure (relationship of the people).

Families can also be identified in terms of either size or parenthood.

Activity 1

Brainstorming and discussing different types of families

1. Individually, draw your family tree (a diagram showing the relationship among family members).
2. In pairs; share information on your family tree.
 - a) State the number of people in your family.
 - b) Describe the composition and relationships of members of your family.
 - c) Suggest how you can categorise your families.
3. Share your findings with other two pairs and discuss.
4. Present your findings in a plenary as a group.

Nuclear families: A nuclear family refers to the basic group consisting of a mother, a father with or without children living together in one house. The children are born to them or adopted. Usually, when the children grow up, they leave their parents and start nuclear families of their own and lead independent lives from their parents. This type of family is very common in western countries and it is also becoming more common in towns of Malawi where people move to find work and then buy or build a home or move there to retire and to be free of the responsibilities of their big rural families. But it is still likely to have close contacts with relatives in the rural areas.

Among many factors, nuclear families are becoming common due to increased **modernization** (adoption of newest ways or views or methods), increased cost of living and improvements in transportation have led families becoming geographically and **socially mobile** (able to change class, occupation and place of residence easily).



Figure 1.1: A nuclear family

Extended families: An extended family contains other relatives in addition to a nuclear family. It includes; parents, unwedded children,

married children with their spouses and their off springs, grandparents, aunts, uncles and cousins making a one big family extending at least for generations. This is the most common type of family in Malawi and other African countries especially in rural areas. The extended families are a source of labour especially among farming communities and other forms of help when they are needed. A child born into it becomes a member of the whole group and all adults share the responsibility of bringing up the child.

Some communities allow spouses to have more than one spouse at a time. This is called **polygamy**. These communities can allow men to have more than one wife (polygamy or polygyny) or woman to have more than one husband (polyandry). These spouses can live together in one house or one compound. A polygamous family is the other form of the extended family since parents of the wives and their relatives become members of the family. In Malawi, polygamy is common especially among Muslims since it is permitted by their religion but it is also practiced by some people who are non-Muslim. In these families, the wives and children live and work together.

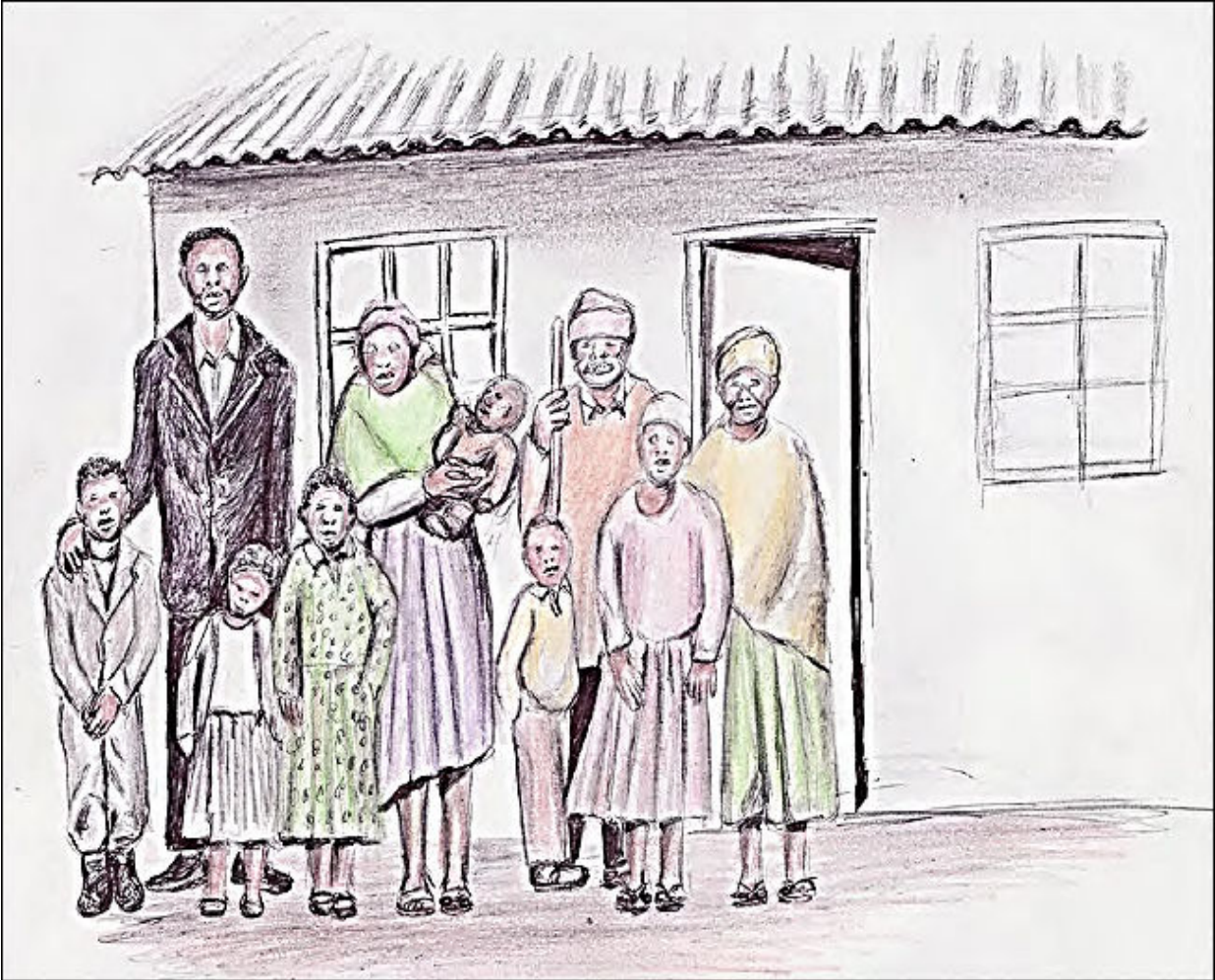


Figure 1.2: An extended family

Activity 2

Brainstorming the composition of different types of families

1. In pairs;
 - a) Identify local proverbs that encourage or discourage extended families in our communities.
 - b) Suggest problems that may arise if you were living together with all members of your family tree.
 - c) Suggest advantages and disadvantages of polygamous families.
2. Present your findings in a plenary.

Single parent families: A single parent family has one parent who also heads the family; it can either be the father or the mother. But usually, the single parent happens to be the mother. The other parent is not there either because of death or other causes. A single parent family may either be nuclear or extended. This type of family is becoming common in Malawi estimated at 25 percent of all families. It is usually the woman who runs the family on her own. This is why most single-parent families have economic, social and emotional problems and they are among the poorest families in the country.

Activity 3

Discussing different types of families

1. In groups;
 - a) Why are single parent families common in Malawi nowadays?
 - b) Suggest problems that a single parent family may face.
 - c) Draw a problem tree on the issue of single-parent family.
2. Present your findings in plenary.



Figure 1.3: Single-parent family

Step families or blended families: A step family is usually the result of divorce and remarriage. The spouses decide to take with them the children of the previous marriage into the new family. The result of such families is step brothers, step sisters and step relatives. There are usually differences between the parents and their children especially in terms of values, disciplines and expectations. You are likely to experience a lot of disagreements, conflicts and abuses in such families. Parents in step families have to work hard to love the children in the family and to provide equal love to both biological children and step-children. Children can develop bad feelings if some are favoured.

Adoptive or hybrid families: These are families which adopt children especially orphans or abandoned children. In some situations the adopting parents will hide identity of the children from the children themselves. When such children discover that they were adopted, and cheated, they become angry. But the children that are properly loved grow to become honest and productive citizens. Adopting parents should know that a child has human rights. For instance, a child has the right to be given a name and belong to a family. Children have the right to be with their family or those who will care for them. Every child needs to live with biological parents or suitable and competent people to get love. So to avoid unscrupulous (without moral standards) individuals who are involved in child trafficking (illegal or immoral trade involving selling of children), there must be considerations or qualities that the adoptive parents should meet to be considered suitable and competent for adoption. This is similar to foster family which takes care of children for a short period of time mainly to support those children.

Activity 4

Discussing different types of families

1. In pairs discuss the following:
 - a) What are the problems that children face in step families?
 - b) Suggest qualities you would have wanted to see in adoptive parents assuming you were adopted.
 - c) What would you do if your adoptive parents turned out to be child traffickers?
 - d) Suggest ways of dealing with child trafficking.

2. Report your findings to the whole class for discussion.

Child headed families: The ideal family will have children and parents living together. However, because of problems, this situation does not exist in many cases. For instance, the single parent families we have looked at before. In some cases, you have orphans in a family who have lost both parents. In this situation, one child will take the responsibility of the other children. This usually happens when there are no relatives to take care of the children. Often it is the eldest child that takes the responsibility to look after the younger children.

Activity 5

Drawing future's wheel on cause and effects of child-headed families

1. Work in groups to:
 - a) Draw a future's wheel on the causes and effects of child-headed families.
 - b) Suggest solutions to the problems of child-headed families you identified.
 - c) Present your findings on a flip chart for others to see.
2. Report your findings to the class.

The family size and its influence

Families are of different sizes; some are big and others are small. Factors that influence family size are as follows:

a) Sex preference for children

Preference of the sex of the children born in the family may influence the family size. For instance, in patrilineal societies, sons are preferred to daughters as heirs for the perpetuation of the clan name. If a family is only bearing daughters, there is a tendency to continue reproducing until a son is born. In matrilineal societies however, daughters are preferred to sons because lineage is traced through the mother. When such families are bearing sons, they continue reproducing until a daughter is born. Sometimes regardless of marriage systems, some families would like to have children of both sexes and want to continue having children until they have the number of boys and girls they want. All these eventually lead to big families.

b) Cultural influences or practices

Culture is a way of life for members of a society and may be known by people's language, beliefs, values, traditions and behaviour patterns among other things. Through culture, people determine what is acceptable and what is not acceptable in their society.



Figure 1.4, Child-headed family

Large families are the **norm** (specific rules or standards for conduct that are shared by all members in a group) in Malawi, and in most parts of Africa. So it is normal for women in Malawi to have many children. **Fertility rate** (the average number of children born to each woman) in Malawi is six. Having many children is a cultural tradition.

Most **ethnic groups** (a group of people who share the same language traditions and descended from the same ancestor) in Malawi regard children as wealth and they are supposed to look after their parents in their old age. They hope that the children will survive into adults and take over all responsibilities from parents.

This results in big families. Similarly, people who are subsistent farmers consider children as farm hands to offer help in farming activities. In some traditions, when a man dies, his brother marries the widow. This is what is called **chokolo** (widow inheritance). Thus, the man who inherits the widow can have more than one wife. The widow can bear other children with the new man. In this way, the family will expand and will have a lot of children to look after. Polygamy can also make the family big. Women in polygamy try to buy favours of their husband by having many children with the man, and this result in a big family. Some communities marry off their children at an early age of 12 to 17 years.

These young parents especially girls are thus able to carry on having children for many years up to between 45 and 50 years when they may stop child bearing. This may result in having many children in the family. Religious beliefs can lead to big families. Some religions do not allow their members to use contraceptives or birth control methods. For example, some Christian religions use the arguments of Genesis 1:20 where God is said to have instructed the first human race to reproduce and fill the earth. Consequently, some families prefer to have as many children as they can without employing family planning methods.

Other factors that encourage large families include: high infant mortality rate, premarital pregnancies, the practice of divorce and remarriage and lack of family planning.

The following are factors that encourage small families:

- Fertility rate and family planning
- Prolonged education
- Introduction of population and family education
- Urbanization and high cost of living
- Modernization

Activity 6

Brainstorming the relationship between composition of the family and family size

1. In pairs;
 - a) Identify cultural practices which you think promote large families.
 - b) Suggest reasons why some people in Malawi especially in the modern times want to have small families.
2. Present your findings plenary.

Activity 7

Explaining the relationship between composition of the family and family size

1. In groups, find out how the following factors influence:
 - a) small families: family planning, further education and modernization,
 - b) Large families: premarital pregnancies, high infant mortality rate and the practice of divorce and remarriage.
2. Share your findings with the class.

Advantages and disadvantages of small and large families

Big and small families have advantages and disadvantages.

Advantages of a large family

- Parents are assured that some of their children will attain adulthood even when others die.
- Large families are an investment in the future as parents are assured to be looked after when they are old.
- A family that has many children gets the work in the farm done quickly.
- If there are many children, there is always someone to send on an errand (a short journey to take a message, get or deliver goods)
- Large families lead to population growth of the country as a whole which improves its self-defence and provide the needed consumer demand for goods and services.

Disadvantages of a large family

- Parents sometimes fail to provide the basic needs to their children such as food, shelter, clothing and security.
- There is less parental care, love and attention to the children.
- Conflicts are more likely to occur in a large family because children compete for the available family resources.
- It leads to rapid population growth which puts pressure on the national resources, the economy and available social services.
- It is difficult to provide counseling, proper guidance and quality education to children as it is expensive to send many children to school.

Advantages of a small family

- Parents can afford to provide for their families as it is easy to feed and clothe a small family.

- The children receive more attention, care, and love from their parents and parents can easily listen to their wishes and provide counseling and guidance to them.
- It is easy to educate every child equally if the family has few children.
- There is peace and harmony among the children since there is no competition for the available family resources. Therefore children grow up as happy and responsible members of the society.
- Parents give adequate security to their children.

Disadvantages of small a family

- Parents are not assured of their child attaining adulthood.
- In a small family the children may not be able to look after their parents when they are old.
- It promotes individualism. Parents are only interested in looking after their children and leave out all the relatives in the rural areas.
- It may lead to a low or a declining population in society which is weak to defend itself, scarce labour resource and a declining consumer market.



Figure 1.5: Children scrambling for food

Activity 8

Debating the advantages and disadvantages of large and small families

As a class debate on the topic “A small family is better than a large family”.

Exercise

1. What is a family?
2. Describe any three types of the family.
3. What are disadvantages of small families?
4. Explain the advantages of large families?
5. Compare and contrast between a nuclear family and an extended family.
6. Explain the importance of a family.

Gender roles and responsibilities in the family

A gender role is what the society expects a male or a female to do by virtue of being either male or female. Each society creates, assigns and makes people learn gender roles. Gender roles affect the rights and responsibilities (tasks to perform) which different family members have. Thus men and women, boys and girls have different rights and responsibilities in the family. For example, a society can assign certain duties to girls to prepare them for womanhood. Such duties can include house care, cooking, fetching firewood and drawing water among others. Likewise, boys are trained to fish, hunt and build houses to prepare them for manhood. This does not mean that boys cannot fetch water, cook or take care of a baby. But every person could do any job as long as he/she has the skills. Modern roles however require women to be assertive and independent. Women are therefore encouraged to earn money by working in offices, construction, factories and in shops, or by trading, brewing beer or doing household work for other people. Some women are decision makers and heads of families.

Activity 9

Brainstorming gender roles and responsibilities in the family

1. In pairs;
 - a) Consider household chores or work you do at home. Which work is performed by girls, boys, women and men?
 - b) Are there any differences in work done by boys and girl at home and school?
 - c) Discuss the meaning of the term “gender”, “gender roles” and “gender responsibilities”.
 - d) Why do you think male and females perform different household chores or tasks?
2. Present your findings in plenary.

Activity 10

Role-playing the responsibilities of family members

1. In groups role-play the responsibilities of family members. One student should be the father and another one to be mother and four should be children (either two boys and two girls or all of them boys or girls).
2. You can role-play several times while switching role-players.

Changes in the nature of the family

The concept of the family in Malawian societies is changing everyday as patterns of social relationships are changing. These changes have affected the family structure, values, size and composition. As you might have discovered, there are now more nuclear than extended families. There are also more single – parent families, more dual career families, more child-headed families and more rejected children than before. Another notable change is the responsibilities of parents to their relatives. Now every parent is caring for his or her children, unlike in the past among matrilineal societies where the uncle not the father was responsible to provide for his sister’s children. Here are the reasons responsible for the nature of the family changes.

Reasons for more nuclear families

- More families want to live like nuclear families in the West (Europe and North America) as the wish to have more comfortable standards of living and to look after their children well.
- More girls are completing secondary education and want to have careers before marriage. They are now getting married late. Hence they are likely to have few children. Some women decide to take up careers and avoid marriages and children altogether.
- Knowledge and values acquired in school enable parents to arrive at rational decision as regards their family size and mostly prefer a small family.
- The rising cost of living in modern times has influenced many parents to prefer a small family which they can afford to manage. Therefore they are disregarding extended family ties.
- People in urban areas are likely to have loose ties with their relatives in the village.

Reasons for more single parent families

The number of single parent families is increasing and there are several reasons especially on why a woman may be raising children on her own:

- Death of a husband or wife due to HIV/AIDS or other causes.

- High level of divorce or separation.
- The husband may be away most of the times working elsewhere.
- Some women and men prefer single life.
- Births to women and girls who may never have married that is, out side marriage pregnancies.
- Desertion- the husband may have run away from his wife.
- Lack of spouses.

Reasons for more child- headed families or more street children

There are some child-headed families, and an increase in the number of street children due to several factors such as:

- Death of one or both parents.
- High divorce rates.
- Teenage girls who bear children outside marriage find it difficult to look after them.
- Extreme poverty encourages parents to put their children into the streets to beg money and other materials for livelihood.
- New partners may reject the existing children of single mothers with different partners.

Reasons for more dual career families

In the past only the husband used to go to work. But this is not the case today in Malawi. More women get employed or engaged in businesses outside the home and such families usually have fewer children. The need for more money puts pressure on families to work long hours which affects the family life. In such families, the parents spend less time with their children as they only meet their children in the evenings and weekends. Children spend more time with domestic workers and their peers.

Activity 11

Discussing the changes that have taken place in the nature of the family

1. Work in groups to:
 - a) identify the changes that have taken place in the nature of the family in term of structure and roles

- b) Conduct a survey in your community to identify factors that contribute to changes in the nature of the family.
 - c) Describe the factors that led to more nuclear, more child-headed, more single-parent families and more street children.
 - d) Suggest solution to deal with the problem of street children.
2. Report your findings to the class.

Unit summary

A family is a basic unit of any society. A family is a group of people related by blood or marriage or adoption and usually lives together and shares love. There are different types of families such as extended, nuclear, single-parent and child headed, usually identified in terms of either their size or parenthood. There are several factors that also influence family size including culture, sex preference and urbanization. There are several changes taking place in the nature of the family in terms of family size, family responsibilities and increase in child-headed and single parent families.

Review questions

1. Define the following terms; “family”, “culture”, “gender”.
2. What are the differences between nuclear and extended family?
3. Explain factors that have led to changes in nature of the family in Malawi. Write your answer in an essay form.
4. Why are gender roles and responsibilities changing in Malawian families?
5. Explain how each of the following contributes to family size:
 - i) Education
 - ii) Sex preference
 - iii) Urbanization.
6. Give advantages of small families and disadvantages of large families.
7. Explain how culture influence large families in Malawi.

Glossary

Extended families: A family containing other relatives in addition to a nuclear family. It includes; parents, unwedded children, married children with their springs.

Family : People (any two or more) who are related or united either by ties of marriage, Blood and adoption.

Gender roles: What the society expects a male or a female to do by virtue of being either male or female.

Nuclear families: The basic group consisting of a mother, a father with or without children living together in one house.

References

MCDE (2000). *Junior Certificate Social Studies; Open & Distance Learning Resource, Booklet 1*, Blantyre: MCDE

MIE/UNFPA (2000). *Junior Secondary Population Education in Social Studies* Zomba: MIE

MIE (1998), *A Source Book for Population Education in Malawi*. Domasi: MIE/UNFPA

Namate D. & Mtunda F (2000). *Malawi Junior Secondary Social Studies: Book 1&2*. Blantyre: Macmillan

Wadi-Betemeni F, (2000). *Social Studies: A Junior Secondary Course: Students' Book 1*. Blantyre: Dzuka Publishing Co.

Unit

2

Human rights

Every human being, whether male or female, black or white, young or old is entitled to human rights. Entitlement to human rights is not something that is given to people by government or any other body or person. Everybody is born with human rights. However, most people in Malawi are not aware of their rights and the rights of others. A lack of human rights awareness is a major impediment or drawback to effective enjoyment, promotion and protection of human rights. It is impossible to defend human rights if they are not known. Human rights education is therefore essential to ensure compliance with human rights by all stakeholders including the government.

Meaning of 'human rights'

In this unit, you will state the meaning of *human rights* and trace the history of human rights. You will also mention the fundamental principles on which human rights are based. You will then explain the types of human rights and the responsibilities attached to each one of them. Finally, you will describe how human rights are violated in everyday situations and explain the importance of observing human rights. The skills and knowledge acquired from this unit will help you to enjoy your human rights responsibly and also to promote and protect the rights of others.

Human rights are defined in different ways by different people. The differences in the definitions are a general reflection of differences in social and political settings in the world. The following are some of the definitions:

- a) Basic entitlements of every person, simply by reason of being human.
- b) Generally accepted principles of fairness and justice.
- c) Universal or natural rights that belong equally to all people because they are human beings.

From the first definition, we learn that a right is an entitlement and therefore it cannot be withdrawn. When a person is entitled to something it means that he or she can demand for it. If a right, as an entitlement, is withdrawn or taken away, then the person whose right has been withdrawn has to receive damages or compensation. For example, it is every teacher's right to receive a salary after working for a month. If the salary is not paid, one can demand payment through a trade union, the office of the ombudsman or the court of law.

A privilege is not the same as a right in that one cannot demand for it once it is withdrawn. A privilege is an honour, a favour, an opportunity, an advantage or a benefit enjoyed by a particular person or group of people. If you have a privilege to have something you may have it, but if the person giving the privilege decides otherwise, it can be withdrawn without compensation. When this happens, one cannot do anything about the

withdrawal because a privilege cannot be demanded for. For example, it is a privilege to have a chicken slaughtered for you when you visit a friend. If the friend decides not to slaughter you a chicken, you cannot do anything let alone demand for it.

Freedom is the state of being able to do something without hindrance or disturbance. A freedom can therefore be a right. For example the right to freedom of thought, conscience and belief means that people should not be prevented from thinking about anything they like and to believe in whatever they wish. It also means that they should not be prevented from joining and practicing any type of religion. If this freedom is denied, people can seek redress through the courts.

Activity 1

Brainstorming the meaning of human rights

In your groups discuss the following:

1. What do you understand by the term ‘human rights’?
2. In what way is a right different from a privilege?
3. What do you understand by the term “Freedom”?
4. Display your findings on a flipchart for others to see. Compare your responses with those of the other groups.

The idea about human rights started in the eighteenth century by the Americans and the French. At the attainment of independence from Britain in 1776, the Americans issued a ‘Declaration of Independence’ in which they stated that everyone had the right to life, liberty and to pursue happiness. The French also issued the ‘Declaration of the Rights of Man’ during the French Revolution in 1791.

The Universal Declaration of Human Rights

In December, 1948, the United Nations issued the Universal Declaration of Human Rights (UDHR). This is a document containing a list of thirty rights which form the basis of human rights. Member countries of the United Nations were requested to ratify (to formally give approval for its adoption) the UDHR. Malawi is a signatory to the UDHR hence the introduction of a Bill of Rights contained in Chapter IV of the constitution of the Republic of Malawi. A Bill of Rights is a collection of fundamental rights and freedoms of individuals into one document which is entrenched (difficult or impossible to make changes) into a constitution of a country. Bills of rights are not strictly uniform. There may be slight variations from one country to another.

However, those provided for in the Universal Declaration of Human Rights are generally found in most constitutions where the countries concerned ratified the UDHR.

A Bill of Rights is said to be entrenched into the constitution because it is applied without amendment (changes) to new problems as they arise. Bill of Rights is a law which is enforceable in the courts of law.

However, the Universal Declaration of Human Rights is not a treaty or legal agreement between countries. Rather, it is a statement of intent (purpose). Countries are therefore, not legally bound to adopt and implement the principles contained in the UDHR. Those countries that sign the UDHR, only promise to take concerted (joint) or separate efforts to promote, protect, respect and observe human rights. As a result, some countries may choose to ignore certain rights and freedoms of their people without being punished.

Factors that led to the establishment of the Universal Declaration of Human Rights and other human rights documents

- **Cruel Treatment of Prisoners of War**
Prisoners of war (POW) were badly treated during the First World

War (1914 – 1918) and the Second World War (1939 – 1945).

For example, prisoners of war were tortured, starved and crammed in cells that had poor sanitary facilities. It was anticipated that rights of prisoners would guide the proper treatment of prisoners of war and all prisoners in general.

- **The mass killing of European Jews by the Nazis of Germany under Adolf Hitler**

During the Second World War (1939 – 1945) about six million Jews were killed in Germany and other European countries by the Nazis because of racial hatred. The term ‘Holocaust’ is used to refer to this terrible incident which means genocide or an attempt to eliminate a group of people because of who they are.

- **Abuse of children**

Cases of child abuse such as child labour, sexual exploitation and child trafficking were increasing rapidly.

- **Discrimination**

Discrimination is the state in which certain individuals or groups of people are treated less favourably than the rest. Increasing cases of discrimination based on sex, disability, race, political beliefs, religious beliefs, ethnic origins, health and other status were reaching worrisome proportion in many countries around the world.

- **Slave Trade and Slavery**

The persistence of some pockets of slave trade (buying and selling of human beings) and slavery (owning of human beings by another human being in the same way as property) despite their abolition in the nineteenth century, required new measures to completely deal with the situation. The UDHR and other human rights documents were, therefore, meant to address this problem through the inclusion of the article on the prohibition of slave trade, slavery and other slave-like practices.

Activity 2

Tracing the history of human rights

In your groups discuss the following:

1. How do you think human rights started?
2. What do you understand by the term “Bill of Rights”?
3. Where in Malawi do we find a Bill of Rights?

4. Why do you think the items in a Bill of Rights are important for Malawians?
5. Present your findings in plenary for discussion

Human Rights and Freedoms

The following are some of the fundamental human rights and freedoms:

The Right to Life

Every person has the right to life and no person shall be deprived of his or her life except by a court of law. According to this provision, it is only the High Court that can sentence a person to death if that person has broken the law that calls for a death sentence.

The Right to Liberty

Every person is free to decide what to do, how to live and where to live. No one can take away another person's liberty unless it is done according to the law.

Right to Respect For Human Dignity

Everyone is entitled to be respected as a human being by the government, the courts and fellow citizens. Torture, cruel or inhuman or degrading treatment or punishment is not allowed. Any medical or scientific experiments cannot be conducted on someone unless that person has agreed to such experiments. Corporal punishment (beating) in connection with any judicial proceedings or in any other proceedings before any organ of the state is prohibited. Whether a person is being tried in a court of law or any other circumstances such as serving his or her sentence, he or she is supposed to be treated with respect like a human being.

Right to Equality

It is against the law to treat people differently because of their race, colour, sex, language, religion, political beliefs or other opinions, ethnic or social origin, disability or any other thing that makes them different from other people.

Right to Privacy

Privacy of every person shall be respected. For example, unlawful searching of a person, his or her property is not allowed; taking someone's property by force and or listening to telephone conversations, opening mail or parcels of other people is not allowed.

Right to Education

All persons have the right to education.

Culture and Language

Every person has the right to use his or her language and to participate in cultural life of his or her choice.

Right to Own Property

Every person may own property alone or in association with others. No person's property shall be unlawfully taken away from him or her.

Right to Development

Everyone has the right to development and to enjoy social economic, cultural and political development. Women, children and people with disabilities shall be given special consideration in the application of this right. The state shall take measures such as equality of opportunity for everyone in accessing basic resources, education, health services, food, shelter, employment and infrastructure to implement the right to development.

Political Rights

Everyone has the right to form or join a political party, to campaign for a party, and to participate in peaceful political activity aimed at influencing the composition and policies of the government and to freely make political choices. Everyone has a right to vote and to do so in secret and a right to stand for election for public office.

Freedom of Association

Everyone has a right to freedom of association and this includes the freedom to form an association or a grouping. No one can force another person to belong to an association.

Freedom of Conscience

Everyone has a right to freedom of conscience, religion, belief, thought and to academic freedom. In this regard, all people are free to think about anything they like and to believe in whatever they wish and to join or practice any type of religion.

Freedom of Expression

All people are free to speak and express their opinions even if those opinions are critical of the government, provided the rights of others such as the right to the protection of their reputation are respected.

Freedom of the Press

The press has the right to report and publish freely and to access public information.

Access to Information

Everyone has a right of access to information held by the state or its organs if the information is required for the exercise of his or her rights.

Freedom of Assembly

Everyone has the right to assemble and demonstrate with others peacefully and unarmed.

Labour

Everyone has a right to fair and safe labour practices and to fair pay, a right to form and join trade unions if he or she wishes and the right to receive fair pay for work of equal value without distinction or discrimination on the basis of gender, disability or race.

Slavery, Servitude and Forced Labour

No person shall be held in slavery or conditions similar to slavery. Slavery and slave trade are not allowed. No person shall be forced to work and no person shall be subject to tied labour that results into obeying another person or persons without consent.

Rights of Detainees

- Right to be informed of the reason for his or her detention promptly and in a language he or she understands.
- Right to be detained under conditions that are consistent with human dignity.
- Right to consult confidentially with a lawyer of his or her choice.
- Right to be given the means and opportunity to communicate with and to be visited by a spouse, partner, relative, religion counsellor and a medical practitioner of his or her choice.
- Right to challenge the lawfulness of the detention in person or through a lawyer before a court of law.
- Right to be released if such detention is unlawful.

Activity 3

Identifying human rights and freedoms

In your groups

1. List examples of human rights that you know.
2. Do you think, as students, you enjoy some of these rights?
3. Display your list on a flipchart for others to see.

Rights of Women

Women must be fully and equally protected by law and must not be discriminated against on the basis of their sex or marital status which includes the right:

- a) To be accorded the same rights as men in civil law, including equal capacity:
 - i. To enter into contracts.
 - ii. To acquire and maintain rights in property independently or in association with others regardless of their marital status.
 - iii. To take care and guide children and have an equal right to making decisions that affect children's upbringing.
 - iv. To have and maintain citizenship and nationality.
- b) On divorce:
 - i. To a fair sharing of property that is held jointly with a husband.
 - ii. To be taken care of, taking into consideration all conditions and in particular, the means of the former husband and the needs of the children.

Rights of the Child

- Right to a given name and a family name and the right to citizenship.
- Right to know and to be raised by their parents.
- Right to be protected from economic exploitation or any treatment, work or punishment that is or is likely to:
 - i. Be risky and dangerous
 - ii. Interfere with their education
 - iii. Be harmful to their health or to their physical, mental, spiritual or social development.

** Children are persons under sixteen years of age.*

Activity 4

Dramatizing some human rights

1. Organize and perform a drama on the 'the rights of a detainee'

Activity 5

Identifying human rights in pairs

In pairs, write down the human rights involved in each of the following situations

1. Neither the courts nor any organ of the state can decide that a person who has done something wrong should be beaten up as punishment.
2. Kondwani refused to be forced to belong to Mtendere Party.
3. Anyone or any organization that promotes practices that encourage different treatment of people should be punished.
4. Zion would like to quit teaching so that she can start her own business.
5. Workers hold a peaceful demonstration in protest against the proposal to reduce their salaries.
6. It is wrong to enter someone's house without permission.
7. A local organization launches a campaign to withdraw all children from tobacco estates.
8. Compare your work with that of your friends

Fundamental principles on which Human Rights are based

A fundamental principle is a basic rule or foundation for human rights. The following are the fundamental principles on which human rights are based:

a) **Acquisition at birth**

Human rights are based on the principle that they are not given to people by government or any other body or person. A person is born with human rights. They are part of being human. That is, as long as a person lives he or she has human rights. The duty of the government and other institutions is simply to promote, protect and enforce human rights.

b) **Inalienability (cannot be taken away)**

Human rights are based on the principle that they cannot be taken away from any person. They can only be violated and suspended, but they cannot be taken away. Even the suspension of human rights can not be done without a justifiable legal basis.

c) **Universality**

People are entitled to the same human rights the world over no matter who or where they are.

d) **Interdependence**

The exercise of one human right depends on the exercise of another. In other words, human rights support each other. For example, to be able to access one's right to education, a person should freely exercise his or her freedom of movement by going to school without being obstructed.

e) **Indivisibility**

Human rights cannot be separated. Every person is entitled to enjoy all human rights at all times. The fact that a person is exercising one right does not mean that they should be denied enjoyment of other rights.

Exercise

1. Tione is a 14 year old girl. Her parents have told her not to chat with a group of older girls who have dropped out of school and are

practicing prostitution. They argue that these girls can teach her immoral behaviour. Which human right are the parents violating? Give reasons for your answer

2. Explain any two reasons why human rights are important for students.
3. Who has more human dignity between a chief and beggar? Explain your answer.
4. Describe the most likely things to happen if human rights were given to you by a person and not acquired from birth.

Types of Human Rights

Human rights are placed under three main categories as follows:

1. Civil and Political

These rights are also known as “First Generation Rights or Liberty Oriented Rights.” They include freedom to think and access information, freedom to act and choose and freedom to join and take part in the political life of the community and the country.

a) Civil Rights

Include the right to life. Enjoyment of the right to life may include enjoyment of the following other related rights: the right to liberty, equality, to freely practice one’s religion or not to practice any religion at all, freedom from torture and freedom from being detained without trial.

b) Political rights

Include the right to vote, freedom of opinion and to say what you think or believe, the right to have access to information to enable you to make informed decision or form opinions, freedom to join political parties of your choice and participate in the running of your government and freedom to join a trade union or other associations and organizations.

2. Economic, Social and Cultural Rights

These are referred to as “Second Generation Rights”. They include the right to food, shelter and clothing; the right to practice and enjoy one’s own culture; the right to education, health care and the right to work. These rights provide people with the opportunity to fully participate in the economic, social and cultural life of their communities. Although culture is included as a human right, there are certain cultural practices in Malawi which go against human rights.

Activity 6

Brainstorming and discussing cultural rights

1. Write on the chalkboard, cultural practices which you think violate human rights. Do not repeat what the others have already written.
2. In your groups, discuss how these cultural practices violate human rights.
3. Suggest what must be done with such cultural practices.
4. Report your work in plenary.

3. Environmental and Developmental Rights

These are known as “*Third Generation Rights*” or “Solidarity Rights”. Environmental and developmental rights recognize that people have the right to live in an environment that is clean and free from pollution and is protected from destruction. They also recognize that people should have the right to cultural, political, social and economic development, to peace and to the equal enjoyment of natural resources.

Limited and unlimited Human Rights

Human rights exist in two different forms. There are those human rights that can be restricted or suspended by the state called 'Limited Human Rights' and those that cannot be restricted or suspended by the state or anybody else known as 'Unlimited Human Rights'.

Limited Human Rights

Human rights that may be restricted include: freedom of expression, freedom of assembly, access to information, freedom of the press, right to privacy and freedom of movement. Restriction of some human rights may be necessary during certain incidents such as natural disasters, attempted *coup d'état*, and widespread lawlessness. A state of emergency may be declared and government may take a number of actions to limit human rights such as:

- Allowing the police to search people and their houses even without a search warrant.
- Allowing the police to arrest people even if they have less evidence than the law requires.
- Restricting what the press is allowed to report.
- Not allowing people to move during a certain time of the day.
- Banning demonstrations and meetings.

Government may limit these human rights in the interest of national security.

Unlimited Human Rights

The unlimited human rights include the following:

- The right to life
- Right to equality
- Right to freedom of thought, conscience and belief
- Respect for human dignity
- Prohibition of slavery, slave trade and slave-like practices
- Prohibition of imprisonment for failure to meet contractual obligations

Thinking Points

- a) Why do you think some of these rights have to be unlimited? Think of the reasons in each case
- b) Do you think separating human rights into 'limited rights' and 'unlimited rights' does not defeat the principle of indivisibility?

Activity 7

Identifying and role-playing limited and unlimited human rights

In your groups:

1. Suggest any situation that may require restriction or suspension of some human rights.
2. Identify those human rights that can be restricted or suspended during that situation.
3. Role-play your situation.
4. Discuss the role play

Activity 8

Debating limited and unlimited human rights

Hold a debate on the motion 'it is better to place limitations on all human rights'

Rights, Duties and Responsibilities

It is generally recognized that we cannot just talk about human rights and stop there. There are duties and responsibilities which have to be fulfilled for people to enjoy their human rights. For example, it is the duty of the government to provide good quality education and ensure the highest standards possible and the responsibility of the students to go to school and work hard in order to take maximum advantage of the education services and opportunities offered. It is also the responsibility of everyone to avoid interfering with the rights of others in the enjoyment of their human rights.

Activity 9

Identifying human rights responsibilities

In pairs:

1. Identify the responsibility which goes with each human right from the items in the table below:

Rights	Responsibilities
i. Right to education	(a) Not to instigate political violence
ii. Freedom of association	(b) Throwing wastes in designated places
iii. Freedom of expression	(c) To be punctual and hardworking
iv. Right to a clean environment	(d) Not to join groups of criminals
v. Right to participate in the political life of your country	(e) Not to insult others or damage their reputation

2. Compare your work with that of your friends.

Human Rights violations

Human rights violation is the infringement or encroachment on a person's rights. For example, every child has the right to be raised by his or her parents. However, it is a violation of the rights of the child if parents refuse

to take care of their child. Similarly, people's rights are violated when demonstrators block roads and vandalise property.

Activity 10

Discussing human rights violations

In pairs:

Identify human rights that have been violated in the following situations.

1. People living in fear due to high levels of crime.
2. A family lacking clean water.
3. Parents refusing to pay school fees for their child.
4. Forcing a girl to perform the ritual of sexual cleansing (kusasafumbi).
5. Revealing someone's HIV status.
6. Parents forcing their child to look after cattle at the expense of school.
7. A boy making unsolicited sexual comments on the girl's physical appearance.
8. A teacher not teaching his or her students.
9. Joking at someone's disability.
10. A husband not allowing his wife to get a job.
11. Compare your work with that of your friends

Activity 11

Explaining human rights violations

1. In your groups, discuss different human rights which are mostly violated in your
 - a) home
 - b) school
2. List them on a flipchart.
3. Explain how each right is being violated.
4. Present your work in plenary for discussion.

Activity 12

Role-playing and identifying human rights violations

Read the story below and answer the questions that follow:

Josephine is a 15 year old girl looking after her two younger sisters and a brother following the death of their mother two years ago. Josephine assumed this big responsibility although their father is still alive. Their father left them alone following the tradition of 'Kusudzula' in which a man is allowed to leave for his home village without children when his wife dies. According to the culture of the area, children belong to the wife and her relatives especially the uncle. As a result, a man is not allowed to take his children even after the death of his wife. Josephine and her three siblings do not have anyone to look after them since the departure of their father. Given the circumstances, Josephine had no choice but to quit school in search for a job. But none of her three siblings have been to school.

1. Role-play the story of Josephine and her three siblings.
2. In your groups, identify the rights of Josephine and her three siblings that were violated.
3. In your groups, suggest what you would have done if you were Josephine.
4. Present your findings in plenary for discussion.

Activity 13

Role-playing human rights violations

Role-playing scenarios in which rights for various groups of people are violated.

1. In your groups, choose a situation in which rights of a particular group of people are violated.
2. Role-play your situation.
3. Explain why and how human rights violations are taking place in your situation.

Importance of observing Human Rights

According to the Universal Declaration of Human rights, human rights are the foundation for peace, justice, fairness and cooperation in society. It is also human rights that allow people to fully develop and use their human qualities such as intelligence and talent.

Exercise

1. Schools do limit some human rights of their students. For example, it is a requirement that all students must be in school uniform. This limits their freedom of dressing. Students are also not allowed to go out of school bounds without permission, hence limiting students' freedom of movement. Students are also not allowed to have cell phones in school by most school authorities thereby limiting their freedom of communication.
 - a) Why do you think it is necessary for schools to limit some of their students' human rights?
 - b) Suggest possible problems you would have as a result of your school allowing you absolute enjoyment of human rights?

Unit summary

Every person possesses human rights by virtue of his or her existence. Human rights provide not only what the state and others cannot do to you (abstentions) but also what the state must do for you (obligations). Recognition of human rights has its origins in the establishment of the Universal Declaration of Human Rights by the United Nations in 1948. Human rights are based on certain fundamental principles or key rules which include that they are universal, inalienable, acquired at birth (in-born), indivisible and interdependent. Respect for human rights is a key to any successful democracy. Any denial of human rights to people is a tragedy that creates a society in which people do not genuinely appreciate the value of their existence and that of others. Such a society is chaotic and full of social injustices. However, enjoyment of human rights cannot be meaningful, if very little or no attention is given to the duties and responsibilities that accompany them. A lack of sense of responsibility in the enjoyment of our human rights has a significant contribution to the many human rights violations in our society. It is therefore important to pay attention to this aspect, if we are to become more informed citizens on the issue of human rights.

Review questions

1. Why is it necessary for everyone to guard against human rights violations?
2. Explain the effects of lack of respect for or observance of human rights.
3. Describe the types of human rights.
4. Discuss the factors that led to the establishment of the Universal Declaration of Human Rights (UDHR).
5. Explain the fundamental principles on which human rights are based.
6. Explain the main weakness of the Universal Declaration of Human Rights.
7. Why is it important to exercise responsibility in the enjoyment of human rights? Give any two reasons.
8. What is the importance of observing human rights? Explain four points.
9. Explain the difference between limited and unlimited human rights.

Glossary

Human rights: basic freedoms and protections that people are entitled to simply because they are human beings

Bill of Rights: A list or collection of human rights contained in a constitution

Limited human rights: Those human rights that can be restricted or suspended

Unlimited human rights: Those human rights that cannot be restricted or suspended by anybody including the state

Freedom: The state of being able to do something without hindrance or disturbance

Fundamental principle: Basic rule of something e.g. fundamental principles of human rights

Universal Declaration of Human Rights (UDHR): Document issued by the United Nations in 1948 containing a list of thirty rights which form the basis of human rights

Prisoner of war: A soldier captured and imprisoned by the enemy in war

Discrimination: Giving less favourable treatment to someone or certain group of people

References

- Democracy Consolidation Programme (DCP, 2002); *Human Rights and HIV/AIDS: A Guide for Community Based Stakeholders*. Lilongwe: DCP

Namate. D. & Mtunda, F. (2000), *Malawi Junior Secondary Social Studies: Book 1&2*. Blantyre: Macmillan

Wikipedia, the free encyclopedia: Human Rights, www.en.wikipedia.org/wiki/human_rights

Wadi-Betemeni F (2000) *Social Studies: A Junior Secondary Course: Students' Book 1*. Blantyre: Dzuka Publishing Co.

Wadi-Betemeni F (2001) *Social Studies: Students' Book 2*. Blantyre: Dzuka Publishing Co.

Fabiano M & Maganga J (2002) *Malawi Senior Secondary Social and Development Studies: Book 3*. Blantyre: Macmillan

Malunda, H. & Mpinganjira, M. (2004) *Social and Development Studies: Book 3*. Blantyre: Jhango-Heinemann

Malawi Government. (2004) *The Constitution of the Republic of Malawi*, Zomba: The Government Press

Chikaipa. L. (2008) *Human Rights and Responsibilities: A paper presented at a workshop on the orientation of secondary school Life Skills teachers*. MIE

Malawi Institute of Education. (2006) *Education for Human Rights and Democracy in Malawi: A source book for training PEAs, SEMAs, Teacher Educators, Primary School Head Teachers and Teachers*. MIE

Unit

3

Citizenship

Citizenship is the status of belonging to a particular community. Everyone holds citizenship to both local community and national community. A village, town or city where you are settled is an example of the local community to which you hold your citizenship. National community refers to a country such as Malawi. Members of the same national community are known by a collective name. For example, members of the Malawi national community (Malawian citizens) are called Malawians. Similarly, members of Zambia national community are called Zambians and those of China are called Chinese.

Types of citizenship

In this unit, you will describe the types of citizenship and how one can acquire Malawian citizenship. You will also examine the security implications of each way of acquiring citizenship and how citizenship can be lost. The skills and knowledge you will acquire from this unit will help you to develop a sense of national and international understanding of citizenship issues. You will also develop a spirit of patriotism and national unity which will enable you to demonstrate commitment to national interests.

What is Citizenship?

As you noted earlier, citizenship is the status of belonging to a particular community. In contrast, ‘citizen’ is a term that does not pertain to status; rather it refers to a person who is a member of a particular community. Such a member enjoys all the legal rights and assumes the duties and responsibilities of his or her membership.

There are two types of citizenship as follows:

Single citizenship

Single citizenship is the status of belonging to one country. When a country constitution gives recognition to single citizenship only, it is impossible for a person holding citizenship of another country to become a citizen of that country unless he or she voluntarily gives up the other citizenship. Malawi is one of such countries that give recognition to single citizenship only. One of the reasons for doing this is to avoid having citizens who have divided loyalty and patriotism.

Dual citizenship

Dual citizenship is the status of belonging to two countries. Any country whose constitution gives recognition to dual citizenship would accept a person holding citizenship of another country to become its citizen even if he or she does not renounce or give up the other citizenship. Britain is a good example of a country that recognizes dual citizenship.

Activity 1

Identifying types of citizenship

In your groups,

1. Discuss the difference between the terms ‘citizenship’ and ‘citizen’.
2. Discuss and identify the types of citizenship
3. What type of citizenship is legally recognized in Malawi? Why?
4. Present your work in plenary.

Activity 2

Debating types of citizenship

1. Hold a debate on the motion “Malawi should recognize dual citizenship”.

Activity 3

Discussing types of citizenship

1. In your groups, discuss possible reasons why Malawi chose to recognize single citizenship only.
2. Report your findings in plenary for discussion.

Ways of acquiring Malawian citizenship

Every country has its own ways and conditions set out in the constitution in which people can acquire citizenship. The constitution of the Republic of Malawi, just like that of any other country, outlines the ways in which a person can become a Malawian citizen.

The following are the ways in which Malawian citizenship can be acquired:

Birth

According to the constitution of the Republic of Malawi, anyone who is born in Malawi and has either a Malawian mother or father is a citizen. The majority of the people of Malawi become citizens through birth.

Descent

Citizenship by descent means becoming citizen by tracing where your parents originally came from. According to the laws of Malawi, any child who is born of Malawian parents outside the country can become a citizen by descent. In this case, citizenship is acquired by virtue of your parents being Malawian citizens.

Marriage

According to the constitution of the Republic of Malawi, a foreign woman who is married to a Malawian man can become a Malawian citizen by marriage. The law, however, states that a foreign man who is married to a Malawian woman cannot become a Malawian citizen by marriage. This law has been criticized from certain quarters as being discriminatory.

Registration

Citizenship by registration means obtaining citizenship by submitting an application to the department responsible for citizenship registration. For one to qualify for registration as a citizen of Malawi, the applicant is supposed to meet the following conditions.

- They must have lived in Malawi for five years and above.
- They must be of good character. This means that the applicant should not have committed any crime while in the country.
- They must be able to speak or understand either one vernacular language or English.
- They must show the compliance with the laws of Malawi.
- They must give up the citizenship of the other country.

Naturalisation

Citizenship by naturalisation means becoming a citizen of a country for having lived in that country for a long period of time. According to the constitution of the Republic of Malawi, a person can become a Malawian citizen through naturalisation if that person is of good character, can speak or understand any of the vernacular languages, is able to comply with the laws of Malawi, is ready to give up the other citizenship and has lived in Malawi for over 12 years.

Restoration

Restoration is the reclamation of one's citizenship which you lost as a result of obtaining citizenship for another country. According to the laws of Malawi anyone who renounced (gave up) Malawian citizenship in favour of that of another country can once more become a Malawian citizen as long as the following conditions are fulfilled:

- They should provide enough evidence or proof that they once held Malawian citizenship.
- They must be prepared to give up the other citizenship.

Exercise

1. What do you understand by the following terms:
 - a) Citizen?
 - b) Citizenship?
2. What are the differences in conditions between obtaining citizenship by naturalisation and citizenship by registration?

Activity 4

Describing ways of acquiring Malawian citizenship

In your groups;

1. Discuss how each one of you became a Malawian citizen.
2. From your findings above, what is the commonest way in which people become Malawian citizens?
3. List down the other ways in which people can become Malawian citizens.
4. Report your findings in plenary for discussion.

Activity 5

Role-playing and discussing ways of acquiring Malawian citizenship

Read the case study below and answer the questions that follow.

Christina and James were Malawian citizens working in Zambia. The two were loyal and patriotic to their mother land and had no intention to change nationality. After staying in Zambia for 10 years, Christina and James fell in love and married Zambian nationals.

According to the citizenship act for Zambia, the two could become Zambian citizens by marriage. However, both Christina and James resolved to remain Malawian citizens. Fortunately their spouses had agreed to change nationality to become Malawian citizens.

When they returned to Malawi, Christina discovered that the citizenship act does not allow foreign men to become Malawian citizens by marriage. This meant that her husband could not become a Malawian citizen by marriage. Christina and her husband were disappointed and did not know what to do.

1. Role-play the story of Christina and James.
2. In groups discuss the case study and give suggestions on what Christina and her husband should do.
3. Why do you think the citizenship Act in Malawi does not allow foreign men to become citizens by marriage?
4. Report your findings in plenary for discussion.

Loss of citizenship

Citizenship can be lost depending on circumstances and conditions provided by law. In Malawi, there are also ways in which a person can lose his or her citizenship. Look at the following examples carefully:

Voluntary renunciation

This is when a person voluntarily or willingly surrenders (gives up) his or her citizenship in favour of that of another country.

Deprivation

This is the taking away of a person's citizenship by an act of parliament. In this case, a person is forced to surrender his or her citizenship even if they wanted to retain it.

Death

Citizenship can also be lost through death. It is in fact the inevitable way through which all of us will one day lose our citizenship.

Security implications of the ways of acquiring citizenship

Each of the ways of acquiring citizenship has direct effects on the citizen. Such effects may lead to loss of certain rights or privileges and in some cases loss of citizenship. In other words, there is a security implication of each of the ways of acquiring citizenship. Citizenship by marriage, registration and naturalization are less secure because of their vulnerability to a number of factors. The following are some of the security implications.

Vulnerability to change of policy

A policy is a course of action on a particular issue that the government takes. For example, a policy of transferring people from flood prone areas to higher ground; transferring people from less populated areas to reduce over-population; suspending pregnant girls from school together with the boys for being responsible and allowing them to return after delivery.

Citizenship by marriage, registration and naturalisation are more open to being affected by policy changes on citizenship. Sometimes the changes in policy can lead to loss of certain rights and privileges and even termination (loss) of citizenship.

Vulnerability to change of government

Change of government is often associated with a shift in policies. Citizenship by naturalisation, marriage and registration are more likely to be affected if the new government intends to make changes to the citizenship law.

Lack of permanence

Citizenship by marriage, registration and naturalisation are more temporary in nature because those in authority can make changes from time to time. In addition one can only retain his or her citizenship if certain conditions are not violated.

Effects on children

Children whose parents acquired citizenship through marriage, registration and naturalization may experience difficulties to obtain citizenship after the death of their parents.

Deprivation of property

When a person has been stripped of citizenship due to policy and other changes or due to lack of commitment to meet certain conditions, his or her property may be seized by the state.

Lack of belongingness

Evidence suggests that the majority of those who obtain citizenship through marriage, registration and naturalisation do not really have sense of belonging to the country. Most of them still consider the country of birth as their true home. As a result, such citizens lack loyalty and patriotism to the country. However, citizenship by birth and descent is more secure and permanent.

Activity 6

Discussing security implications of acquiring Malawian citizenship

In your groups, review each of the ways of acquiring Malawian citizenship and answer the following questions.

1. Which ones are more secure (protected) and permanent ways of acquiring Malawian citizenship? Give reasons.
2. Which ones are vulnerable and less secure ways of acquiring Malawian citizenship? Give reasons.
3. Report your findings in plenary for discussion.

Importance of citizenship

Citizenship is important in a number of ways. Look at the following examples:

Enjoyment of certain rights

Citizens do enjoy certain rights that cannot be enjoyed by non-citizens. The right to vote and the right to form or join a political party are two examples of rights that can be enjoyed exclusively by citizens only.

Promotion of unity

Citizens of the same country are more likely to be united despite having numerous differences among them. Unity is good for any country because it facilitates and promotes national development.

Promotion of patriotism

The realization that one is a citizen of a country helps to instill a sense of patriotism. Patriotism refers to the love and pride a citizen has for his or her country. This spirit of love and pride motivates citizens to defend their country from enemies and even to die for it.

Enjoyment of certain privileges

Citizens do enjoy certain privileges that cannot be enjoyed by non-citizens. For example, subsidised farm inputs such as fertilizer and seeds are given to Malawian citizens only.

Activity 7

Discussing the importance of citizenship

In your groups,

1. Discuss the benefits you get as a result of being citizens of Malawi.
2. What do you think Malawi benefits from you as a result of being its citizens?
3. Report your findings in plenary for discussion.

Unit summary

Citizenship is the status of belonging to a particular or specific community. A citizen is a person who is a member of a particular or specific community. There are two types of citizenship and these are single citizenship and dual citizenship.

Malawian citizenship can be acquired or obtained through birth, descent, marriage, registration, naturalisation and restoration. Each of the ways of acquiring citizenship has security implications especially citizenship by marriage, registration and naturalisation. These security implications include vulnerability due to changes of government and policy, lack of permanence, effects on children, deprivation of property and lack of belongingness.

Citizenship is important to the individual in that it enables them to enjoy certain rights and privileges that cannot be enjoyed by non-citizens.

Citizenship is also important to the country in that it promotes unity and patriotism.

Review questions

1. Explain the ways of acquiring Malawian citizenship.
2. Describe any three ways in which Malawian citizenship can be lost.
3. Examine the security implications of each way of acquiring Malawian citizenship on the citizenship holder.
4. Discuss the importance of citizenship.

Glossary

Citizenship: Status of belonging to a particular community

Citizen: A person who is a member of a particular community and is entitled to all the legal rights and privileges by virtue of his/her membership

Single citizenship: Status of belonging to one country

Dual citizenship: Status of belonging to two countries

References

Namate, D. & Mtunda, F. (2000). *Malawi Junior Secondary Social Studies: Book 1*. Blantyre: Macmillan

Wadi-Betemeni F. (2000). *Social Studies: A Junior Secondary Course: Students' Book 1*. Blantyre: Dzuka Publishing Co.

Malawi Government (2004) *The Constitution of the Republic of Malawi*, Zomba: The Government Press

Stanford Encyclopedia of Philosophy, Citizen and Citizenship, www.plato.stanford.edu/./citizenship/

Wikipedia, the free encyclopedia: Citizenship, www.en.wikipedia.org/wiki/citizenship

Unit

4

Family needs and resources management

Resources are important for the well-being of an individual, family, community and the nation as whole. This unit focuses sustainable development in the family in terms of how family manages and conserves its available resources. Therefore, you will be able to explain ways of acquiring resources in a family to meet its important needs. You will also identify ways of conserving resources in a family. This knowledge will enable you to support and participate in efforts aimed at proper utilisation, management and conservation of resources in your family.

Important needs of the family

The term sustainable development means using the available resources to meet people's needs while being mindful of future people's needs. Needs are the basic necessities or requirements of people. They include items that are necessary to sustain life like food, clothing and shelter. Wants, however, are those things that enhance or possibly improve your life like a television and a car. So, wants are things that are desired but people can do without.

Every family member has many needs but the most important needs include:

- a) **Food**- Sufficient and balanced diet is necessary for the good of everyone in the family especially children, pregnant and lactating (breast feeding) mothers only. A well nourished person can actively participate in the labour force.
- b) **Shelter** (housing) -Every family need shelter for comfort, privacy and protection of family members from rain, cold, hot sun and outside attack by animals or malicious fellow human beings.
- c) **Health Care** (Good health) -Healthy families lead to a productive family and nation. This is because it is only a healthy person who can contribute to the development of his or her family effectively.
- d) **Education**- This enables an individual to acquire the necessary knowledge and to develop appropriate skills and attitudes for making rational decisions in life. It is a key opening to chances of getting employment and live a better life.
- e) **Clothing**-Clothes give us an attractive appearance and protect us from heat, cold, rain, dust and injury by rough objects.
- f) **Security, affection and love**- These are psychological needs for the well-being of people. Every normal individual wants to know that someone cares for him or her and that he or she has someone to care for. Security is the sense of belonging, of being accepted by others.

Activity 1

Brainstorming the meaning the term sustainable development

1. In pairs do the following:-
 - a) Suggest the meaning of “sustainable development”.
 - b) Explain why sustainable development is important.
 - c) List down things you require either daily or weekly that you cannot do without. Explain the importance of the required things.
 - d) List down things you want to have but you can do without.
 - e) Explain why education and health are basic needs?
2. Present your findings in plenary

Family resources

‘Resources’ is defined as things or materials found in the environment that are used by people to satisfy their needs or deficiencies. A family may have the following resources: food or grain store, finances (money), domestic animals, houses, clothes, vehicles, furniture, pots, plates and pans (kitchen utensils), business enterprise, people (family members), agricultural tools and equipment and time.

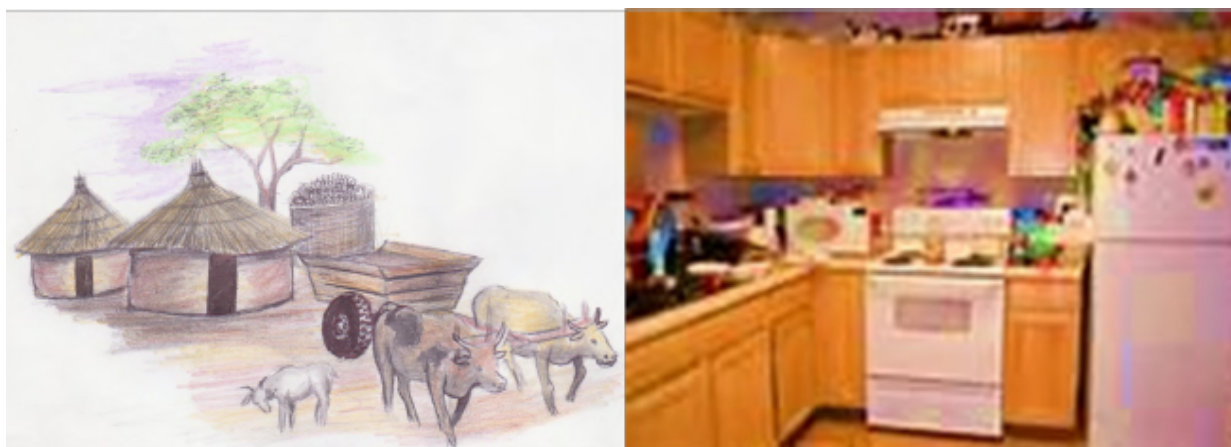


Figure 4.1: Some family resources

Ways of acquiring family resources

There are several ways in which a family can acquire its resources;

- a) The family’s plot of land may be allocated to the family by a chief or headman out of communal land or may be bought.
- b) Some kinds of food like maize and vegetables can be grown by the families while other foods can be bought.
- c) Earning money (a resource that has an exchange value for goods and services). Money is needed to buy other resources or services the family needs. A family can make money in a variety of ways including:
 - Selling commercial crops such as tobacco, tea or sugarcane.
 - Selling any food which they have grown but do not need for themselves such as maize, ground nuts and soy beans.

- Running small-scale businesses such as brewing and selling (trading) thobwa, rearing chickens and other livestock for sale.
 - Exchanging labour with money- Money obtained through this way needs some exchange of time and energy (labour). One can earn salary or wage depending on the nature of the job. For example, one may fully be employed in public and private sectors or may be receiving wages on piece work like public works programmes building roads and bridges.
 - Income generating activities- a person who does not have a formal employment can apart from engaging in small-scale businesses to earn an income, also conduct small-scale mining such as dambo sand extraction and quarrying stones.
 - Transfer income- This is money obtained from cash gifts from friends and relatives, gratuities, interests and dividends from real estates such as houses or stock exchange shares.
- d) Aid-Families can get both financial and material assistance from other people, organisations or government freely or in form of a loan.



Figure: 4.2: Raising fish in a pond



Figure: 4.3 : Dairy farming- Stall feeding dairy cows

Activity 2

Identifying family resources

1. In groups;
 - a) List resources that you have in your family.
 - b) Explain the differences of resources between a rural family and an urban family.
 - c) Conduct a research on how families in your community acquire resources.
2. Present your findings in a plenary.

Activity 3

Identifying ways of acquiring family income

- In pairs;
1. Identify sources of the resources in your family.
 - a) Suggest reasons why some families find it difficult to acquire resources.
 - b) Identify unacceptable or immoral ways (methods) in which some students or families try to meet their needs and the dangers attached to these methods.
 2. Present your findings in a plenary.

Provision of basic needs for the family and sustainable development

The family members can contribute effectively to the welfare of their families. It is a responsibility of parents to provide for the needs of their family. Both parents; wife and husband need to work together to identify the needs and plan on how best to satisfy the needs and manage them.

Children can assist in the provision of the basic needs of the family depending on their age and abilities. For example they can cultivate the garden and perform household chores. However, children's roles should not be at the expense of some of their rights. For instance, stopping a child from going to school to help parents with household chores is a violation of a child's right and is this called child labour.

The purpose of acquiring family resources is to ensure improved and continued family welfare particularly after retirement or old age. This result is an improved standard of living, which is an indicator of sustainable development.

Activity 4

Discussing ways of acquiring family resources

1. As a group discuss the following:
 - a) Who is responsible for the provision of resources in your family?
 - b) Should children be involved in acquiring family resources?
 - c) Why is child labour on the increase in Malawi and why does the government and Non-Government Organisations (NGOs) discourage child labour?
 - d) Suggest ways you would follow to assist fellow children who are victims of child labour.
2. Present your findings in plenary.

Management of family resources

Management is a process of using resources appropriately to achieve your goals while avoiding wastage. So, resource management is the wise use of the available resources in a way that we gain more from them in an efficient, effective and sustainable manner. Resource management is done through proper care and use, planning and budgeting.

Proper care and use of family resources: Parents should care for, maintain and properly use the available resources. It is also their responsibility to guide their children on how to use, care and maintain the acquired assets to prolong the value of the assets.

Careful planning: Planning is a process of identifying goals or what you want to achieve, and how to achieve them. It requires outlining activities and its outcomes. To plan the use of your family's resources you need to determine the resources available, find out the needs of the family members and allocate the available resources according to the needs. Planning can assist you not to do things **haphazardly** (without order) which results in wasting resources such as materials, time and money in the process. So, planning helps to use and manage resources properly and results in attainment of family goals.

Budgeting: This involves planning for family income and expenses. This planning guides family income spending and saving (read in detail in Unit 15 on Personal finance management).

Conserving family resources

This means preventing loss, damage and destruction of family resources. Since the family resources are scarce and limited there is a need to manage them properly. This would make resources to last long and to effectively satisfy needs of all members in the family. There are basically four ways of conserving resources and namely:

- **Re-using**

Re-use means to use again. This implies using resources that have already been used for other or some purposes. For example, water used for washing plates may thereafter be used to water vegetable garden. You may also use plastic bags again and again when going shopping.

- **Reducing**

This means using fewer amounts of resources. For instance, you can reduce the use of firewood by using paraffin, biogas or electricity as fuel or using special charcoal stoves (*mbaula*) that use less firewood.

- **Recycling**

This means to treat a substance that has already been used so that it is fit to be used again. For example, papers, plastic shoes, water and food leftovers (*mkute*) can be recycled.

- **Substituting**

This involves using alternative resources that can achieve the same needs. Resources that are in short supply or non-renewable need to be substituted with those which are readily available or renewable. For example, you use cow dung in place of firewood.

Activity 5

Brainstorming ways of conserving family resources

1. In pairs;
 - a) How do your parents ensure that resources are used properly in your home?

- b) Explain your role in ensuring that resources are used properly in your home? For instance, how are resources such as water, electricity, soap, sugar, firewood and a paraffin lamp used to avoid wastage?
 - c) Suggest ways of conserving resources in the family.
 - d) Explain why it is necessary to conserve family resources.
2. Present your findings in plenary.

Activity 6

Discussing ways of conserving resources

1. In your groups,
 - a) Identify resources in your homes which are recycled, reused and substituted.
 - b) Visit a nearby community and observe ways of conserving resources the people in the area practice.
 - c) Record your observations.
2. Report your observations to the whole class.

Contribution of resources management or conservation to the development of the family

If a family manages and conserves its resources properly the results would be that:

- Family members spend less time in search for their basic needs.
- The members of such a family are not a burden to others (the neighbours, community and government). That is, it encourages self-reliance; the ability to help oneself or solve own problems (find ways to help oneself or solve own problems) in family.
- It brings about peace, harmony and stability in the family.
- Such kind of a family is never in debt.
- The family's excess resources can be saved for future use or may be used to help other people such as relatives as well as orphans and the elderly in the community.

Unit summary

Family resources are needed to meet its member's needs. These resources include food, money, furniture and land, which can be acquired through business, employment, aid and farming. Family resources need to be managed through proper use, planning and budgeting for continued supply of family needs. The resources also need to be conserved to prevent loss, damage and destruction by reducing, recycling, reusing and substituting.

Review questions

1. Identify any four basic needs of the family.
2. Mention any three resources for a rural family.
3. Explain any five ways in which a family can acquire its resources.
4. State three ways in which a family can have enough food throughout the year.
5. Describe ways in which a family can manage the following resources:
 - Food
 - Time
 - House
6. What is planning? Explain why it is important.
7. What are the benefits of proper management and conservation of family resources?
8. Explain how a family can conserve its resources.

Glossary

Child labour: When children perform roles/work at the expense of some of their rights.

Sustainable development: The use of the available resources to meet people's needs while being mindful of future people's needs.

Planning: a process of identifying goals and how to achieve them, and requires outlining activities and its outcomes

References

Betemeni, F.W. (2000) *Social Studies Book 1*, Blantyre: Dzuka Publishing

MCDE (2000) *Junior Certificate Social Studies; Open & Distance Learning Resource*, Blantyre: MCDE

MIE (2000) *Pre-service Teacher Training Population Education : Supplementary Materials in Geography*. Domasi: MIE/UNPFA

MIE (1998) *A Source Book for Population Education in Malawi*. Domasi: MIE/UNFPA

Namate, D. and Mtunda, F. (2000) *Malawi Junior Secondary school Social Studies Book1*, Blantyre: Macmillan.

Unit

5

Human population growth and the environment

The human population grows mainly due to the interaction of several factors. Rapid population growth impacts strongly on environmental resources as it exerts pressures on land, natural resources and social services. Population growth has remained a pressing issue in Malawi, Africa and the world as a whole since the size of the land remains the same as population continues to grow.

Meaning of ‘human population’ and ‘environment’

In this unit you will be able to define the terms “population” and “environment”. You will also be able to describe the relationship between human population and the environment. In addition you will be able to explain the term “population growth” and the factors that influence it. You will then be able to describe trends in population growth. This knowledge will enable you to appreciate the need for controlling population growth so that resources are always enough for the available population.

What do ‘human population’ and ‘environment refer to?

The human population refers to the number of people (human beings) occupying a given area or living in a particular area at a given time. The area in this case could be a classroom, school, community, village, traditional authority, district, region, town, city, country or a continent. For example, statistics show that Malawi’s population (people living in Malawi) from 1966 to 2008 has been increasing as shown in the table below:

Table 5.1 Population of Malawi by census

Year of Census	Population
1966	4,039,583
1977	5,547,460
1987	7,986,507
1998	9.9 Million
2008	13.1 Million

The term ‘environment’ refers to any of our surroundings, which may include living and non-living things. The living components of the environment may include vegetation (plants) wildlife and people. The non-living components may include water, land, air, light, minerals and structures constructed by people such as roads and houses. The environmental components are strongly related to each other and any

change on one component may have an impact on others. The environment can be divided into physical surrounding or environment which includes hills, mountains, rivers, lakes, valleys, plains and vegetation. The social environment, on the other hand, comprises people, and their culture, technology and infrastructure.

Activity 1

Brainstorming the meaning of the term “human population”

1. Form a pair with your partner and do the following:
 - a) Share information on how many people there are in your family and village or location.
 - b) Would you consider the number of people in your family to be small or large? Explain your point.
2. Then present your findings to the whole class.
3. Then in groups
 - a) Collect information on the total number of students in the school from the School administration. You can also collect the number of learners per class. Do you think the number of students in the school and per class is too small or too big?
 - b) Similarly collect the number of people in the surrounding villages and see if you may consider it to be too small or too big.
 - c) Discuss what is meant by human population?
4. Present your findings in plenary.

Activity 2

Discussing the meaning of the term “environment”

1. In groups conduct a survey of the school area and the surrounding villages and:
 - a) List all things you see in the school area and the surrounding villages. You may also include things you saw when coming to school or those thing in the classroom.
 - b) Classify things you listed into living and non-living, natural and man-made things.
 - c) Discuss the meaning of the term “environment”.

2. Present your findings in plenary.

The relationship between human population and the environment

People and their environment directly affect each other. The environment offers benefits, and influences how people live and how the society develops. People meet their needs by drawing or collecting **resources** (things found in the environment that are used to satisfy people's needs.) from the environment. For example, people build shelters or houses on land using soil, water and trees and other land resources which lead to the clearing of the environment. They also grow their crops on land for food, such as maize, and cotton, as a raw material for clothes making. So environments which have plenty of resources are likely to develop if the people possess the skills and technology to transform the resources into usable products. The environment supports people's life and also promotes development. So population is likely to be high in areas with plenty of resources. If the environment is properly cared for and the population is controlled, the supply of environmental resources becomes sustainable and this may lead to improvements in living standards.

The environment also presents risks or challenges for people in the form of floods, waterborne diseases, landslides and climate change. These challenges tend to make life difficult and may lead to loss of life. The environmental challenges are a result of misusing or overusing environmental resources due population increase. More people means more consumption of environmental resources. In such a situation, environmental degradation would take place at a much faster rate, and eventually the positive qualities of that environment would become less and less.

Activity 3

Brainstorming and discussing the relationship between human population and the environment

1. In groups discuss the following;
 - a) Consider the things you identified in activity 2 above. Are they useful to human beings or people. Explain your points.

- b) Discuss how people depend on the things found in the environment.
 - c) How do people's actions impact on the environment?
 - d) Explain the meaning of the term "resource".
2. Present your findings in plenary.
 3. As a class, conduct a panel discussion on the relationship between human population and the environment.

Meaning of human population growth

Human population growth is an increase in number of people that reside in a given area over a given time. This then implies that there is a difference when you count the number of people in your family, school, village, town or city or country at one time and recount after some time. If the number is greater than before then there is population growth. Malawi is one of the countries with highest population growth rate in Southern Africa. Population growth rate is a means of measuring a country's annual population increase or decrease usually expressed as a percentage. It is the average annual percent change in the population, resulting from a surplus or deficit of births over deaths and the balance of migrants entering and leaving a country. Population growth rate is calculated by finding the difference between total population of the initial year and total population of the final year, and then divide by the initial year population.

Activity 4

Brainstorming and discussing the meaning of the term human population growth

1. Individually
 - a) Reflect on what has happened to your family size over the years in terms of the number of people;
 - Ten years ago
 - Five years ago
 - now
 - b) What do you think is the meaning of the term “human population growth”?
 - c) Share your views with a friend or colleague and discuss.
2. Present your findings as a pair on plenary.

Factors that influence population growth

There are many factors that promote population growth.

1. Natural increase

Population growth is a result of the interaction between birth rate (number of birth per 1000 of the population) and death rate (number of deaths per 1000 of the population). In other words, it refers to situations when the number of births expressed as birth rate exceeds the number of deaths, expressed as death rate. When birth rate is higher than death rate the population increases. This is referred to as natural increase. It also refers to situations when there is high fertility rate. Fertility Rate is the number of live births a woman has had in her child bearing period or the number of children each woman has. On average, each woman in Malawi has five children. Therefore, high fertility rate together with high birth rate and declining mortality (death) rate lead to high population growth.

High birth and fertility rates are mainly the result of:

- Low primary infertility rate
- High illiteracy on family planning among parents
- Low availability of modern contraceptives
- The desire for large family size
- Early first births for mothers and Short birth interval

Declining mortality rates are a result of public health measures such as:

- Improved and widespread immunization (vaccination) against deadly diseases such as measles, smallpox, polio, tetanus and whooping cough.
- Improved sanitation and adequate food
- Health education and child health care
- Greater access to modern medicines

2. Migration

People always move and settle in a different town, in a neighbouring country or on the other side of a lake or river. They migrate for various reasons. Migration refers to the movement of the people to settle in another place usually across an administrative boundary

between countries or within a country. **Migration** is another factor that contributes to population growth.

There are two types of migration namely; **immigration** and **emigration**. Emigration is the movement of people out of an area or country. Immigration is the movement of people into an area or country. A **migrant** is a person who has moved from one area to settle in another area. The place from which the migrant have moved is called '**place of origin**' while the area to which the migrant has moved is called 'place of destination'. The interplay between immigration and emigration, can lead to population growth. Thus, when immigration is greater than emigration, the population of an area increases. When emigration is greater than immigration, the population of an area decreases.

In Malawi, a combination of low outward migration (emigration) for Malawians and high immigration for non-Malawians has contributed to high population growth. For example, by 1990 there were over one million Mozambican refugees in Malawi contributing to population growth. However, in 1994 most of them returned to their country, thus reducing the total population of Malawi. In recent years, thousands of refugees are in Malawi at Dzaleka Refugee Camp from war-torn countries of Democratic Republic of Congo, Sudan, Somalia and Ethiopia. This has also contributed to population growth in Malawi.

3. Culture

There are socio-cultural factors which have contributed to high fertility rate in Malawian societies. For example, in some Malawian societies, children are regarded as a **status symbol** (a sense of achievement). Therefore, most parents who have many children feel proud of it because it gives them sense of achievement. Secondly, in other cultures, they have a **sex preference**. Some parents prefer boys to girls or girls to boys because succession or inheritance is either traced through the mother or the father. A couple therefore, may bear more children before they get a child of the preferred sex. Thirdly, it is the custom in some areas for females to marry when they are still young girls. This results in women having so many children.

Children are also seen as a means of continuing or perpetuating the individual clans. For this reason, young couples are often expected by their parents and relatives to have as many children as possible. Children are also used as a source of domestic labour and **social security** (an investment / source of wealth). Many rural communities depend on their children as a source of domestic labour to fetch firewood, draw water and work on the farms. Consequently, in Malawi, there is a preference for large families in such communities in order to broaden the labour force. Finally, most families also regard children as an investment. The children are expected to provide a form of social security through financial, moral and emotional support to their parents especially when parent become old.

Activity 5

Brainstorming and role-playing factors that promote population growth.

1. Form a group of about 5 learners and:
 - a) Suggest factors that influence population growth in your family, community or nation.
 - b) Write a news article in groups and role-play radio presentation on the same.
 - c) Suppose number of learners increase in your class/school or number of children increases in your family. What may likely be the effects of these events?
2. Present your findings in plenary.

Activity 6

Examining factors that promote population growth

1. As a class discuss the following:
 - a) Identify and explain with examples factors that influence people to move from one place to settle in another place.
 - b) Using your knowledge on the family explain how culture and sex preference can lead to population growth in Malawi.

- c) Using a problem tree identify causes and effects of rural-urban migration.
 - d) Suggest ways to reduce rural-urban migration in Malawi
 - e) Suggest the meaning of term “migration” and “immigration”.
2. Present your findings in plenary.

Trends in population growth

Trends in population growth refer to the current general pattern or direction of change in the population. With the annual population growth rate of 2.758%, 5.35 children per woman, 40.42 birth per 1000 population and 12.84 deaths per 1000 population; Malawian population is growing at rate above average for sub-Saharan Africa. The birth rate is amongst the highest on the continent, but the death rate is also high and **life expectancy** (the expected number of years of life remaining at a given age usually at birth) of 52 years is lower than the average for sub-Saharan Africa due to HIV/AIDS. With the current population trends the population of Malawi (estimated at 16 Million in 2012) is likely to increase five folds by 2100. The trends in Malawian population can be summarized as follows:

- High birth rate
- high fertility rate
- High death rate
- High annual population growth rate

Activity 7

Discussing and analysing trends in population growth

1. Conduct an inquiry in newspapers on the current situation of the population of Malawi in terms of annual population growth rate, fertility rate, birth rate and death rate.
 - a) Looking at these patterns, what do you think they mean?
 - b) What are the factors that led to the current situation in population?
 - c) What are the likely effects if the situation will continue like that?
 - d) Compose a song or a poem to teach people to take steps towards to deal with current situations in population in the population.
2. Present your findings in plenary.

Unit summary

The population usually increases when birth rate is higher than death rate. Similarly, the population increases when immigration is higher than emigration. In addition, culture promotes high population growth by encouraging high fertility rate.

Review questions

1. State what you understand by the following terms:
 - Human population
 - Environment
 - Population growth rate
 - Fertility rate
 - Migration
 - Life expectancy
2. a) Identify factors that lead to population growth.
b) Explain how the factors you identified in (a) can lead to rapid population growth.
3. How can Malawians help to reduce high population growth in relation to high fertility rate?
4. Mention trends in the Malawian population and explain their effects.
5. Study the Table 5.2 below and answer the questions below;

Year	Fertility rate (births per woman)
2000	6.3
2005	6.0
2010	5.7
2012	5.35

Table 5.2 Trends of fertility rate in Malawi

- a) Describe the trend in fertility in the country.
- b) Explain why there is such a trend.
- c) What should be done to reduce the fertility further which is considered still on higher side?

Glossary

Emigration: Movement of people out of an area or country.

Environment: Our surroundings, which may include living and non-living things.

Immigration: Movement of people into an area or country.

Life expectancy: Expected number of years of life remaining at a given age usually at birth

Migration: Refers to the movement of the people to settle in another place usually across an administrative boundary between countries or within a country.

Migrant: A person who has moved from one area to settle in another area.

Sex preference: Some parents prefer boys to girls or girls to boys because succession or inheritance is either traced through the mother or the father.

References

Betemeni, F.W. (2000). *Social Studies Book 1*. Blantyre: Dzuka Publishing

MCDE (2000). *Junior Certificate Social Studies, Open & Distance Learning Resource, Booklet 1*. Blantyre: Dzuka Publishing Co.

MIE (2000). *Pre-service Teacher Training Population Education : Supplementary Materials in Geography*. Domasi: MIE/UNPFA

MIE (1998). *A Source Book for Population Education in Malawi*, Domasi: MIE/UNFPA

Namate, D. and Mtunda, F. (2000). *Malawi Junior Secondary School Social Studies Book 1*. Blantyre: Macmillan

Unit

6

Malawian Culture

Culture is a way of life for a particular group of people or members of a particular society. It is defined by people's cuisine (food), their language and mode of dress, music and musical instruments, beliefs and values, pieces of art, traditions and behaviour patterns. Culture determines what is acceptable and what is not acceptable for a particular group of people or society.

Malawian culture

Malawian culture is made up of cultures of various tribes (ethnic groups) settled in different parts of the country. As a result Malawian culture is said to be diverse in nature. All the tribes in Malawi make one people called Malawians and the various cultures that spread across the country make one culture called Malawian culture. In this unit, you will learn more about Malawian culture and describe its elements. You will also mention the various tribes found in Malawi and locate their cultural areas on the map of Malawi. You will, further, explain how Malawians have managed to maintain unity in cultural diversity and then discuss the importance of unity in cultural diversity. Finally, you will examine the changes that have taken place in Malawian culture and explain the factors that have influenced these cultural changes. The knowledge and skills acquired from this unit will help you to understand and respect your own culture and other people's cultures and to develop a sense of national unity in cultural diversity.

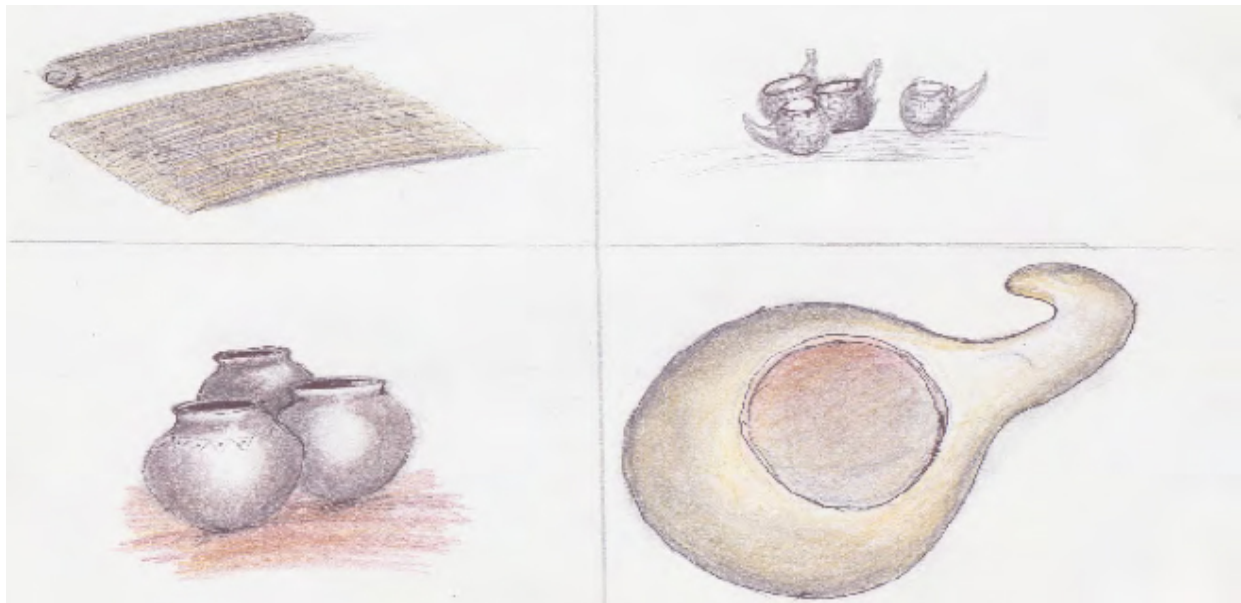
Activity 1

Brainstorming and role-playing the elements of Malawian culture

1. As a class, make a list of languages, dances, beliefs and values from your area.
2. Role-play some of the dances.
3. Discuss the role plays.

Elements of Malawian Culture

Every culture is made up of both material and non-material elements. Material elements are real objects produced by people, while non-material elements comprise aspects that are invisible such as ideas, values and beliefs. We now look at each of the elements separately.



A figure 6.1: showing a reed mat, gourds, clay pots

Language

Language is the element of culture that provides means of communication for people. Language as a means of communication allows people to pass on their culture from one generation to the next. The languages that are spoken in Malawi have many words in common.

Religion

Religion also helps its followers to acquire a common cultural identity. There are three main religions in Malawi which include Christianity, Islam and African Traditional Religion. The latter is the oldest religion in Africa in general and Malawi in particular. It mostly centres on the belief in God through the spirits of the dead.

Customs

A custom refers to a long established practice among members of a culture or society. Customs may include things such as initiation of boys and girls, inheritance and systems of marriage. In Malawi we have customs that are shared by members of different cultures. The patrilineal marriage system which is prevalent among the Ngoni and Tumbuka of the northern region and the Sena of the southern region is an example of a shared custom.

Beliefs

Beliefs are simply ideas regarding what is true. A belief is therefore an abstract concept that is regarded as real among people of a particular culture. For example, the belief that there is life after death can be shared by members of a culture.

Moral Values

These are standards or ideas about what is good and bad which govern people's behaviour and choices. According to most cultures in Malawi, sharing, hard work, honesty and discipline are considered good, promoted and sometimes rewarded but things such as incest, rape; stealing and laziness are not condoned or tolerated.

Traditional Dances

Traditional dances are performed during different occasions and for different reasons. The types of music and musical instruments used in the traditional dances are also an important aspect of culture. Gulewamkulu, Chimtali and Chisamba by the Chewa, Beni and Masewe by the Yao, Tchopa by the Lomwe and Vimbuza by the Tumbuka are examples of Traditional dances in Malawi.

Activity 2

Identifying and role-playing traditional dances

1. In your groups, identify the following Malawian traditional dances



2. Name the areas in Malawi where these dances are performed.
3. Describe the occasions during which each of these dances is performed.
4. Present your findings in plenary for discussion.
5. Role-play the dances.

Dress

The type of dressing helps to give people their visible (that which can be seen) cultural identity. The wearing of a headgear called ‘duku’ and a wrapper called ‘Chitenje’ among Malawian women and wearing of animal skins among the Ngoni are visible elements of the Malawi culture.

Housing

The type and shape of houses and how these are shared between parents and their children form an important element of culture. Traditionally, most ethnic groups in Malawi build round and rectangular houses thatched with grass. However, a common feature among them is that boys and girls of age live in separate houses from their parents. This is done to ensure that there is enough privacy between parents and their children.



Figure 6.2: Ngoni women and men in traditional attire

Food

The type of food and the way people eat their food forms a crucial element of culture. Most people in Malawi eat maize meal or ‘nsima’ as their staple food while others eat Cassava meal or ‘kondoole’ and Sorghum. However, all Malawians use bare hands when eating their food. This shows cultural similarity between them.

Etiquette

Etiquette refers to rules for polite behaviour. For example, according to Malawian culture children are taught to receive items from adults using both hands.

Activity 3

Researching on cultural elements of the different tribes in Malawi

1. Conduct a research in the area around your school and find out more about the elements of the culture of the area.
2. You will need to book an appointment with village heads who are the custodians of culture.
3. Discuss the findings in plenary

Different tribes in Malawi

A tribe is a group of people believed to have descended from the same common ancestry and share the same culture

Activity 4

Drawing the map of Malawi and locating the tribes and their cultural areas

In your groups:

1. Draw a map of Malawi on a flipchart and show the tribes or ethnic groups in all the 28 districts
2. Describe the elements of culture of each of the tribes indicated on the map
3. Why do you think all these tribes have to keep their culture?
4. Present your work in plenary for discussion

Importance of culture

Culture is important in many ways such as:

- It helps to ensure the continuity of society. It is culture that helps to have continued existence of human societies. Culture is often said to be a plan to live for humankind, such that if members of a society are not able to share this and pass it on to new members then the society is bound to lose its direction.
- It provides the standards for appropriate behaviour. This helps to ensure peaceful co-existence of members of a society.
- It helps to give people their identity. Culture contains elements that are unique to specific cultural groups. These unique elements serve as an identity symbol for people.
- It helps to promote peace, unity and cooperation. The presence of peace, unity and cooperation help to make sure that development takes place in society which leads to improved living standards of people.
- It serves as a source of entertainment for people. Culture contains elements such as dances and music which provide entertainment to people.

Activity 5

Identifying elements of Malawian culture

In pairs;

1. Identify elements of Malawi culture.
2. Name the tribes that are found in different parts of Malawi and describe their culture.
3. Take note of similarities and differences
4. Report your work to the whole class for discussion

Cultural diversity

Cultural diversity is the presence of multiple cultures of distinct groups of people within a society. These smaller and distinct cultural groups that exist within a society form what are called sub cultures. Sub-cultures are based on occupation, ethnicity, religion, region and other factors.

Occupational subcultures

People of the same profession such as teachers, lawyers, nurses, accountants and engineers behave in a particular way as a result of the work they do. Their behaviour is guided by written rules known as professional ethics. Any member of a profession whose behaviour is contrary to the code of conduct may have their membership withdrawn. Examples of misconduct will be a business person tampering with measuring tools in order to rip off consumers; teachers making love to their students; and a police officer receiving a bribe to release a criminal.

Ethnic or tribal subcultures

This refers to the cultural elements that are specific to individual tribes. These help to give tribes their unique identity. Every tribe in Malawi has its subculture that helps to make its presence known to others.

Activity 6

Brainstorming and discussing ethnic or tribal subcultures

1. Find one student from each tribe represented in your class, and ask them to describe the cultural elements of their ethnic groups
2. How many ethnic sub-cultures do you have in your class?
3. What do you think are the advantages of having people from different tribes in your class?

Religious Subcultures

Followers of each religion have unique ways of worshipping God and rules guiding the behaviour of each believer in their group. Such differences give

rise to religious subcultures as is the case between Christians and Muslims. Within a religion there could also be what can be called intra-religious subculture. For example, there are differences on rules guiding the behaviour of followers between Catholics and Presbyterians.

Activity 7

Brainstorming and discussing religious sub-cultures

1. Find one student from each religion represented in your class and ask them to describe their religious beliefs and practices.
2. How many religions are represented in your class? Take note that a religion may have different denominations.
3. Why do you think people belong to different religions?

Regional Subcultures

There are certain cultural aspects in Malawi that differ by region.

For example, the main language of communication in the northern region is Chitumbuka while in the central region and parts of southern region Chichewa is the dominant language. In the eastern region, Chiyao is the main language.

Factors that promote unity in Malawi

Language affinity

All the languages that are spoken in Malawi contain many words that are similar. This helps to ease communication as people are able to learn and speak each other's languages without difficulty. This helps to bring about understanding and unity.

Intermarriages

Many Malawians have become relatives because of intermarriages. This has helped to enhance unity between different ethnic groups in the country.

Teaching of morals in schools and religious institutions

The teaching of morals in schools and religious institutions helps in cultivating feelings of love and respect for one another. Love and respect for one another promote unity.

Use of National symbols

National symbols such as the national flag, coat of arms and the national anthem help to unite people. Malawians are united through the use of these and other national symbols.

Civic Education

Messages of national unity contained in civic education programmes help to bring about unity between people of different cultures. Malawians have learnt a lot about the importance of national unity through civic education programmes on radio, television and newspaper articles.

Bill of Rights

Certain articles in the bill of rights promote coexistence and unity. For example, the right that guarantees freedom to work and settle anywhere in Malawi has enabled people to interact with members of other cultures.

This interaction has made people realize the importance of cultural diversity.

Activity 8

Brainstorming factors that promote unity in Malawi

Malawi is a united country despite having many tribes with different cultures. This makes it stand out and to be admired by other countries where people are divided along tribal differences.

1. In pairs, discuss the possible reasons why Malawians are united despite cultural differences.
2. Why do you think unity is important for any country like Malawi?
3. Present your work in plenary for discussion.

Importance of unity in cultural diversity

Malawi has a rich cultural heritage which we are all proud of. This cultural heritage should be preserved, upheld and promoted by encouraging members of all cultures to keep alive their cultural traditions. This will help to maintain Malawi's national identity. The common elements of all subcultures assist to promote peace, unity, patriotism and development. The following points explain the importance of unity in cultural diversity:

- It helps the country to enjoy peace and stability. This in turn promotes national development.
- It promotes the good reputation of the country, hence encouraging foreign direct investment and tourism.
- It helps to deter foreign enemies from attacking the country. Remember, when citizens are united and patriotic, enemies become afraid of starting war against you.

Activity 9

Discussing the importance of unity in cultural diversity

1. Sample fifteen students at random from your class.
2. Using knowledge acquired on elements of culture, each one of the fifteen students should describe their culture.
3. Take note of any similarities and differences. Find reasons for the similarities and differences.

Changes in Malawian culture

Every culture is subject to change with time. This is so because societies experience changes which affect people's way of doing things. Therefore culture is said to be fluid or dynamic, not static. The traditional culture of Malawi is changing rapidly and these changes are more conspicuous in areas such as dressing, eating habits, moral values, family values, gender and language.

- **Dressing**

Many Malawians have changed their dressing styles as a result of the impact of western culture and to some extent the eastern culture. With the advent of democracy, women are now allowed to put on a pair of trousers. Increasing knowledge on the freedom of dress has also made more young people copy unusual dressing styles from other countries. Exposure to foreign cultures by the youth is mainly responsible for this state of affairs.

- **Eating habits**

Malawians are increasingly changing their eating habits as a result of the effects of western culture. People today prefer to eat food prepared through western recipe such as bread, sausage and fried chicken or beef with a lot of spices.

- **Moral values**

Moral values guide our behaviour in terms of the right ways of doing things. The traditional moral values are continuously getting eroded because of the influence of western culture. The youth are the ones mostly affected by western culture. Some of the changes that have taken place are good, but others are bad.

- **Individualistic behaviour** (pursuing self-interests only)

The traditional spirit of collectivism (thinking more collectively as members of a community rather than as individuals) is slowly getting eroded especially in cities and towns where people are more exposed to the western culture. People are increasingly becoming more concerned with what is best for them at the expense of communal interests.

- **Family values**

According to the traditions of some ethnic groups in Malawi such as the Chewa and the Lomwe, the uncle has the responsibility to raise the children of his sister. These children also have the right to inherit his property. However, more parents today prefer to bring up their own children who also inherit their property.

- **Gender**

Gender relations between men and women are determined by culture. Traditionally, gender relations between men and women were very unfair because of cultural influences. Women were treated as junior partners in every sphere of life. But in modern days, women are treated as equals with men. This is one of the positive cultural changes which have taken place in our society.

- **Language**

Many words from English are increasingly creeping into the vocabulary of our local languages. This is mainly resulting from the constant interaction between English and our local languages. For example, the original equivalent word for pot in Chichewa is 'Mphika' but people use the word 'poto' which is simply corrupted from the English word. The youth use the word 'Duwa' which is also corrupted from the English word 'die' or death.

Activity 10

Brainstorming and role-playing the cultural changes in Malawi

1. Brainstorm the cultural changes which have taken place in Malawi. Do you think there are causes for such changes?
2. Role-play some of the cultural changes.
3. Discuss the role plays.

Activity 11

Examining the changes that have taken place in the Malawian culture

In your groups, read the following on old ways of inculcating discipline in young people:

Traditionally, people used more harsh ways of teaching young people morals of the society such as telling boys to allow adults eat their meals before they do. Today people use alternative ways to inculcate discipline and respect in their children rather than delaying their meals.

1. Do you think the old ways of inculcating discipline were good? Discuss
2. Mention some of the lost moral values which you think should have been maintained.
3. Report your work in plenary for discussion.

Thinking point

1. Is every moral value that was good yesterday still good today? Discuss.
2. Use relevant examples in your discussion.

Activity 12

Explaining the use of colloquial words by the youth

1. Discuss how the following words are used by the youth:
 - a) 'Bo'
 - b) 'Masiteni'
 - c) 'Vaya'
2. Do you think the use of such colloquial words reflect cultural change? Discuss.

Factors that have influenced the changes in the Malawian culture

- **Urbanisation**

Urbanization is the movement of people from the rural areas to urban centres. Here they meet people of other cultures and become delinked from their traditional setting. As a result they embrace other cultures especially western culture which is more influential in towns and cities.

- **Religion**

The coming of Islam and Christianity introduced by the Arabs and Europeans respectively brought a significant cultural change. The African Traditional Religion which was a component of the African culture was condemned as heathen. As a result, many Malawians became converted to these foreign religions.

- **Intermarriages**

Marriages between people of different cultures lead to changes in some cultural elements. Partners in such marriages drop some of the elements from their culture and adopt new ones in order to suit each other.

- **Westernisation**

Many aspects of the Malawi culture have become evaded by the western culture which has become increasingly influential. Western culture regards individual happiness and material possessions as more important than community values and morality.

- **Colonialism**

The coming of colonialism to Malawi brought foreign ideas, beliefs and values which resulted in changes of some of Malawi's cultural aspects.

- **Migration**

The movement of people from one area to another makes them come into contact with people of other cultures. This interaction may lead

to changes of certain cultural elements.

- **Mass media**

The influence of the mass media, such as the internet, radio, newspapers and television, is very powerful particularly to the young people. Through the mass media, young people are exposed to foreign cultures which they copy.

- **Education**

Education is a vehicle for new ideas. These new ideas change the outlook on life of people especially the young generation. After the completion of their education, young people prefer to work in towns and cities where life is more western.

- **Trade**

The exchange of goods and services also involve exchange of ideas, beliefs, values and other elements of culture. Trade is thus a very important factor for cultural changes.

Exercise

1. Why do you think we have different cultures in Malawi?
2. Describe the possible situation if people of different cultures in Malawi were not united.
3. What do you think are the advantages and disadvantages of the following?
 - a) Individualism
 - b) Collectivism

Thinking point

- Is there a tribe which is superior to the other tribes in Malawi? Discuss.

Unit summary

Culture is a way of life for a particular group of people or members of a particular society. It has both material and non-material elements. The material elements of culture are things or real objects produced by people while the non-material elements are mainly ideas, values and beliefs of people. In every culture, you have subcultures based on ethnicity, occupation, region (geographical location), religion and other factors. A combination of different cultures together constitutes what is called cultural diversity. Cultural diversity is good for the country because it offers a variety of dances, music, food and other things from which citizens can sample and enjoy themselves. Unity in cultural diversity is very important in that it helps the country to enjoy peace, stability and development. In recent times, there have been rapid changes in Malawian culture due to such factors as urbanization, religion, intermarriages, westernization, migration, mass media, education and trade.

Review questions

1. What are the possible negative effects of lack of unity in cultural diversity?
2. Explain the negative and positive effects of the changes in Malawian culture.
3. Describe any six elements of Malawian culture
4. Examine the changes in Malawian culture brought about by the mass media.
5. Give any three examples of positive changes that have taken place in Malawian culture as a result of civic education.

Glossary

Culture: Way of life for a particular group of people or members of a particular society.

Cultural diversity: The presence of multiple cultures of distinct groups of people within a society.

Tribe or ethnic group: A group of people believed to have descended from the same common ancestry and share the same culture.

References

- Namate, D. & Mtunda, F. (2000). *Malawi Junior Secondary Social Studies: Book 1*. Blantyre: Macmillan
- Wadi-Betemeni, F. (2000) *Social Studies: A Junior Secondary Course: Students' Book 1*. Blantyre: Dzuka Publishing Co.
- Mistrik, E. (nd) "Aesthetics and Civics: Importance of Culture", www.erichmistrik.sk/knihy/ac/ac.html
- Cliffs Notes (nd) "Culture and Society Defined" www.cliffsnotes.com/culture (Date accessed: 22/08/2013)
- Wikipedia, the free encyclopedia: Cultural Diversity, www.en.wikipedia.org/./cultural_diversity
- The UNESCO World Report on Cultural Diversity, www.unesco.org/new/en/culture. Date accessed: 22/08/2013

Unit

7

Gender bias in Malawi

Gender is a useful tool for understanding social reality. It indicates the ways in which women and men are differentiated and ordered in different societies. In this unit you will identify practices of gender bias and explain its consequences in Malawian families, communities and the nation as whole. Then you will explain how culture influences gender bias and describe measures for eradicating gender bias in Malawi. This knowledge will assist you to appreciate the need for equal and effective participation of men and women, boys and girls in development or the welfare of their families, community and the nation.

Meaning of 'gender bias'

Gender refers to socially and culturally constructed differences between males and females. In other words, gender is defined as socially constructed roles, relationships, status, responsibilities, and privileges assigned to males and females in a given culture. So a **gender role** is what the society expects a male or a female to do by virtue of being either male or female. For example, a society can assign certain duties to girls to prepare them for womanhood. Such duties can include house care, cooking, fetching firewood and drawing water among others. Likewise, boys are trained to fish, hunt and build houses to prepare them for manhood. This does not mean that boys cannot fetch water, cook or take care of a baby.

Sex refers to the biological differences that distinguish males from females. This means you identify living things including people as either male or female based on their reproductive functions. For example, males develop beards and a deep voice whereas females tend to develop breasts and have a soft voice. A sex role is therefore a function which males or females perform because of the basic physiological (concerning the body) functions differences between them. For example, men produce spermatozoa (sperms) which can impregnate (ovum fertilization) women, on the other hand, women cannot. Women can produce ovum (eggs), carry the pregnancy (gestation), and deliver babies and breastfeed (lactation) while men cannot do these functions. Society cannot change sex roles since they are natural and permanent.

You might have noticed that gender and sex are different in that;

- Sex is acquired from birth while gender is a learned behaviour.
- Sex is universal (affecting all people in the world) while gender is culturally specific (only affecting people in the culture concerned).
- Sex is permanent (unchanging) while gender is dynamic (changes over time).
- Sex is physically or biologically determined while gender is socially constructed.



Figure 7.1: Gender roles: a female soldier



Figure 7.2: Breast feeding is a sex role

Activity 1

Brainstorming and discussing the meaning of gender bias

1. Individually;
 - a) What features differentiate males from females?
 - b) Brainstorm the meaning of “sex” and “gender”.
2. Share your points of view with your fellow learner and:
 - a) Discuss and agree on the meanings of the terms.
 - b) Suggest the differences between sex and gender.
 - c) Reflect on your families and community; are there differences in responsibilities performed by girls and boys, women and men? Are there differences in the way girls and boys, women and men are treated?
Give examples of your points.
 - d) What attitudes about gender do members of your family and community have and what impacts they have on family members especially girls and women.
3. Present your findings in plenary.

Gender bias is unfair differences in treatment of men or women, boys or girls because of their sex. It is based on traditional belief or attitude that one sex is powerful than the other. Gender bias is related to discriminatory attitudes, practices and policies based on socially constructed beliefs about male and female roles. This perception limits people’s capabilities and opportunities.

Practices of gender biases in the Malawian families, community and the nation

Marriage procedures (systems)

In the patrilineal marriage system, payment of *lobola* (bride price) to the family of the wife is demanded as a token of appreciation (way of saying thank you) to the parents for the upbringing of their daughter. It is meant to cement (strengthen) the marriage. However, gender bias comes in when *lobola* is considered to be a practice of buying and selling. This attitude encourages men to treat their wives as objects and prevent them from exercising their rights. For example, they may be subjected to violence and are denied to make decisions on whether to give birth or not and how many children to bear.

In the matrilineal system there is no payment of *lobola* but women also have little say on most decisions affecting their lives. Actually, the wife's brother who acts as her family advocate is expected to dominate on most important issues like family planning and land possession.

Arranged marriages

Both among the Sena and Tumbuka, a man may be rewarded his wife's younger sister as a second wife if he looks after the first wife well. This practice is known as Hlazi among the **Ngonde**.

Among the Tumbuka and the Nyakyusa in Karonga and Chitipa, some girls as young as 12 are forced into marriage by their poor parents when they fail to settle debts with creditors. This traditional practice is called *Kupimbira*. Among the Ngoni and the Tumbuka, a widow has to marry her brother-in-law. The new husband is supposed to provide the wife with material, financial and sexual support. This is called *chokolo* (wife inheritance). Among the Chewa, girls were expected to marry their cousins from their father's family.

These arrangements mostly do not allow women or girls involved to have a choice of whom they will marry and therefore promote **gender based**

violence (use of force or threat against people of a different sex in order to advance one's interest).

Child rearing practices

In most Malawian families, child rearing practices marginalize girls and favour boys as the latter are given more important responsibilities and attention and are more respected than the girls. Thus some people in the family prepare boys to become leaders by training them to take risks, be brave and courageous. These experiences contribute to the image, power and position the boys and girls will later have in society. As a result, the boys grow up with a positive image about themselves, while the girls develop an attitude of subordination (a position treated as of lesser importance than the other). This makes boys lead in decision making and dominate over girls.

Succession and inheritance practices

Customary law (law which varies from place to place within a country according to cultural traditions) emphasizes on the rights of the extended family to a share of the deceased estate (property of the dead). Once a husband dies in the family, the status of a woman is reduced as all the property of the deceased is usually taken by relatives of the late husband leaving the wife and the children with nothing. Violence against the widow and her children is in some cases applied during property grabbing.

Widow cleansing (*Kulowa kufa*)

This is a traditional practice in some cultures of Southern Malawi in which a widow is forced or dictated to have sexual relations in order to be ritually cleansed and accepted into her new husband's family and community. This is based on a belief that if she does not sleep with someone, the spirit of her dead husband will come and visit her and her family will be cursed. This custom tends to humiliate and devalue women.

Activity 2

Debating gender bias in the family, community and the nation

As a class conduct a debate on the topic; “Men and women, girls and boys should perform different responsibilities because females are naturally weaker and males are naturally stronger”.

Activity 3

Discussing gender bias in the family, community and the nation

1. In groups discuss the following,
 - a) Explain how child rearing practices promote gender biases in the family.
 - b) How is gender bias practised at your school, work place and within your community?
 - c) How can you deal with gender bias in your family, school and community?
2. Present your findings in plenary.

How culture influences gender bias

Gender roles are a public image of being male or female. For example, some cultures expect women to be submissive (letting someone to control your life) emotional (showing strong feelings easily) and docile (easily managed). Men on the other hand are expected to be aggressive (forceful), unemotional and to dominate (rule over someone).

Firstly, when children grow up, they learn to conform to this way of thinking.

Secondly, society indoctrinates (gives ideas or opinions without letting you question) to believe that things should be that way.

Thirdly, subcultures of the ethnic groups in Malawi guarantee male privileges and ensure that family, civic and public affairs are directed and controlled by men as social category. Eventually, the gender biases become rooted in culture and any attempt to resist them is met with strong resistance.

There are several mistaken attitudes (based on culture) about gender roles common in Africa including Malawi that leads to gender biases, such as:

- Men should own land and women work on the land.
- Women are weak physically and are not creative.
- Only men possess reason, intellect, and logic and strong will.
- Women should not stand and talk or preach before men.
- The main role for a girl in life is to marry and have children. So it is good for them to marry early.
- The main role for a boy is to do well at school and earn money to run the family.
- It is good for a woman to have many children and Men should decide on how many children to have.
- Girls should stay at home and learn how to take care of other family members.
- Boys should be encouraged to take risks and be adventurous.
- Men make decisions in the family and women should obey their husbands.
- A man can have many wives.

Reflect on these attitudes and think how they may result in gender bias.

Activity 4

Discussing and debating on how culture influences gender bias in Malawi.

1. In pairs;
 - a) Identify proverbs that encourage gender bias or portray men or boys as a leading and powerful sex than women or girls.
 - b) Explain why males and females are expected to perform different responsibilities in your family or community. And why males have many privileges than females.
 - c) What do you and people in your family think about gender bias? Should boys or men and girls or women be treated equally? Explain your points.
2. Present your finding in plenary.
3. As a class, conduct a debate on “Women should not stand and talk or preach before men”.

Consequences of gender biases in the family, community and the nation

Gender biases have serious consequences (effects) on individuals, the family and the community as a whole. Below are three consequences:

1. Inequalities in opportunities

Where the family or community is gender blind (is not aware of gender roles) opportunities are not equally distributed. In most Malawian families parents often demand more housework from girls than boys. It is the girl's responsibility to clean the house, look after young brothers and sisters, and fetch water and firewood. As a result, girls are more likely to be late to school or absent due to pressing needs at home. When there is problem in the family, it is the girls who have to sacrifice. For example, if parents cannot raise school fees, the girl must stay away from school, because she will get married after all. The boy on the other hand, has to be educated because of his role as head of family and breadwinner (a person whose earnings support his or her family). Therefore girls are likely to drop out of school due to poverty, teenage pregnancies, early marriages and unequal distribution of work in the home. Eventually, employment opportunities become more open to boys and men than girls and women because they are the ones who have the right qualifications.

2. Ineffective development programmes

The cultural influence on gender marginalizes women since culture emphasizes that the role of women is to listen and respect men. Even commenting after a man has expressed his views is seen as disrespect. Thus women tend to shy away in discussions that include men such as during family and community meetings, leaving the men to make decisions. Since women do not take an active part in the decision making process, most of the development programmes fail to address all issues affecting the community.

3. Sexual harassment and violence against women and men

The gender biases result in all forms of sexual harassment and other gender based violence. Sexual harassment refers to unwelcome acts of verbal and physical abuse committed by one person on another where implicit or explicit understanding relates to sexual behaviour. Examples of sexual harassment include rape, defilement, deliberately infecting your partner with STI's and HIV and insulting the modesty of women by calling them names. Other forms of violence based on gender include assault and battery, hacking the body or chopping hands, property grabbing and depriving the family of resources, and support for a better life (neglecting family). Gender based violence against men includes; withholding sex, pulling their private parts, locking them outside the home and forceful sending away of sick men in a matrilineal society. As a result of such inequality in society, women and men suffer a lot of evils in employment, education, religious circles, social work and business activities.

Activity 5

Brainstorming and discussing the consequences of gender biases in the family, community and the nation

1. In pairs, brainstorm the consequences of treating males and females differently and unfairly in families. Then share your findings with other two pairs and discuss.
2. In groups formed, explain consequences of gender bias at school, the work place, the church, community projects and in politics.
3. Compose a song/poem/ speech to teach people the negative effects of gender bias.
4. Present your findings and what you composed in a plenary.
5. Debate on the topic “we cannot develop as a family, community or a country unless we eradicate gender bias”.

Measures for eradicating gender bias in Malawi

The fair and equitable treatment of women and men, girls and boys is an essential part of a free and modern society. To effectively deal with gender bias there is need for:

Education and training

Education is very important because it empowers people and ensures **gender balance** (fair treatment between the sexes) in the family. **Gender empowerment** is a process of acquiring and development knowledge, attitudes and skills to enable individuals control their life and achieve their ambitions. Educated children are provided with positive values and skills for personal development. The family also benefits from educated and trained children. Education and training on gender equality will help men and women to have positive beliefs and attitudes about gender. On the other hand, education in general will empower those who suffer biases especially women to acquire status, economic freedom and decision making skills.

Legislation of the rights of women

This refers to the making of laws that protect and promote the rights of women. This also involves reviewing policies or laws that are gender biased. Women and girls in return, need to raise their expectations of what they can achieve and need to learn to demand their right such as women's rights to own property such as land.

Eradicating retrogressive cultural practices which influence gender bias

There is a need to end all cultural practice that fuel gender biases such as forced or arranged marriages and widow cleansing.

Normative action or affirmative action

This refers to policies (plans of action) that governments adopt in order to promote access to education, employment and other opportunities with

direct aim at a historically and socio-politically non-dominant group, particularly minorities and women. It is discrimination which is carried out deliberately in order to reverse a negative trend. This serves to assist or provide minimum help to the weak groups otherwise they shall always be so. Here the underprivileged sex is specifically offered more opportunities in the non-traditional roles. For example, employers can favour a woman or a minority for hire provided all candidates for the position are similarly qualified.

Activity 6

Identifying and discussing measures for eradicating gender bias in Malawi

1. In your respective groups discuss the following;
 - a) Suggest what you can do to deal with gender bias in your families, school and community?
 - b) What is the government doing to deal with gender bias?
 - c) Conduct a project (inquiry) on the role of organizations like Non-governmental Organisation (NGOs), communities and government in getting rid of gender bias. In your report consider; oorganisation's areas of focus, achievements, challenges and your recommendations.
2. Present your findings in plenary.

Unit summary

Gender bias refers to unfair differences in treatment of females and males because of their sex. It is mainly influenced by cultural attitudes and beliefs. Practices of gender biases include; arranged marriages, succession and inheritance practices, child rearing practices which mostly are unfair to women and girls. There are serious effects of gender bias and these effects need to be eradicated by massive civic education and training, affirmative action, ending retrogressive cultural practices and by legislation of women rights.

Review questions

1. Define the following;
 - a) Gender
 - b) Sex
 - c) Gender bias
2. Explain the differences between gender roles and sex roles.
3. Discuss the factors that influence gender bias?
4. Name three examples of cultural practices that show gender bias in a family or community.
5. Explain any two likely results of gender bias in the family.
6. Write an essay to describe gender biases common in a Malawian family.
7. Explain the role of government and NGOs in eradicating gender bias.
8. What is gender empowerment and how is it important in dealing with gender bias?

Glossary

Affirmative action: This refers to policies (plans of action) that governments adopt in order to promote access to education, employment and other opportunities with direct aim at minorities and women.

Gender based violence: Use of force or threat against people of a different sex in order to advance ones interest.

Gender empowerment: Process of acquiring and development knowledge, attitudes and skills to enable individuals control their life and achieve their ambitions.

Sex: Biological differences that distinguish males from females

Sex role: Functions which a male or a female performs because of the basic physiological (concerning the body functions) differences between them.

References

Betemeni, F.W. (2000). *Social Studies Book 1*, Blantyre: Dzuka Publishing

MCDE (2000). *Junior Certificate Social Studies*; Open & Distance Learning Resource. Blantyre: MCDE

Namate, D. and Mtunda, F. (2000). *Malawi Junior Secondary School Social Studies, Book 1*. Blantyre: Macmillan

Wikipedia, the free encyclopedia: GenderRoles, www.en.wikipedia.org/./gender_roles

Unit

8

National identity

National identity is a sense of belonging to one's nation or country. This sense of belonging to the nation makes one feel proud, loyal and patriotic toward his/her country. In this unit, you will describe different types and explain the importance of national identity. You will also explain the importance of different types of vital registration. The knowledge and skills obtained from this unit will help you to develop a spirit of patriotism and national unity. You will also develop and demonstrate an understanding of vital registration as an important tool for national development planning.

Types of national identities

There are three main types of national identities as follow:

- **Single national identity:** it is the one held by a person who owes allegiance to one nation only. Any person holding single citizenship has this type of national identity.
- **Dual national identity:** this is the one held by a person who owes allegiance to two different nations. This type of national identity applies to those holding dual citizenship and those whose nation-state is within another state such as Scotland in Britain. A Scottish citizen has both Scottish national identity and British national identity.
- **Sub-state national identity:** it is the one held by an individual who belongs to a nation-state that is within another state. Scottish national identity, English national identity and Welsh national identity are sub-state national identities in Britain. Similarly, Ohio national identity and Michigan national identity are sub-state national identities in The United States of America. In other words, every British or American citizen has two national identities, one for the state in which he/she is a citizen and another for the country.

Activity 1

Identifying different types of national identities

In your groups,

1. Discuss and identify types of national identities.
2. Suggest the importance of national identity.
3. Present your work in plenary for discussion.

Importance of national identity

- It promotes unity and oneness among people across tribal or ethnic divide. People identify themselves more with their national identity rather than their tribe, region, political affiliation and social status.
- It fosters sense of pride, loyalty and patriotism to the country.

Thinking point

There are some groups of people who are trying to promote ethnic and regional identities in Malawi over national identity. Do you think this is right? What do you think should be done to promote national identity?

Identity documents

An identity document is any document used to verify details of an individual's personal identity. The following are some of the identity documents:

1. National identity card

It is an identification card that each citizen or resident in a country is issued and required to carry as a means of confirming their nationality or citizenship. Malawi established the National Registration Bureau (NRB) to conduct national registration in order to issue national identity cards to all its citizens.

2. Passport

It is a document, issued by a national government, which certifies the identity and nationality of its holder for the purpose of international travel. A passport holder is easily identified in foreign countries and is also entitled to legal protection in those countries.

3. Driver's licence

It is an official document which allows a person to drive a car on the road. A driver's licence is also used as a form of identification in the absence of other identity documents.

4. Employee identity card

It is a document used to identify employees of an organization or company. It is issued by the employer to its individual employees.

Vital registration

Vital registration is a record of very important events that countries keep about their citizens. The information that is recorded is kept safely in official registers and registration certificates are issued.

There are different types of vital registration such as:

- National identity registration: Registering citizens for the purpose of issuing national identity cards. The National Registration Bureau (NRB) is responsible for national identity registration and issuance of national identity cards to Malawian citizens.
- Birth registration: Registering a newly born child in a hospital register
- Marriage registration: Registering marriage at the church, mosque, magistrate court or Registrar General's office
- Voter registration: Registering eligible voters in readiness for an election
- Business registration: Registering business for the purpose of acquiring a business licence or permit
- Death registration: Registering death at the hospital or clinic

Activity 2

Brainstorming and discussing the importance of vital registration

1. Brainstorm what you understand by the term 'vital registration'.
2. Discuss and suggest the importance of vital registration.
3. Present your work in plenary for discussion.

Importance of vital registration

1. National identity registration

- Provides authenticity of citizenship of a person
- Helps to prevent entry of illegal immigrants into the country. Some of the illegal immigrants are a threat to national security
- Helps to identify real beneficiaries of relief items during disasters
- Intended beneficiaries of national programmes such as the targeted Farm Input Subsidy Programme can be identified easily
- Helps to curb child trafficking and child labour

Activity 3

Discussing and role-playing importance of vital registration

In your groups,

1. Discuss the challenges Malawi is facing as a result of not having a national identity registration system for a long time.
2. Role-play some of the challenges.

2. Death registration

- Provides information on major causes and frequency of deaths in a community or country
- Helps the government to know the quantity and types of drugs to be supplied in hospitals

3. Marriage registration

- It makes it easy to know the number of households to receive relief assistance in an area during natural disasters.
- Government is able to estimate the number of households to benefit from its programmes such as the farm input subsidy programme.
- Government is able to appropriately plan for national development.

4. Birth registration

- Provides evidence of one's citizenship when applying for other important documents such as national identity card or passport
- Provides information which can help to curb age cheating in sports and other activities (provides proof of age of individual citizens)
- Provides important information on population changes for government to appropriately plan for national development.
- It helps in combating child labour.

5. Voter registration

- It helps to prevent those who do not qualify from voting during an election. In Malawi, one is eligible to vote upon attainment of the age of 18 years provided they hold Malawian citizenship.
- It helps to make sure that all eligible voters are able to cast their votes during an election.
- It helps to make sure that no one votes twice in an election



Figure 8.1: People at a polling centre

6. Business registration

- Government is able to keep a record of the types and sizes of businesses operating in the country
- It is easy for government to estimate the amount of tax revenue to be collected from businesses for the national budget.
- It helps government to protect local businesses from competition with foreign companies or firms.

Activity 4

Debating on the importance of vital registration

1. Hold a debate on the motion 'Birth Registration is more important than Death Registration'.

Exercise

1. Explain the meaning of the following:
 - a) National identity registration
 - b) Voter registration
2. Describe the types of national identities.
3. What is the importance of marriage registration? Explain two points.
4. Explain the importance of a national identity card.

Unit summary

National identity refers to one's sense of belonging to a nation or country. This sense of belonging makes an individual proud, loyal and patriotic to his/her country. An individual citizen's national identity can be confirmed by certain documents obtained through vital registration such as birth certificate, death certificate, marriage certificate and national identity card. There are different types of vital registration and these include birth registration, death registration, national identity registration, voter registration, marriage registration and business registration.

Review questions

1. Mention any two points on the importance of national identity.
2. Explain the importance of the following identity documents:
 - a) Passport
 - b) Driver's licence
3. Describe any two types of vital registration.
4. Why do you think a country should have death registration?
Give three points.
5. Describe any two challenges Malawians are facing due to absence of national identity cards.

Glossary

National identity: Sense of belonging to one's country

Patriotism: Love of one's country and willingness to sacrifice for it

Vital registration: Record of very important events countries keep about their citizens

Identity document: Document used to verify details of an individual's personal identity

References

Wadi-Betemeni, F. (2001). *Social Studies: Students' Book 2*. Blantyre: Dzuka Publishing Company

Namate, D. & Mtunda, F. (2000). *Malawi Junior Secondary Social Studies: Book 2*. Blantyre: Macmillan

Soule, D. (2003). *National and State Identities in the Political Discourse of a Sub-state Nation: The Scottish Case*: Glasgow Caledonian University, www.scottishaffairs.org

Smith, A. D. (1991) *National Identity*. London: Penguin
Wikipedia (an online encyclopedia),
www.en.wikipedia.org/wiki/vital_record

Salawu, B. (2009), "Strengthening Vital Registration Systems as a Source of Demographic Data for Effective Socio-Economic Development Planning" in *Nigeria in Pakistan Journal of Social Sciences*, 2009, Vol. 6, Issue. 4, www.medwelljournals.com/abstract

Bond, R. and Rosie, M. (2002), *National Identities in Post-Devolution Scotland*. Scottish Affairs, Edinburgh: Edinburgh University Press, www.scottishaffairs.org

Unit

9

Civic Rights, Duties and Responsibilities of a Citizen

As you noted in unit 2, everyone is entitled to the enjoyment of human rights by the simple reason of being human. However, citizens of a country may be entitled to certain rights and privileges that cannot be enjoyed by non-citizens known as 'civic rights'. We can define Civic rights as rights and privileges that are exclusively enjoyed by those who officially qualify as citizens of a country. It should be stated, as a matter of principle, that for citizens to enjoy their civic rights, they have to fulfill certain duties and responsibilities which accompany such rights.

The Meaning of the terms

Responsible citizenship is the enjoyment of one's civic rights as a citizen while fulfilling your duties and responsibilities. In this unit, you will describe the civic rights and duties of a citizen and explain the difference between civic rights and the other human rights. You will then identify duties and responsibilities of a citizen as they relate to civic rights, and explain the importance of responsible citizenship. The knowledge and skills acquired from this unit will help you to actively participate in civic affairs and to show a great sense of responsibility in the enjoyment of your human rights as well as to understand your personal responsibility for national development.

Civic rights of a citizen

Citizens of every country are entitled to their own civic rights. Malawian citizens are entitled to the following among the many civic rights:

- **Right to vote**

Every Malawian citizen who has attained the age 18 years has the right to vote

- **Right to form or join a political party**

Every Malawian citizen has the right to form or join and participate in the activities of a political party, as well as to recruit members for that political party.

- **Right to protection**

Malawian citizens are entitled to protection of their life and property within and outside the country. Citizens can therefore demand for government security where necessary. A non-citizen may also be entitled to protection provided their stay in the country is legal.

- **Freedom of movement and residence**

Every Malawian citizen is free to move and reside anywhere within the borders of Malawi.

- **Right to stand for election for public office**

Every Malawian citizen can stand for election for public office. The age requirements for the offices of Member of Parliament and councillor are 21 years and 35 years for the offices of the president and vice president.

- **Right to social services**

Malawian citizens have the right to clean and safe water, health services, clean environment, education and good roads among other social amenities. Those who are officially registered as refugees are also entitled to certain social services.

- **Right to economic welfare**

Every citizen has the right to be able to earn a living to support themselves and their family in a respectable manner either by engaging in business or through employment.

- **Right to participation in civic affairs**

Malawian citizens have the right to be informed about the affairs of their country. They also have the right to form or join any voluntary group such as a trade union to protest against poor conditions and to participate in public affairs for the common good of all the people.

Activity 1

Brainstorming civic rights, duties and responsibilities of a citizen

1. Brainstorm the meaning of the terms ‘rights’, ‘duties’ and ‘responsibilities’ of a citizen.
2. In your groups, discuss the difference between civic rights and the other human rights?
3. Using the constitution of the Republic of Malawi list down civic rights you are entitled to as citizens of Malawi.
4. Report your findings in plenary for discussion.

Exercise

1. What are your civic rights as members of your school community?
2. What do the following do to have your civic rights provided, upheld and safeguarded:
 - a) Teachers?
 - b) Parents?
 - c) Government?

Civic rights and the role of the government

While citizens of the country enjoy certain civic rights, the government has to take responsibility to ensure that these rights are provided, upheld and safeguarded.

Activity 2

Discussing the rights of a citizen in relation to the responsibilities of the government

In your groups, consider the following civic rights and suggest what government should do to ensure that citizens are able to enjoy them:

1. Right to clean and safe water
2. Right to education
3. Right to health services
4. Right to vote
5. Right to participate in civic affairs
6. Right to protection

Report your findings in plenary for discussion

The following section will serve to facilitate your understanding of the role of government in making sure that citizens enjoy their civic rights:

Government has the responsibility to formulate policies and to enact laws aimed at protecting the environment and to address environmental degradation. By doing so, citizens will be able to enjoy their right to clean environment. Government should also help to organize civic education programmes in order to promote awareness on the need to prevent further degradation of the environment.

In order to safeguard the right to good health, the government should assume responsibility to source money for training of medical professionals, building hospitals and procurement of drugs. Government should also provide money for health education programmes in order to promote prevention of diseases and to sensitize people on the need to use the available facilities to get treatment. For the citizens to enjoy their right to

vote, the government has to hold regular free and fair elections as stated in the constitution. In order to assist citizens to know how to vote during any election, the government should provide resources for civic education programmes.

In an effort to safeguard the right to protection, the government of Malawi established the police service to enforce law and order; and the courts to promote justice. It also established the defence force to protect the country from external threats. When citizens travel outside the country they are provided with travel documents such as passport so that they can be identified easily. In addition, the government established diplomatic offices in many countries to enable Malawian citizens to seek protection while in those foreign countries.

We have also noted in the previous section that Malawian citizens have a right to economic welfare. In this respect, the government should see to it that Malawian citizens have a priority for any employment or business opportunities over non-citizens.

Civic duties and responsibilities of a citizen

Activity 3

Identifying duties and responsibilities of a citizen

1. In your groups, explain the difference between a duty and a responsibility.
2. Develop a list of :
 - a) Your civic responsibilities as students
 - b) Your civic duties as students
 - c) Duties and responsibilities of your teachersWrite your findings on a flip chart and display for other groups to see.

Citizens should realise that their rights can be fully satisfied and sustained if they play their rightful role in fulfilling their duties and responsibilities. A duty is anything citizens are obliged to do by law. The result of failure to carry out one's duties is punishment. For example, every citizen has a duty to obey the law. Failure to comply with the laws leads to arrest, prosecution and imprisonment or a fine.

A responsibility is a moral obligation to do something for the good of oneself and others. People often carry out their responsibilities out of their will and commitment rather than fear of punishment. Citizens are usually committed to their responsibilities because doing so is not only good for them but also for others in society. For example, it is the responsibility of every citizen to participate in community development projects. But if for whatever reasons, a citizen decides not to do so, they may not necessarily get punished. However such an action may retard development. Other responsibilities of a citizen as they relate to their rights include:

- **Respect**-A citizen has a responsibility to respect the rights of others and the laws in the enjoyment of their civic rights;
- **Tolerance**-A citizen has a responsibility to recognize and respect beliefs and practices of others as they enjoy their civic rights;
- **Cooperation**-A citizen needs to cooperate with fellow citizens in community development projects that would in the end help them

- enjoy their civic rights e.g. construction of a community clinic;
- **Loyalty**-A citizen needs to be loyal to the country and the laws so that enjoyment of their civic rights can be guaranteed;

Activity 4

Debating the duties and responsibilities of government and citizens

1. Hold a debate on the motion ‘paying taxes is necessary to enjoy the right to provision of social services’.

Activity 5

Completing the given table on duties and responsibilities

Action	Duty	Responsibility
Paying rates and taxes		
Looking after the family		
Participating in community life		
Looking after the environment		
A teacher teaching his or her students		
Working hard		
Paying school fees		
Seeking guidance and counseling		
A medical doctor treating his or her patients		
Voting in national elections		
Taking part in local and national debates		

Individually copy and complete the table below by ticking in the appropriate column. Decide whether each action is a duty or responsibility.

Compare your responses with those of your fellow student.

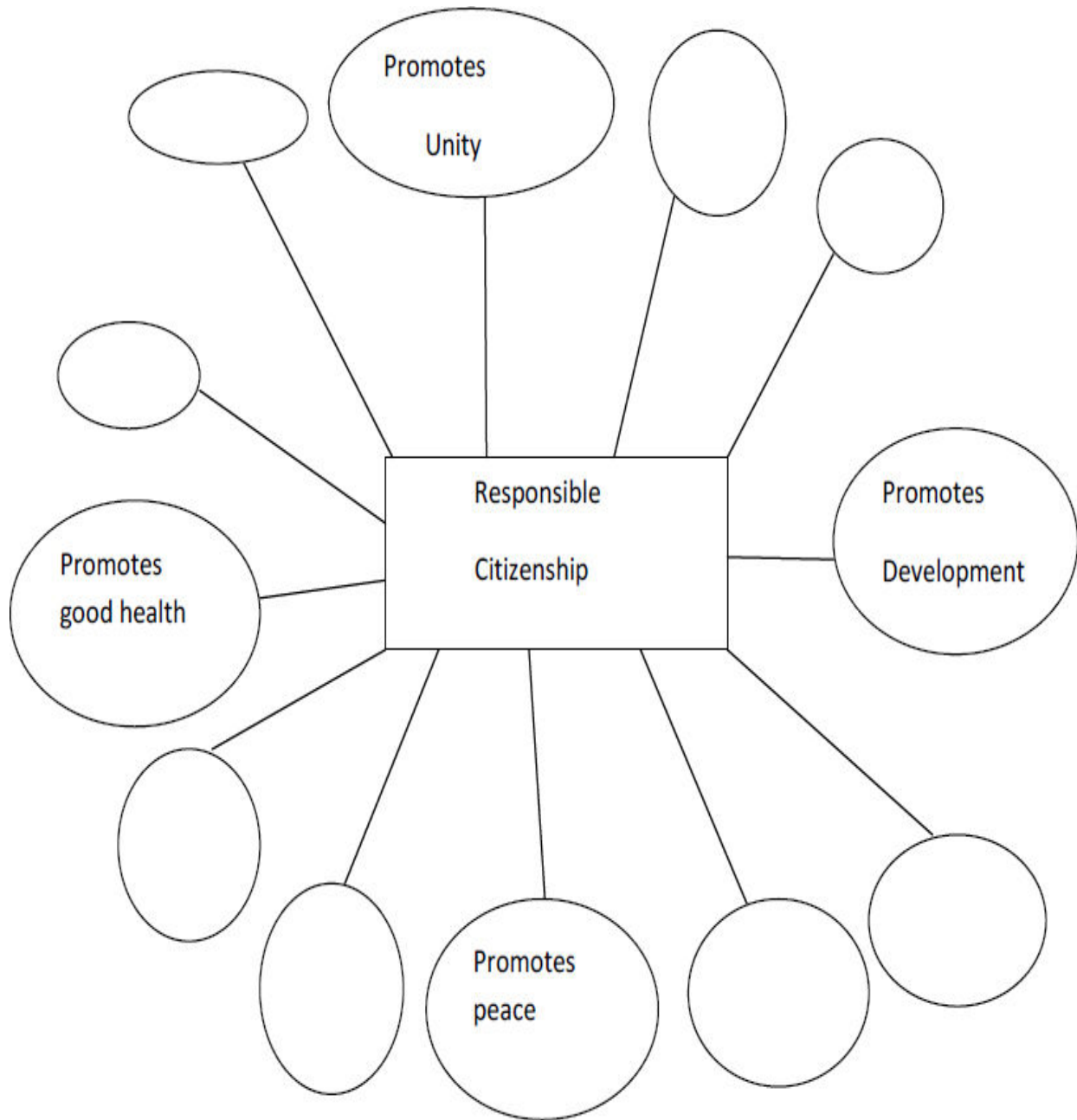
Importance of responsible citizenship

As noted earlier in this unit, responsible citizenship is the enjoyment of one's civic rights as a citizen while fulfilling your duties and responsibilities.

Activity 6

Describing responsible citizenship

In pairs, copy and complete the following diagram on the importance of responsible citizenship. Present your findings to the whole class for discussion.



Importance of responsible citizenship

Activity 7

Discussing civic duties and responsibilities

1. Is it the responsibility of the government to give free handouts to people? Discuss in your groups and then present your work in plenary.

Unit summary

Civic rights are entitlements that are exclusively enjoyed by those who officially qualify as citizens of the country. The right to vote, the right to form or join a political party, the right to stand for election for public office, the right to protection, the right to freedom of movement and residence, the right to social services, the right to participation in civic affairs and the right to economic welfare are some of the civic rights Malawian citizens are entitled to. While citizens of the country enjoy their civic rights, the government should take responsibility to ensure that these rights are provided, upheld and safeguarded. Non-citizens whose stay in the country is legal can be entitled to certain civic rights. In fact, they cannot be entitled to all the civic rights. It is important for citizens to understand that their civic rights can only be enjoyed and sustained if duties and responsibilities which go together with these rights are fulfilled. Fulfillment of these duties and responsibilities leads to responsible citizenship. Responsible citizenship is important in many ways such as promotion of peace, justice; good health, unity, development, collective ownership of resources and that its benefits are brought to everybody regardless of status.

Review questions

1. Explain how civic rights are different from the other human rights.
2. Describe the duties and responsibilities of citizens for them to enjoy the right to education.
3. Why do you think responsible citizenship is important?
4. How does responsible citizenship promote national development?

Glossary

Civic rights: Rights and privileges exclusively enjoyed by those who qualify as citizens of a country

Duty: Anything a citizen is obliged to do by law

Responsibility: A moral obligation to do something for the good of oneself and others

Responsible citizenship: Enjoyment of one's rights as a citizen while fulfilling your duties and responsibilities

References

Namate, D. & Mtunda, F. (2000). *Malawi Junior Secondary Social Studies Book 1*. Blantyre: Macmillan

Wadi-Betemeni, F. (2000). *Social Studies A Junior Secondary Course Students' Book 1*. Blantyre: Dzuka Publishing Co.

Malawi Institute of Education (2004) *Malawi Junior Secondary Education: Life Skills and Sexual and Reproductive Health Education: Forms 1*. Domasi: MIE

Malawi Institute of Education (2004) *Malawi Junior Secondary Education: Life Skills and Sexual and Reproductive Health Education: Forms 2*. Domasi: MIE

Malawi Institute of Education (2006) *Education for Human Rights and Democracy in Malawi: A source book for training PEAs, SEMAs, Teacher Educators, Primary School Head Teachers and Teachers*. MIE

Malawi Government (2004) *The Constitution of the Republic of Malawi*, Lilongwe

Foundation for Human Rights Organisations Limited (HURIMA): *The Simplified Version of the Bill of Rights in the Constitution of the Republic of Malawi*. Lilongwe

Unit 10

Constitution

All institutions whether schools, clubs, associations, churches and village communities have rules which every member must follow or obey. The rules tell its members the organization structure (who should be on top of the institution {leaders} and who should be below {followers}), how leaders should be chosen and perform their functions and how members should behave. Those who break the rules are normally punished according to laid down punitive measures. Lack of rules would bring about chaos (complete disorder or confusion) in the society. As such, rules are important for the smooth running of any institution.

Meaning of “Constitution”

In this unit you will learn about constitutions. You will be able to explain the meaning of constitution and describe its types. Then you will identify strength and weaknesses of each type of constitution. You will also identify common features of a constitution and explain how constitutions are made. Finally you will explain factors that influence changes of a constitution. This knowledge will assist you understand and appreciate how the government is structured and how it works as well as your role in running government.

What is a ‘Constitution’?

A constitution is as a set of rules for governing a country. The constitution defines how a government will legitimately operate by setting out the framework and the principal functions of government.

The constitution therefore provides the governing body with powers and rights to carry out its duties as well as limits to the use of these powers. It also spells out the rights and duties of the people in the country. The constitution sets out how government leaders will be chosen, the institution through which these leaders will work, the procedure they must follow in making policy and the powers they can lawfully exercise.

Constitutions also guide and are used in other organisations and institutions such as companies, non-governmental organisations, schools and colleges.

Activity 1 Brainstorming and discussing meaning of constitution

1. In pairs discuss;
 - a) What rules or norms (group-held beliefs about how members should behave in a given context) do you follow at homes and in your community?
 - b) Do you know your school rules? List down some of the rules. Identify rules you do not understand or you are uncomfortable with.

- c) To which club or societies at school do you belong to and what rules do you follow in your organization?
 - d) Imagine there were no norms or rules in your family, school, community or club. What would be the situation like?
 - e) Discuss the meaning of “constitution”.
2. Share your findings with class.

Types of constitutions

There are two types of constitutions namely:

- Written constitution
- Unwritten constitution

Written or Documentary constitution

This is a document or book that contains all main rules and regulations for governing a country's political life. This implies that all rules about governing the country are in one book or document. This document provides references on the powers given to the government and citizens' rights and duties. Almost all modern nations have written constitutions. For example, Malawi like the USA, Canada, Australia, Kenya and Zambia has a written constitution.

Unwritten or non-documentary or uncodified constitution

This is a constitution whose basic principles and laws are not written down in a single document or book. Instead, the rules are found in many different sources such as legislation (acts of parliament), aged customs and conventions, subsidiary legislature, European union laws for UK, case laws (decisions made in the courts of law), customs and certain literary sources (authoritative textbooks written by law experts). Great Britain, Israel, San Mario and New Zealand are among the few countries which have no written constitutions. But they have regular system of government with complex rules defining the composition, functions and inter-relationships of institutions of government and delineating the rights and duties of government and people. These countries depend on various sources to guide them in national matters.

Activity 2

Identifying different types of constitutions

1. In groups;
 - a) Compare and contrast rules and norms of your family, community, your school and club in terms of how they are organized and developed.

- b) Suggest why is it easier to follow school rules than community rules in your village?
 - c) Identify sources of family rules or norms.
 - d) Have you ever seen the constitution of Malawi? Share anything you know about it.
2. Present your findings in plenary.

Activity 3

Discussing types of constitutions

1. In pairs;
 - a) Describe characteristics of written and unwritten constitutions.
 - b) Compare and contrast between written and unwritten constitution.
2. Present your findings in plenary.

Strengths and weaknesses of each types of constitution

Strengths of written constitution

- It provides the government with a legal document to which it can refer for legal guidance without making mistakes.
- It helps both the government and the public to check the operations and performance of the government.
- It helps in the formulation of the institutions and rules of other organizations such as schools, courts, hospitals or companies.
- It makes each government department aware of the roles of other organizations or departments.

Weaknesses of written constitutions

- They are not flexible for judges and other people who have the task to interpret the rules in a given situation.
- They are not easy to amend or remove authoritarian (strong rule/complete power) provisions no matter how bad they are to the public. The constitution of Malawi, for example, requires a two-thirds majority support of the total number of members of the national assembly or a simple majority in a referendum to change an article.
- The basic constitutional principles sometimes do not tally (agree) with some items in a Bill of Rights and so they can cause conflicts. For example, in both 1994 and 1999 General Elections, there were disagreements as whether police officers and prisoners respectively could vote or not. According to the bill of rights in the constitution of Republic of Malawi, everyone has the right to vote. You can therefore conclude that police officers and prisoners could vote. Yet the constitution did not allow prisoners and police officers to vote because they are offenders and because of their nature of work of enforcing law and order respectively.

Strengths of unwritten constitution

- It is flexible to interpretation by judges at times of a constitutional dispute.
- It is extremely adaptable and therefore easy to change to deal with new situations or remove bad rules.

Weaknesses of unwritten constitution

- Since the rules for governing the country are not in one book, it is possible for a government to go astray in its operations.
- It makes it difficult for the government and the public to check that the rules of the constitution are being observed.

Activity 4

Debating strengths and weaknesses of written and unwritten Constitution

- As a class conduct a debate on the following topic:
“It is better to have a written constitution than unwritten constitution.”

Activity 5

Identifying strengths and weaknesses of written and unwritten constitution

1. In groups;
 - a) Identify strengths and weaknesses of written constitutions.
 - b) Discuss strengths and weaknesses of unwritten constitutions.
2. Present your findings in plenary.

Common features of a constitution

All constitutions have some features in common and they include the following:

- The constitution is generally regarded as the highest or the most important set of laws in the country. It is supreme or superior to all other laws. As such, all laws in the country must conform to (be in agreement with) the constitution.
- Any disputes on the constitution can be settled in a court of law since the constitution is a set of laws.
- The constitution lays down the rules for becoming a citizen of the country.
- It describes a country's state as a Republic, a Federation or a Monarchy.
- It establishes the principal organs of government and gives government organs their power and limits on the use such powers. It therefore describes the relationship among the three branches of the government; executive (made up of the president and ministers who runs daily affairs of government), legislative (law making body of members of parliament) and judiciary (courts of law which interprets laws).
- It describes how positions in government should be filled, either through elections or by appointments.
- It describes procedures or methods that government officials should use to make laws, policies and other decisions that affect the citizens.

Activity 6

Discussing main features of a constitution

1. In your groups,
 - a) Compare the Community Based Organisation (CBO) and the Constitution of Malawi and describe features that are common.
 - b) Go through the content list of the constitution of Republic of Malawi and identify these and other features of a constitution.
2. Present your findings in a plenary.

How constitutions are made

Countries develop their constitution in the following ways:

- An unwritten constitution develops spontaneously (naturally) over a long period of time.
- When a people create a nation, they write a constitution. For example, nations that came up after the Second World War had their constitutions written first and the nations were formed later.
- Undemocratic constitutions can be written by a small group of politicians or by a dictator (a person who runs a country the way he or she wants). A constitution made by a dictator is written without consultations since his or her commands are taken to be decrees (orders given by a ruler and having the force of a law). Constitutions made that way though easy to formulate cannot represent the will of the people.
- Sometimes a nation goes through a revolution or change. This is often when there has been a great political change. Such nations can write or adopt a constitution. For example, the Malawi nation underwent a number of political changes including;
 - a)The 1958 political change initiated by Dr. Kamuzu Banda on his return to Malawi (formerly Nyasaland). He led the Malawians to the abolition of the Federation of Rhodesia and Nyasaland.
 - b)In 1992, pressure groups forced the government to change the constitution to accommodate multiparty politics and democracy.

Malawi and other nations in Africa acquired their constitutions first when their colonial masters granted them a status of a nation. A nation gets its constitution when it is obliged to form a new type of government. There are many types of governments and some of these are: autocracy, democracy, oligarchy, monarchy, dictatorship and aristocracy. In the modern world, however, there are many forms of governments that have come up containing elements from these other types of governments.

Constitutions in a democracy involve consultations with the people.

This means citizens need to be involved in the process of making a constitution by listening to the views of as many different people as possible. A constitution also needs to be accepted and respected by everyone in the country (broad based support). This can be done by:

1. **Constitutional conventions** – This involves holding large meetings to which many people can be invited.
2. **Constitutional commission or committee** – A small group of people holding meetings with representatives of different organizations.
3. **Negotiations of political parties** – Different political parties putting forward their ideas.

These call for a need to seriously consider people to attend such meetings aimed at discussing issues that should be included in the constitution. The people should have different backgrounds and interests. The following are some groups of people to consider involving when drafting a constitution; lawyers, politicians, traditional leaders, religious leaders, the business community, groups representing women, children, the disabled and the elderly among others.

There are other main sources of constitutions apart from constitutional meetings they include:

- **Statutes:** The laws passed by parliament and written formally.
- **Conventions:** The well established rules controlling political behaviour in a country or informal agreements between nations.
- **Judicial Decisions:** These are decisions arrived at by judges.
- **Treaties:** Formal agreements between two or more countries like those to do with constitutional rights and duties.

Ideas from these sources are put together and a constitution is drafted by people of different backgrounds. As you can see, the process tends to be long and expensive as well as difficult to agree on but it is worthwhile.

There are principles you follow to draft or write a constitution and include the following:

1. You must understand the needs of the people or organizations and spell them out.
2. Fit the needs of the people who will use it.
3. Include items of permanent nature in it.
4. Grant equal rights to all members of the society, community or organization.
5. Include a workable provision for amendments.

Activity 7

Brainstorming how constitutions are made

1. In pairs;
 - a) Suggest how norms or rules the community develop.
 - b) Explain how rules or constitutions of your organizations developed.
2. Share and discuss your findings with other two pairs. Then discuss:
 - a) How written and unwritten constitutions develop.
 - b) What factors necessitate the making of constitutions?
 - c) Explain two major political revolutions that have taken place in Malawi that influenced the making of new constitutions.
3. Present your findings in plenary.

Activity 8

Discussing the advantages and disadvantages of different ways of making constitutions

1. In your usual groups:
 - a) Suppose your friends have established an organization and want to develop laws for running the organization. Advise them on how they can properly come up with a constitution for the organization.
 - b) Outline advantages and disadvantages in way the community rules or norms develop.
 - c) State advantages and disadvantages of the process of coming up with your club's constitution.
2. Present your findings in plenary.

Activity 9

Discussing and role-playing the advantages and disadvantages of making constitution

1. in groups;
 - a) Types of government include; autocracy, democracy, monarchy, oligarchy, dictatorship and aristocracy. Explain the meaning of these terms.
 - b) What are the advantages and disadvantages of making constitutions in
 - i. A dictatorship
 - ii. A democracy
 - c) Role-playing the making of constitutions in a democracy and in a dictatorship.

2. Present your findings in a plenary.

Factors that influence changes of a constitution

Constitutions are either flexible or rigid. However, all constitutions change to accommodate new conditions. So there are sometimes experiences or changes in a country that necessitate change of certain sections of a constitution. The constitutional change may be due to political, social and economic reasons. A constitution may change due to a great political change in a country such as the end of colonial rule, removal of a dictator from power and adaptation of multiparty politics from a one party state.

Social changes in the society sometimes may necessitate amendments to the constitution. For example, in 1994 an eligible voting age was changed from 21 years to 18 after discovering that at 18 years boys and girls are able to make rational decisions. Similarly, a change in a constitution may be adopted to deal with social ills or problems like early marriages, drug abuse, child trafficking, domestic violence, robbery and terrorism among others. Constitutions may change to improve the living standards of people by changing the way people generate income in a country like adoption of a land reform.

Some changes come as a result of customs and usage, interpretation made by courts and amendments made by parliament.

Activity 10

Identifying factors that influence the changes of a constitution

1. In groups;
 - a) State factors that lead to changes in community norms/rules and in your club's constitution.
 - b) Describe changes that have taken place in the Malawian constitution since 1994.
 - c) Which factors influenced the changes in the constitution of Malawi?
2. Present your findings in plenary.

The procedure for amending (changing) a constitution

You can easily amend flexible constitutions. You can also amend rigid constitutions through special conventions or other accepted methods. To avoid arbitrary changes and amendments by some autocratic governments, there are restrictions put in place to guide amendments in a democracy. In Malawi, according to the constitution of 1994, the constitution committee of parliament has the job of collecting views on the constitution, and of introducing any changes if they are demanded by citizens of the country. Since the constitution came into existence after extensive consultation with the people and has basic laws, it is require to consult people when making any amendments to the constitution.

To make a change or amendment in a Malawian constitution, more than two thirds of the members of the National Assembly have to vote in its favour. If the change affects the rights of the people, then it can only be made if the people agree. In Malawi, this is done through a referendum. A referendum is when all the citizens of a country vote yes or no to a particular question. The parliament may amend the constitution only if the majority of those voting in a referendum have voted for the amendment.

A referendum is the only forum that would give the document genuine legitimacy as its contents will be a reflection of the voices of the whole nation. Amendments or attempts to amend the constitution should not only follow correct procedures but should also be necessary and that there are sufficient consultations with electorate.

Activity 11

Discussing factors that influence the changes of a constitution

1. Read the following news extract carefully, and in pairs answer the questions that follow:

The final report on the review of the constitution by the Special Law Commission has recommended the re-introduction of the Recall

Provision (section 64) which empowers the constituents to fire their Members of Parliament if they fail to deliver but the law was repealed in 1995. The Special Law Commission has further recommended that the controversial Section 65 on crossing the floor should be redrafted or amended to also encompass independents who are currently not affected.

- a) Suggest the role that Special Law Commission plays in the amendment of the constitution before it comes with its recommendations.
 - b) Mention two amendments that the commission recommended.
 - c) Why do you think the mentioned amendments are necessary?
 - d) Suggest what should be included or removed in the constitution of Malawi?
 - e) What follows when the recommendation on amendments by the commission is effected?
2. Report your findings to class for discussions.

Unit summary

The constitution sets out the rules for governing the country. All constitutions have some features in common. Among others, they establish the principal organs of the government and grant them their powers as well as limit those powers. There are two types of constitutions: written and unwritten, each of which has its own strengths and weaknesses. There are times when a country needs to have a new constitution or just to change certain sections of a constitution. These require that correct procedures are followed and that there is sufficient consultation with the electorate to ensure a representation of views for the laws to have a broad based support.

Review questions

1. Explain the meaning of (a) Constitution (b) Bill of rights
2. Give three reasons for having a constitution in a country.
3. Explain the strengths and weaknesses of unwritten constitutions.
4. What are the advantages of unwritten constitution over written constitutions?
5. Compare and contrast school rules and the national constitution.
6. How are constitutions made in: (a) Democracy (b) Dictatorship
7. Describe why written constitutions are important?
8. What changes currently taking place in Malawi would you like to be included in the constitution?
9. Why are constitutional changes necessary?
10. In what circumstance would a constitution change call for a referendum?
11. What should happen to make sure that constitutional changes reflect the will of the people?

Glossary

Constitution : A set of rules for governing a country.

Bill of rights: A list of rights in the constitution protected by the laws

Case laws: Decisions made in the courts of law

Written/documentary constitution: A document or book that contains all main rules and regulations for governing a country's political life.

Unwritten or non-documentary or uncodified constitution: A constitution whose basic principles and laws are not written down in a single document or book.

References

Maxwell Ng'ambi "Special Law Commission recommendation: Recall back on agenda" in *Malawi News*, 22 – 23 September, 2007

Malawi Institute of Education (2004) *Malawi Junior Secondary Education: Foundation for Human Rights Organisations Limited (HURIMA): The Simplified Version of the Bill of Rights in the Constitution of the Republic of Malawi*. Lilongwe

Wadi-Betemeni, F.W, (2000) *Social Studies Book1*, Dzuka: Blantyre.

Edriss, Abdi-Khalil, (2005) *A Passport to English Grammar Analysis, Third Edition*, Lilongwe: BEESCI Series Publications.

Malawi Government (1995) *The constitution of the Republic Malawi*, Zomba: Government Printers.

Malawi Government (2004) *The Constitution of the Republic of Malawi*, Lilongwe

Namate, D. and Mtunda, F. (2000) *Malawi Junior Secondary School Social Studies Book 1*, Blantyre: Macmillan

Public Affairs Committee (October, 2003) *Gwira Mpini Kwacha 3: Understanding the Constitution*, Lilongwe: Public Affairs Committee

Unit

11

Constitution of the Republic of Malawi

In unit 10 you looked at constitutions. In this unit, you will identify and discuss main features and symbols of the constitution of the Republic of Malawi. Then, you will identify fundamental principles of the Constitution of Malawi. Finally, the unit will assist you outline the major changes of the constitution of the Republic of Malawi since 1961 and factors responsible for these changes. It is important that you learn about the constitution of Malawi because it is the rule of life for the Malawian society. You will also appreciate the changes that have been taking place in the constitution and how these changes have affected your life.

Main Features of the Constitution of the Republic of Malawi

The constitution of Malawi has several features which include;

- It is a supreme law of the land. This means that any other laws which do not agree with it must be changed so that they say the same thing as the constitution.
- It describes the powers, limits, duties and responsibilities and code of conduct of the president, cabinet ministers, members of parliament and all public officers of the various government institutions.
- It determines the sovereign status of the state of Malawi.
- It describes the national territory of the Republic of Malawi.
- It safeguards the rights and freedom of the people of Malawi through a Bill of Rights. A Bill of Rights is a list of basic freedoms and rights of all citizens of the country set out in the constitution. The enactment of human rights is necessary to serve as a reminder that these basic rights should not be violated.
- It states the source of its authority. That is the people of Malawi.
- Legal protection: - it is legally protected by the courts of law which operate independently of government. This means that if there is a dispute about the constitution, the judges can make a fair decision about it.

Activity 1

Brainstorming and discussing the main features of the constitution of the republic of Malawi

1. In groups;
 - a) State features which are common to all constitution you covered in Unit 10. Suggest which features can apply to the constitution of the Republic of Malawi.
 - b) Go through the contents page in the constitution of Malawi. Which features can you identify about the constitution?
 - c) Suppose there was no bill of rights in the constitution of Republic of Malawi. What would be the consequence?
 - d) Explain why the constitution of Malawi;
 - i. Should be the supreme law?

- ii. Is based on people's authority?
 - iii. Should be legally protected?
2. Present your findings in the plenary.

National symbols of the Republic of Malawi

A symbol is something that stands for or represents an idea, quality or a condition. Malawi's national symbols therefore include all ideas, qualities or conditions that represents or belong to the whole nation.

These symbols are a sign of the sovereignty (independence) of the nation and symbols of national identity which give its citizens a feeling of belonging to a nation with common values (patriotism). They also promote unity within the cultural diversity. The national symbols of Malawi include:-

1. National Flag

Historically, the national flag of the Republic of Malawi had three horizontal bands of colours; black, red and green with the rising sun super-imposed on the black stripe or belt. However, between 2010 and 2012 the national flag was replaced by a similar flag with a full bright sun in white super-imposed on it. It had the same horizontal bands of colours; red, black, and green arranged in that order. In flag, the black colour stands for people of Africa, the rising sun represents the dawn of freedom, the red colour represents the blood Malawians and other Africans lost in the struggle for freedom and independence and the green colour stands for the evergreen nature (vegetation) of Malawi.



Fig.11 .1: Malawi National Flag

In the 2010-2012 flag, the full bright sun reflected the development that has taken place in the country since the attainment of independence. However, in 2012 the full bright sun was again

replaced by the original rising sun when a new government ushered into power.

2. National Coat of Arms

It is a design on a shield used as an emblem (symbol) by the nation. It has an insignia, crown, helmet and helmet cover. It has also a motto (a short sentence or phrase used as a guide or rule of behaviour or as an expression of aims or ideals). The coat of arms has the rising sun at the top and bottom of the shield. The fish eagle and wavy bands on the shield symbolize Lake Malawi while the Lion and the Leopard guard the crest as a whole. The land at the base is the rugged Mount Mulanje. The crest bears the motto 'Unity and Freedom'. The Coat of arms for Malawi is used on government official papers.



Fig 11.2: The National Coat of Arms

3. The Public Seal

This is the official stamp of the office of the president. It is stamped on very important documents such as parliament bills and passports. The seal is also used to certify legal documents such as birth and death certificates issued by the Registrar General.

The public seal depicts the coat of arms with the words, **“Republic of Malawi”** around it.

4. The National Anthem

This is a national hymn and prayer. It is actually a patriotic song used on official occasions such as public meetings like the school assembly and international sporting events. It was composed by the late Michael Fredrick Lawrence Sauka who died in 1989.

Mlungu dalitsani Malawi (God bless Malawi)

Chichewa	English
Mlungu dalitsani Malaŵi, Mumsunge m’mtendere. Gonjetsani adani onse, Njala, nthenda, nsanje. Lunzitsani mitima yathu, Kuti tisaope. Mdalitse Mtsogoleri nafe, Ndi Mayi Malaŵi.	O God bless our land of Malaŵi, Keep it a land of peace. Put down each and every enemy, Hunger, disease, envy. Join together all our hearts as one, That we be free from fear. Bless our leader, each and every one, And Mother Malaŵi.
Malaŵi dziko lokongola, La chonde ndi ufulu, Nyanja ndi mphepo ya m’mapiri, Ndithudi tadala. Zigwa, mapiri, nthaka, dzinthu, N’mphatso zaulere. Nkhalango, madambo abwino. Ngwokoma Malaŵi.	Our own Malaŵi, this land so fair, Fertile and brave and free. With its lakes, refreshing mountain air, How greatly blest are we. Hills and valleys, soil so rich and rare Give us a bounty free. Wood and forest, plains so broad and fair, All - beautiful Malaŵi.
O Ufulu tigwirizane, Kukweza Malaŵi. Ndi chikondi, khama, kumvera, Timutumikire. Pa nkondo nkana pa mtendere, Cholinga n’chimodzi. Mayi, bambo, tidzipereke, Pokweza Malaŵi.	Freedom ever, let us all unite To build up Malaŵi. With our love, our zeal and loyalty, Bringing our best to her. In time of war, or in time of peace, One purpose and one goal. Men and women serving selflessly In building Malaŵi.

The Malawi National Anthem

5. Independence Day for Malawi

This falls on 6th July when Malawians throughout the world celebrate their independence from colonial rule.

6. The Constitution of the Republic of Malawi

As our symbol of national identity, it gives us a feeling that we belong to a nation with common values such as democratic governance which represents the rule of law and the upholding of human rights.

Activity 2

Brainstorming and discussing the main symbols of the constitution of the Republic of Malawi

1. Sing the National Anthem in any language of your choice.
2. Be in groups and do the following;
 - a) Identify occasions where the national anthem is sung.
 - b) Identify what the national anthem emphasizes on (lessons you learn from it).
 - c) Explain why we stand at attention position when singing our national anthem.
3. Present your findings in plenary.

Activity 3

Researching and discussing the main symbols of the constitution of the Republic of Malawi

1. In groups,
 - a) Conduct research on government documents and newspapers to identify main symbols used by government department or institutions on official document.
 - b) Suggest meaning of the symbols you identified.
 - c) Identify occasions when the symbols are used apart from government documents.
 - d) Mention places where you may find the national flag is hoisted.
 - e) Do you think it was necessary to change the independence flag to the 2010-2012 flag?
2. Present your findings in plenary.

The Basic Principles of the Constitution of the Republic of Malawi

The constitution of the Republic of Malawi is founded upon key ideas or principles like any other constitution.

1. Lawful Authority

All people in government and civil service exercise power of their offices on trust of the people. These public officials should only exercise such power within the limits of the law and in accordance with their responsibilities to the people.

2. The Will of the People

All legal and political authority of various government institutions come from the people. The government therefore must remember that this authority should be exercised solely to serve and protect the interests of the people and to promote their welfare.

3. Trust into the Government

The authority of government is conditional as it depends on the continued trust of the people. This trust can only be sustained as long as the government is open, accountable, and transparent and through informed democratic choice.

4. Universal Suffrage

This refers to all citizens' right to vote (suffrage) through which they can show their wishes. The authority to govern comes from the people as expressed through universal suffrage or voting in elections. Such elections should be held in accordance with the constitution and according to procedures prescribed in the electoral laws.

5. National Policy

This refers to the government's commitment to national plans of action aimed at improving the living standards all people and these address such issues as education, environment, justice, economy and good governance.

6. Rule of Law

All people are equal before the law including the president and cabinet ministers. This means that everyone must obey the law and must face the consequences of violating the law should they break the law. The constitution applies equally to all citizens regardless of status, position or race.

7. Supremacy of the Constitution

The supremacy of the constitution of Malawi is shown in a number of ways:

- The constitution stresses that all other laws must conform to the constitution.
- Any act of government or any law that is inconsistent or not in agreement with the provisions of this constitution shall, to the extent of such inconsistency, be invalid.
- All laws derive their validity from the constitution as it is the constitution which gives power to make laws.
- Constitutional provisions must take priority over any other provisions or law of the state.

Activity 4

Brainstorming and discussing the fundamental principles of the constitution of the Republic of Malawi.

1. In your groups,
 - a) Identify principles on which most constitutions are based on.
 - b) Describe the meaning and the importance of the principles identified above.
 - c) Present your findings in plenary.
2. As a class, conduct a debate on the following topic “Is it necessary to make laws on the age of getting married?”
3. The teacher must consolidate the activity.

Principal Organs of Government

The constitutions state clearly and in detail the powers and responsibilities of the three main branches or organs of the government. The principal organs or branches of government include the following:

1. The Executive

In Malawi, this is composed of the President of the Republic, the Vice President, Cabinet Ministers, the Attorney General and Director of Public Prosecutions. This body makes the decisions about running the country. The executive is responsible for the initiation (starting) of policies and the legislation and implementation of all the laws.

2. The Legislature

In Malawi, this body is the parliament which is made up of the State President and the National Assembly. The latter is composed of the Speaker, Deputy Speakers, Members of Parliament (MP's), Clerk of Parliament and other staff. The functions of the legislature include enacting (making) laws that will reflect the interest of the people of Malawi in its deliberations. Members of Parliament in Malawi are elected by the people but in other countries some MP's are nominated by the President.



Fig.11.3: Parliament Building in Lilongwe

3. The Judiciary

This is the judicial system of a country which is made up of the courts of law and the various judicial officers who work in them from the chief justice, judges to magistrates. The judiciary has the responsibility of interpreting, protecting and enforcing the constitution. This means that it makes sure that the rules of the constitution and any other laws passed by parliament are kept or obeyed by everyone. According to the constitution, courts of law and judicial officers are to exercise their functions, powers and duties independent of the influence and direction of any other person or authority.



Fig 11.4: the High Court Building



Fig 11.5: Capital Hill

From what has been shown above, separation of powers means:

- The same persons should not form part of more than one of the three organs of government.
- One organ of government should not control or interfere with the exercise of its functions from another.
- Ensuring that no one branch will hold too much power.
- Powers of government should be divided among separate branches, each of which also shares the power of the others as a means of checking and balancing them. No one branch can exercise power decisively without support or acquaintance (knowledge) of the other. Each of which also shares the power of the others as a means of checking and balancing them. No one branch can exercise power decisively without support or acquaintance (knowledge) of the other.

Major changes of the Malawi Constitution since 1961

- Between 1891 and 1961, Malawi (then Nyasaland) was under the British colonial rule. The British administration began in May 1891 with the declaration of the Nyasaland Districts which were later renamed the British Central African Protectorate. Direct British rule continued until 1953 when the Federation of Rhodesia and Nyasaland also called the Central African Federation came into being. This means Nyasaland was part of countries known as Zimbabwe and Zambia. This Federation was established against the wishes of the local people who believed that the role of Nyasaland in the Federation would be to provide a reservoir of cheap labour for the British enterprises of the other two states in the Federation. From 1959 to 1961, political leaders from Nyasaland tried to persuade the British to give the people of Nyasaland more political rights.
- The 1961, Constitutional changes marked the transition from colonial rule to independence in Nyasaland. At the constitutional conference held in London between the British government and the political parties from Nyasaland the following were to be governed:
 - a) Adults of 21 years and above could vote in an election.
 - b) Anyone, with reasonable income and property even those without education could stand in a legislative council election.
 - d) 15th August 1961 was a date slated (proposed) for the multiparty elections. Only four parties participated in this election: United Federal Party, Christian Liberation Party, Christian Democratic Party and Malawi Congress Party (MCP). MCP won more seats than any other party but the country was still under the British.
- Constitutional changes that took place between 1962 and 1963 gave Nyasaland full internal self-government. The continued opposition by the Africans in Nyasaland and Northern Rhodesia finally brought the Federation to an end on 31st December 1963.
 - a) The Executive Council was replaced by a cabinet headed by a prime minister.
 - b) The Legislative council was renamed the legislative assembly.

- c) The number of members in the legislative assembly was increased.
- The constitutional changes of 1964 made the protectorate of Nyasaland become the independent state under the new name Malawi on 6th July. But it was still under the monarchical constitution within the British Commonwealth. This means that the British Queen was a monarchical head of state of an independent state of Malawi while the head of government was the Prime Minister, then Dr Hastings Kamuzu Banda. This marked the end of seventy three years of British administration. In addition, the Bill of Rights was included in the constitution.
- The constitutional changes in 1966 gave Malawi a Republic constitution. The following changes were made:
 - a) Malawi became a Republic which meant the British Queen was no longer head of state. Instead the president then, Dr Kamuzu Banda was now both the head of state and government.
 - b) Malawi became a one-party state with MCP as the only legal (allowed) party and all others were outlawed (declared illegal).
 - c) The institution of Chieftaincy was recognized.
 - d) The Bill of Rights was dropped from the constitution.
- The constitutional changes between 1969 and 1971 brought and consolidated an autocratic constitution for Malawi. The following changes were made:
 - a) The annual convention of MCP in 1970 agreed that the president could remain in office for life not just for a fixed term.
 - b) The number of constituencies was increased from 50 to 60.
 - c) The president was granted powers to appoint members of parliament.
 - d) The president was also given powers to appoint three cabinet ministers to a presidential commission during his or her absence due to illness or otherwise to govern the country in his or her place.
- The constitutional changes between 1993 and 1995 brought multiparty democracy in Malawi. The following changes were made:
 - a) Re-introduction of multiparty democracy following a referendum which was held on 14th June 1993 and General Elections on 17th May 1994.
 - b) Inclusion of Bill of Rights in the constitution.
 - c) Restoration of the supremacy of the constitution and the independence of the judiciary.
 - d) Holding of regular, free and fair elections in every 5 years.

- e) Separation of the government powers to ensure checks and balances.
 - f) Respect for the rule of law.
 - g) Transparency and accountability of all public officers including the president.
- In 2004, under the influence Bingu wa Mutharika, the Ministry of Justice asked Law Commission to undertake a comprehensive review of the constitution and involved extensive popular consultation, with opinions solicited from individuals and organisations throughout the country. Many emotive questions were raised which included;
 - a) Should the constitution stipulate a national language? If so, what should this language be?
 - b) Should there be a minimum level of education for MPs?
 - c) Should presidential candidates be required to declare their assets?
- In 2007, the recommendations coming from the review and national constitutional conferences were submitted to the government, accompanied by draft legislation. But these were not yet acted upon by 2013.

Activity 5

Identifying and discussing the major changes of the constitution of the Republic of Malawi

1. In your groups discuss the following:
 - a) What is the difference between a head of state and head of government?
 - b) What was the implication of dropping the Bill of Rights from the constitution?
 - c) Identify autocratic tendencies that found themselves in the constitution between 1966 and 1971.
 - d) How important was the inclusion of the provision of rule of law in the constitution of 1994?
 - e) What are the benefits of separation of government powers?
2. Present your findings in plenary.

Activity 6

Discussing factors that influence changes of the constitution of Malawi

1. In pairs discuss;

- a) What would you like to be changed or included in the constitution of Malawi and explain why.
 - b) Conduct a library research on factors that influenced changes in the constitution of Malawi.
2. Share your findings with other pairs.
 3. Then present your findings in plenary.

Unit summary

There are many features of the constitution of Malawi including supremacy of the constitution. The constitution of Malawi republic identifies the national flag, the national anthem, the public seal and coat of arms as national symbols. The constitution of Republic of Malawi is based on key principles of rule of law, national policy, lawful authority, will of the people, trust into the government and universal suffrage. The constitution of the Republic of Malawi has undergone major changes since 1961. These changes reflect the transition from colonialism through one party government to multiparty democracy.

Review questions

1. Give two reasons why the Constitution of the Republic of Malawi is supreme.
2. Mention any three national symbols of the constitution of the Republic of Malawi and describe their uses.
3. Identify democratic provisions included in the constitution of 1994.
4. Suppose you were asked to contribute on the constitutional review. What point would you like to include.
5. Explain the reasons why the constitution of the Republic of Malawi has been changing since 1961.

Glossary

Universal Suffrage: All citizens' right to vote (suffrage) through which they can show their wishes.

Rule of Law: Everyone must obey the law and must face the consequences of violating the law should they break the law.

References

Wadi-Betemeni, F. W. (2000) *Social studies Book 1*, Blantyre: Dzuka Publishing

Edriss, Abdi-Khalil, (2005), *A Passport to English Grammar Analysis, Third Edition*, Lilongwe: BEESCI series publications.

Malawi Government (1995) *The Constitution of the Republic Malawi*, Zomba: Government Printers.

MCDE (2000) *Junior Certificate Social Studies*. Open & Distance Learning Resource. Blantyre: MCDE

Namate, D. and Mtunda, F. (2000) *Malawi Junior Secondary School Social Studies Book 1*, Blantyre: Macmillan Malawi

Public Affairs Committee (October, 2003) *GwiraMpini Kwacha 3: Understanding the Constitution*, Lilongwe: Public Affairs Committee

Wikipedia, The Free Encyclopedia http://en.wikipedia.org/wiki/Category:National_symbols_of_Malawi

Unit
12

Peaceful co-existence

In unit 12 you learnt about the history, contributing factors and importance peaceful co-existence in Malawi. But conflicts are inevitable among human beings. They are part of our lives and are bound to happen whenever people interact with each other. In this unit you will be able to explain the meaning of “conflict” and identify types of conflicts. You will also be able to identify causes of conflicts and explain effects of conflicts in the home, community and the nation. This knowledge will help you to understand how different types of conflicts are caused. You also appreciate negative effects of conflicts and the need to resolve them before they become violent or avoid them in the first place.

Meaning of 'conflict'

A conflict can be defined as a misunderstanding or disagreement or quarrel between two persons or groups of people.

A conflict occurs when individuals or groups disagree or differ over needs, wishes, demands, ideas, values, visions, beliefs, ideologies, interests, and view-points. It may also be over money, land, lake and other resources or even over a partner such as a girlfriend or boyfriend. A conflict therefore can be violent or non-violent in nature. Some conflicts are local as they affect families, communities and nations. Other conflicts are regional or international as they affect specific regions or more than one geographical region respectively.

Activity 1

Brainstorming the meaning of conflicts

1. In pairs:
 - a) Identify common quarrels or fights between individuals and groups of people at school, home (in a family) and community. What do people quarrel or fight for.
 - b) Suggest indications that can help you tell that people have quarrels between them.
 - c) Suggest the meaning of “conflict”
 - d) Suggest ways in which these conflicts can be solved.
2. Share your findings in class.

Types of conflicts

Conflicts occur in various forms and therefore various types of conflicts can be identified based the root cause of the conflicts. Generally, conflict can be categorized into; political, social and economic conflicts.

1. Political conflicts

These are conflicts which occur between two political parties or groups as well as individuals mainly because they have different political ideas on how best to run the country or just because they belong to a different camp or party. Political conflicts are however fueled by desire for power and control over public resources. They can also be over different ideas.

2. Social conflicts

These are conflicts which occur between different social groups such as ethnic, racial as well as sex groups as a result of one group being unfairly treated by the other. It may be due to one group being excluded from power and therefore control and access to resource.

3. Religious conflicts

These are conflicts that occur between groups of people who hold different religious beliefs. This is mainly influenced by religious intolerance (failure to live side by side due having different beliefs) and overemphasizing the differences between or among religious groups.

4. Economic conflicts

These are conflicts that occur between groups of people over resources whose use can generate income for owner, such as a piece of land, market, minerals and other raw materials.

Activity 2

Brainstorming types of conflicts in the home, community and nation.

1. In pairs;

- a) List down conflicts that take place in your home, community or nation.
 - b) Classify the conflicts identified into; political, social, economic and religious conflicts.
2. Share your findings with the class.

Activity 3

Discussing types of conflicts in the home, community and nation

1. Using le café' approach discuss the following;
 - a) Common conflicts that occur in the community or nation.
 - b) Identify the main cause or reason behind the conflict mentioned.
 - c) Suggest which conflict could be political, economic, social or religious in nature.
2. Let the restaurant owners present what customers had from the main menu. And Consolidate ideas as a class.

Causes of conflicts

Conflicts are caused by many factors some very petty while others very crucial such as competing for a fertile land by two or more villages. If the cause is a very simple (minor) problem, in some cases the conflict does not normally become very violent and large scale while if the cause is complicated and very important to the concerned parties, the conflict may likely become very violent and large scale. However, this may not be true in all cases as violence depends on temperament.

The causes of home, community and national conflicts include the following:

1. Land disputes

Disagreements over land ownership are the common cause of conflicts in many African societies. It is our tradition that chiefs allocate land to the people especially on customary land. In this case, conflicts may arise if the allocation is not done in favour of one group of people or to one particular individual, or after the death of the heads of families due to inheritance disputes or when communal land is taken over for commercial farming.

In Malawi, land conflicts are common in areas where white settlers were given more land for commercial farming than the local people. This is a case in the tea estates of Thyolo and Mulanje as well as in the sugar plantations of Dwangwa and Nchalo in Nkhotakota.

Sometimes, these may result into violent clashes when the local villagers invade the estates and start sharing the land amongst them. Limited resources in general put pressure on society resulting in scramble for resources which inevitably builds tension and causes conflicts among the people.

2. Religious differences

Religion has been the cause of many conflicts between groups within countries. These conflicts are a result of differing values and goals which affect values, beliefs, priorities, principles or goals.

Values make people think in terms of right or wrong, good or bad. A goal relates to the way one views the importance of a certain thing

or action. So conflicts arise when people's values are at stake or when the importance attached to their goals is not clear or is not being achieved.

Religious intolerance and conflicts are also caused when followers of different religions believe that only their religion is the true faith. This is common in Northern Nigeria where there constant fights between Christians and Muslims led by separatist group called Boko Haram. Conflict between Christians and Muslims is rare in Malawi; when it does erupt, as occurred in mid-2003, it is usually politically motivated. This is because political affiliation, religious persuasion, and tribal identity are closely bound together in Malawi. Outside of election time, relations between Christianity and Islam are quite peaceful.

3. Differences in political ideologies (political differences)

In a country where there are two or more parties, party groups are bound to collide. This is because different political parties have different ideas or views on how they think the country should be run. One political group might wish to run its party on democratic lines on the other hand; the other group might want to run it on socialist line. As ideologies differ, the parties quarrel, which in turn lead to violent conflicts. For example, from 1975 to 1992, two parties in Mozambique fought because they had different ideologies on how to run the country.

Some members of political parties become so enthusiastic for their cause, that they attack their opponents resulting in serious violation of human rights. In Malawi conflicts of this nature have been common during election campaigns between followers of different political opponents.

4. Economic and social differences

When some individuals or groups feel exploited by others or lack the same opportunities or rights for purposes of fair competition

conflicts may arise. This is related to structural imbalances which occur when there is actual or perceived inequality of control of resources, ownership and resource distribution, with dominant groups having the advantages of control and authority.

Class imbalance within a society can result into violent conflicts especially in some countries like Malawi where there are few people who are rich, but the majority is poor. These few rich people in most cases hold important posts in government and live luxurious lifestyles while the ordinary people struggle in order to survive. This in turn leads to resentment (anger or bitterness) that can eventually result into violent action.

Similarly, conflicts may arise as a result of disagreements over economic resources such as raw materials and markets. For instance, conflicts broke up over mineral resources in Angola, DRC, Sudan and Nigeria.

5. Cultural differences or ethnic rivalry

Almost each country is made of a number of different races and ethnic groups. For instance, in Malawi, there are nine major ethnic groups with own traditions, customs, languages and religions. Ethnic rivalry or conflicts are therefore quarrels resulting from differences in cultural beliefs, values, traditions and practices. In most cases they are a result of discrimination (unfair judgment or treating people differently based on certain irrelevant qualities or characteristics such as colour, language, tribe or ethnicity, race and other physical attributes). For instance, racial and ethnic discrimination have led to bitter armed conflicts (civil wars) and even genocide (mass killings) such as between Hutus and Tutsis in both Rwanda and Burundi, and the apartheid (official government policy of racial segregation separating Europeans and non-Europeans) in South Africa. Actually, ethnic rivalry is the most common cause of conflict in African societies.

6. Gender inequality

This is unfair treatment of people due to differences in sex. This involves application of different standards of status, rights, respect,

treatment, social expectations and opportunities to people based on sex. For instance, women for a long time have generally been denied certain rights or recognition because they are female. These have sometimes led to conflicts between and amongst men and women.

Activity 4

Discussing causes of conflicts in the home, community and nation

1. In your various groups conduct inquiry in news paper, on radio, TV or internet;
 - a) Identify any conflict in Malawi such as
 - Between Christians and Moslems, among Christians or among Moslems.
 - Land dispute between or within political parties.
 - b) Identify the issues in each conflict and state the current situation.
 - c) Suggest ways to resolve these conflicts.
 - d) Write a short report and present in plenary.

Activity 5

Analysing causes of conflicts in the home, community and nation.

Read the story below and answer the questions that follow.

During a certain general election campaign, a group of supporters for Mr. Thindi were praising him as their Member of Parliament candidate by shouting repeatedly “Awinanso Thindi!”, as they were passing by Kakubwi village; Mr. Phwadzi shouted “sangawinensu amene uja!” This act made the supporters angry and bitter such that they attacked and beat him up until he sustained a broken leg and fainted. He spent 6 months in hospital due to this injury.

1. What type of conflict is it?
2. What is the source or cause of the conflict?
3. Who should be blamed in this conflict?
4. Suggest effects that the conflict might have had on Phwadzi, Phwadzi’s relatives and Thindi’s supporters.
5. What advice would you give to Phwadzi and Thindi supporters?



Effects of national conflicts

Conflicts have negative effects on individuals, the family, community and the nation as a whole. The effects may include the following:-

1. Famine

When disagreements lead to violent action or war, civilians are usually forced off their farms which are then neglected and destroyed. This means there is no or low production of food leading into extreme scarcity of food, malnutrition and epidemics. This has been the situation during civil wars in Sudan, Somalia, DRC and Angola where many children, women and old people have died.

2. Destruction of life and property (infrastructure).

Conflicts in form of violence and civil wars may result in the wounding and death of many people. For example civil wars in Somalia, Rwanda, Burundi, DRC and Sierra Leone left many people wounded and dead. Wars may also result in destruction of property such as homes, health facilities, roads, schools and water systems.

3. State of insecurity

Wars between conflicting parties create a state of insecurity as people live in fear because of lack of peace. This then prevents investments in the country since no one can do business under conditions that are likely to lead into fighting for fear of losing one's property, money and life.

Lack of investments will lead to lack of jobs (unemployment) due to few companies present to employ people forcing people to seek other ways of making a living such as armed robberies, corruption and prostitution.

4. Refugee problem (displacement of people)

Violent conflicts or wars create refugee problem as people runaway from their war torn countries to other countries. Refugees affect the environment and development of the country they flee to. For example, in 1990's Malawi was a host to over a million refugees from Mozambique who escaped the civil war in their own country.

This affected the Malawi nation through loss of environmental resources, land degradation and increased armed robberies and insecurity due smuggled firearms into the country by refugees. Refugees damage the environment by cutting down trees from forest areas for firewood, settlement and farming, leaving the area bare. Overcrowded refugee settlements may also lead to pollution of the environment. Refugees themselves experience many problems such as scarcity of food, lack of clean and safe water, loss of their belongings and sexual abuse.



Figure 12.1: Health Centre at Dzaleka Refugee Camp in Dowa

5. Violation of human rights

Conflicts can lead to violation of human rights, with people being unable to express their views freely for fear of attack or imprisonment. During civil wars, it is also difficult for people to earn their own living since people's homes get destroyed and people flee to other countries. Sexual harassment in form of rape cases increase as soldiers take advantages of the situation.

In addition, in most cases during civil wars children are used as soldiers especially in Africa. This is violation of children's rights

since as children they are not yet of age to fight for their country.

6. Epidemics

Violent conflicts encourage the outbreak of epidemic diseases such as cholera and diarrhea due to destruction of dispensaries, hospitals and water supplies. However, conflicts do not always have negative causes and consequences. Conflicts may arise as a result of wishing to change for the better. A conflict may act as a constructive challenge offering the opportunity for learning and growth. In many cases, a conflict has resulted in better relationships, change, redistribution of resources and stronger bonds. For example; 1992 workers strikes led to national strikes leading to Referendum and Multiparty politics.

Activity 6

Discussing effects of conflict in the home, community and nation

1. In groups;
 - a) Draw on the flipchart a problem tree on the issue of conflicts in the home, community and nation.
 - b) Describe positive effects of conflicts.
2. Present your findings in plenary.

Activity 7

Role-playing effects of conflicts

1. In groups consider conflicts you identified in activity 3, choose one conflict and identify its effects.
2. Then, role-play the effects of conflicts in the home, community and national.

Unit summary

In this unit you explained what conflicts are and identified types of conflicts that occur in the homes, community and nation. You also described and analysed various causes of these conflicts. Finally you tried to explain the effects of the conflicts in the home, community and nation.

Review questions

1. What is the difference between political and economic conflicts?
2. Describe any five causes of conflicts in community or nation.
3. State any three reasons why conflicts escalate (grow)?
4. Write an essay on effects of national conflicts.
5. Suggest ways of avoiding conflict in Malawi.

Glossary

Conflict: A misunderstanding or disagreement or quarrel between two persons or groups of people.

Peace: A state of harmony characterized by the lack of violence, conflict behaviors and the freedom from fear of violence.

Peaceful co-existence: Ability of people to live together in one society in peace and harmony

Resentment: Anger or bitterness

References

Wadi-Betemeni, F.W. (2000) *Social Studies Book1*, Blantyre: Dzuka Publishing

Namate, D. and Mtunda, F. (2000) *Malawi Junior Secondary School Social Studies Book1*, Blantyre: Macmillan Malawi

Centre For Youth And Children Affairs (CYCA), (2000) Youth Leadership and Democracy: Training Manual for Youth Leaders, Lilongwe: CEYCA/MHRRC

Charles Banda, "Forty years of unintended peace"-*News From Africa* [www.newsfromafrica.org>archives>News from Africa2004>September](http://www.newsfromafrica.org/archives/News%20from%20Africa2004/September)

[www.merriam-webster.com/dictionary/peacefulcoexistence/..](http://www.merriam-webster.com/dictionary/peacefulcoexistence/)

Unit
13

Personal finance management

In unit 4 you learnt about Family needs and resource management. You discussed and identified family needs. You also identified ways in which a family acquires its resources and how a family can manage resources through proper care and use of the available family resources. One important individual or family resource is money which needs to be properly used to meet the needs and priorities of each individual in the family. This can be done through a budget. The majority of Malawians are routinely spending more than they can afford because many of them do not use a budget to plan their spending or if they do they do not follow it.

Preparing a budget

In this unit you will learn how to prepare a budget by identifying priorities and factors for budgeting. You will also identify types of savings institutions and explain why it is important to save excess income. Finally, you will be able to explain how the savings can be invested to make more money to meet future individual and family needs. The knowledge you will acquire will help you develop skills in financial management to meet your personal financial goals in the future.

What is a 'budget'?

A budget is a plan for your future income and expenditures that you can use as a guideline for spending and saving. The budget plans or outlines the likely future income and expenses for a given period.

This means it is based on the income of an individual, family, organization or institution. It provides a concrete, organized and easily understood breakdown of how much money you have and how much you are letting go. It also includes the savings you are making out of excess income you have. For example, a family budget can indicate the family's income and expected expenditure for a given period of time which may be a month or a year. The budget allows an individual to forecast his or her income and expenses, monitor progress and make changes as needed to achieve personal financial goals. The budget is therefore dependent on the following factors; income, number of people budgeted for, time and fixed expenses incurred by the individual or family.

Activity 1

Brainstorming and discussing the meaning of budget

1. In pairs;
 - a) Identify your needs as pupils at secondary school (List down all things you require).

- b) Identify the sources of income (how you get money to meet your needs).
 - c) Compare your needs and the money you get. Is the money enough to cater your needs?
 - d) Explain what should be done to ensure that income is used wisely to meet present needs and future financial goals.
 - e) Brainstorm the meaning of a budget.
2. Share with a friend and present to the whole class.

The process of creating a sound budget calls for the following considerations:

1. Add up your income (total amount of money available)

You first need to determine how much money you have.

Make sure you include all sources of income such as salaries especially your monthly take-home pay (amount you bring home each month after taxes or other deductions are withheld), interest, pension and any other income—including a spouse's income for those married.

2. Estimate expenses

Prepare a list your needs in order of priority. The best way to do this is to keep track of how much you spend for one month and divide spending into fixed and flexible expenses. Fixed expenses are the payments that you have to make each month and generally do not change much such as your house rent or insurance payment, utilities (phone, water and electricity) bills and credit payments you have. These are the priorities to be considered. Flexible expenses are those that do change from month to month, but you can control them more readily than can your fixed expenses. In other words, you can decide whether and how much you will spend on them. Flexible expenses include food, clothing, transportation, household expenses, and personal spending for entertainment, eating out and other items that you have control over. While most of these expenses can be incurred on a monthly basis, others can be done on annual basis such as clothing, furniture, kitchen utensils and social obligations.

3. Figure out the difference

Once you have totaled up your monthly income and your monthly expenses; subtract the expense total from the income total to get the difference. A positive number indicates that you are spending less than you earn and the family may decide to save or invest the surplus for the future use. A negative number indicates that your expenses are greater than your income. This calls for trimming (reducing) your expenses in order for you to live within your means. Alternatively, you may try to increase your income. If you followed the steps above it means you have created a budget.

4. Decide how much to save

It is important to think of savings as a fixed expense so that you are sure to save a set amount each month. Otherwise, it is easy to spend more on your flexible expenses and forget about savings. You should also consider money savings for eventualities (expenses which do not occur so often) such as child birth, funerals and coming of visitors.

5. Track your budget over time to make sure you are sticking to it.

If you find you are not able to follow your budget successfully, it may mean that your plan is not flexible enough. It can take revisiting your budget a few times to find the balance that works for you.

Activity 2

Identifying priorities when budgeting

1. In groups
 - a) Suppose your family's income is K 80, 000 per month. Draw a monthly budget for the family to cater for its needs including a saving.
 - b) What priorities should be considered when budgeting?
2. Present your findings in plenary.

Importance of budgeting

Budgeting is important for the following reasons:

- It is an important tool to help you prioritise your spending and manage your money, no matter how much or how little you have.
- Planning and monitoring your budget will help you identify wasteful expenditures, adapt quickly as your financial situation changes and achieve your financial goals.
- Creating a budget will decrease your stress levels because; with a budget there are no surprises. With a budget, you do not have to panic or wonder if you have the money- you already know.
- If you have a monthly saving goal and you should include it as an expense. It is much easier to save money if you have planned for it in your budget. So the budget helps you to track your expenses and savings.

Activity 3

Discussing factors to consider when budgeting

1. Using Restaurant procedure, discuss the following:
 - a) Outline factors to consider when budgeting.
 - b) Explain why budgeting is important.
2. Ask the restaurant owners to present what customers ate.

Exercise 1

1. What is a budget?
2. Explain steps to follow when budgeting?
3. Describes factors to consider when budgeting.
4. List the priorities when budgeting.
5. Write an essay on the importance of budgeting.

Savings

Savings refers to that part of a person's income that is not spent. In other words, it is deferred consumption (postponed for a later date). This money is set aside for future use. Individual saving may be measured by estimating disposable income and subtracting current consumption expenditures. If individuals consume more than the value of their income, then their saving is negative and they are said to be dissaving.

Savings may take the form of bank deposits and cash holdings or securities or a pension plan. Saving specifies low-risk preservation of money, as in a deposit account, versus investment, where risk is higher. A deposit account paying interest is typically used to hold money for future needs, such as an emergency fund, to make a capital purchase (car, house, vacation, etc.) or to give to someone else as a loan repayment. In order to get the maximum benefit, you need to start saving early, and regularly contribute to your accounts. Even if you can only start with a small amount, the important thing is to start. You can increase the amount you contribute later.

Types of savings

As you create a savings plan, there are three major types of savings to focus on:

1. Short-term savings (an accumulation fund)

Short-term savings can help people to live within their means as they plan to make consumer purchases or save up for vacations.

The short-term savings can be used to build up enough cash for a down payment on a car or a home. The point of short-term savings is to help individuals or families reach a specific goal within a few months or within a couple of years. It requires that you figure out how much money you need to save up, and determine a timeframe. Then, set aside money each month until you reach your goal. Saving money for major purchases encourages discipline in finances. On top of that, you avoid paying interest and getting in debt. Instead of using a loan to buy a big-screen TV, a modern phone or a new computer/ or laptop, there is need to save up to make these purchases ahead of time. Any savings account with high interest is a good place to keep cash for short-term goals, since it will earn an interest yield on top of saving. In addition, the money will be accessible when you are ready for it.

2. Long-term savings

Long-term investments are primarily designed for family security, inheritance, and retirement. For goals that are years and decades in the making, a long-term savings strategy is appropriate. Long-term savings goals include retirement and college education for your children. Long-term savings are meant to help you provide for the future. Your retirement savings allow you to live in comfort. When you save up for college, you and your children have less of a chance of becoming overwhelmed by high college tuition or. This is about planning for the future. However, using only a savings account might not be enough to ensure that people have enough money for the big long-term goals, since the yield is low. For long-term savings goals, investing can be a way to increase your returns. Special investment

accounts for retirement and college savings can help you reach your goals.

3. Emergency savings

Each family should have an emergency reserve fund set aside for unexpected expenses. When you run into an unexpected and costly problem, the strain on your budget can be devastating. Emergency savings can help you pay for unpleasant surprises without needing to rely as heavily upon credit. Emergency savings can be used to pay for car repairs, replace appliances that break, or cover medical expenses. A large enough emergency funds can also help sustain your family finances if you suffer from unemployment or under-employment. An emergency reserve goal should be the maintenance of an amount equal to at least three months' income and preferably six months' income. The emergency reserve fund should be placed where the money is absolutely safe and can be easily accessible and converted to cash without an early withdrawal penalty such as a high-yield savings account. The interest earned is not impressive, but, as long as the money is in a properly insured account, it is safe. Additionally, you have instant access to it when the emergency strikes. Whenever the fund is used, the amount withdrawn should be replenished as soon as possible.

Activity 4

Brainstorming and discussing meaning of the term “savings”

1. Individually;
 - a) Explain how you can trace excess money from your income.
 - b) Do you keep money or does someone else keep money for you for future needs? If yes explain how is the money kept or where it is kept.
 - c) Explain if your parents or other relatives save money, how and why he or she saves money.
2. Then in groups share the information and summarise it by using the following questions:
 - a) How many students and parents save money? Work out percentages out of the total based on the group.

- b) Describe different ways parents and students save their money.
Suggest advantages and disadvantages of the different ways of saving money.
 - c) Explain the meaning of the term “savings”.
3. Present you findings in plenary.

Types of savings institutions (Institutions where people can save money)

There are three primary types of institutions where people can save their money in Malawi. These include; commercial banks, Savings and Credit Cooperations (SACCOs), and Deposit Taking Microfinance Institutions (DTMI).

1. Commercial banks

Commercial banks are the most convenient and safe of the three, but they usually pay less interest on your savings. Banks offer a number of savings options that you might want to consider. You can usually open a basic or regular savings account, sometimes referred to as a “passbook account,” with a small amount of money. This type of savings account will typically have no minimum balance requirement, or a low one. This type of savings account often offers a low interest rate, so if you are looking for a higher return on your money, you might want to investigate another type of savings account or look into investing. You have twelve commercial banks in Malawi to choose from for your savings. These include National Bank of Malawi, Standard Bank of Malawi, NBS Bank, First Merchant Bank, Nedbank, Indebank, Malawi Savings Bank, Opportunity International Bank of Malawi, Ecobank, International Commercial Bank, FDH Bank and CDH Investment Bank.

2. Credit unions

Credit unions are good bank substitutes that typically give good value on your money and are just as safe as banks. Most credit unions offer the same or similar savings options offered by banks but usually at a slightly higher interest rate. **Credit unions** are typically non-profit cooperative organizations that are organized for specific groups of people. A Savings and Credit Co-operative (SACCO) is a democratic, unique member driven, self-help co-operative. It is owned, governed and managed by its members who have the same common bond: working for the same employer, belonging to the same church, labour union, social fraternity or living or working in the same community. A Savings and Credit Co-operatives

membership is open to all who belong to the group, regardless of race, religion, colour, creed, and gender or job status. These members agree to save their money together in the SACCO and to make loans to each other at reasonable rates of interest. Interest is charged on loans to cover the interest cost on savings and the cost of administration. There is no payment or profit to outside interest or internal owners. The members are the owners and the members decide how their money will be used for the benefit of each other. Savings and Credit Co-operatives are democratic organisations and decisions are made in a structured democratic way. Members elect a board that in turn employs staff to carry out the day-to-day activities of the SACCO. There are over 40 SACCOs in Malawi.



Figure 13.1: Rumphi Teachers Sacco



Figure 13.2 :Finca, one of the money lending institutions

3. Deposit taking microfinance institutions (DTM):

A DTM is a microfinance that has the capability to offer savings and wealth creation products to the market as well as lend to consumers who require credit at a rate of interest. Examples include; Concern Universal, Malawi Rural Finance Company, Smallholder Agricultural Credit Administration(SACA), Small Enterprises Development Organisation of Malawi(SEDOM), World Vision, Women's World Banking Malawi(WWBMA) , CARE-Malawi and FINCA among others.

4. Village Savings and Loan groups (VSL groups)

Low-income individuals have a hard time saving with financial institutions, although they do engage in more expensive and riskier ways to save such as holding cash at home (subject to theft or fire), investing in durable assets with risky returns (such as livestock).

As an alternative to formal microfinance institutions village banks, known as village savings and loan groups (VSL groups), are sustainable and low-cost options. A VSL group is a self-selected group of people who pool (bring) their own surplus money in a fund from which members can borrow. The borrowed money is repaid with interest, causing the fund to grow. The regular savings contributions to the group are deposited with an end date in mind for the distribution of all or part of the total funds (including interest earnings) to the individual members. Transactions can only be carried out when all of the group members are present.

Sustainable and reliable access to savings provides the family with an effective cushion against emergencies such as sickness or death (which force them to use or sell productive assets like livestock). These groups meet on a regular basis, as decided by members, to make savings contributions to a common pool. At each meeting, members can request a loan from the group to be repaid with interest. CARE's VSLA model also introduces an emergency fund, allowing members to borrow money for urgent expenses without having to sell productive assets or cut essential expenses such as meals.

Activity 5

Identifying and discussing savings institutions

1. In group discuss;
 - a) Institutions where people in your area save money.
 - b) The advantages and disadvantages of institution you identified?
 - c) In rural areas most savings institutions are not available. Suggest how people in such areas can be assisted to save their money safely and at a profit.
2. Present your findings to class for discussions.

The importance of savings

There are a variety of reasons to begin saving money and include;

1. **To save money for emergencies**

It is important to have an emergency fund set aside to cover unexpected expenses (emergency cushion). This could cover an unexpected car repair, medical expenses, sudden loss of income or a sudden job loss. Ideally your emergency fund should be about three to six months of your expenses. You will need money set aside for these emergencies to avoid going into debt to pay for what you need.

2. **To prepare life after work (retirement)**

Another important reason to save money is your retirement. When you retire, that is you are no longer working. Your savings will provide you with a steady source of funding.

3. **To save for a house purchase**

A third reason to save money is for a down payment on a house. Your negotiating power goes a lot farther when you have a significant down payment towards your home. You will receive better interest rates, and be able to afford a bigger home. You can determine how much you save towards this each month depending on your circumstances.

4. **To save for vacations and other luxury items**

A fourth reason to save money is to have fun. You can save up for your tour of places of interest. Even if you save up for your vacation, and you can be able to buy items of interest during your vacation or holiday.

5. **To save for a new car**

A fifth reason is to purchase a car with cash. You will be amazed at how much money you can free up in your budget if you do not

always have a car payment. You can also negotiate the price of the car much lower if you are willing to pay cash at the dealership.

6. **To save for sinking funds**

A sixth reason is to set up your sinking funds. A sinking fund is money you set aside for future repairs or improvements on your car, home or other possessions. This planning can help you to stop dipping into your emergency fund every time you need to fix your car.

7. **To save for your education**

A seventh reason to begin saving money is for your future education. If you wish to go further with your education after finishing form four you need to save money in advance to realise your ambitions.

Activity 6

Discussing and role- playing the importance of saving

1. In groups discuss the following.
 - a) Explain why it is important to save money.
 - b) Why most parents and students do not save.
 - c) Cite proverbs from your local language that may encourage the youth to start saving while young.
 - d) Role-play what would happen in times of uncertainties such as sickness to a family that saves and a family that does not save.
2. Present your findings and activity in plenary.

Exercise 2

1. Explain the meaning of 'savings'.
2. Why does the increase in income not leading to increase in savings amongst most Malawians?
3. Identify savings institutions in Malawi.
4. Why is it important to start saving money while you are young?
5. Why is it important to save for your future expenses?

Investment

Investment is the commitment of money or capital to purchase financial instruments or other assets in order to gain profitable returns in the form of interest, income, or appreciation (increase) of the value of the instrument. Some examples financial assets are shares, bonds, gold, silver, real properties, and precious items. In Malawi you can invest for example in public or government assets such as Treasury bills, Treasury bonds and Treasury note through the Reserve Bank of Malawi.



Figure 13.3: Reserve Bank of Malawi

You can also invest by setting up your own business such as a shop, hawker, restaurants, rearing and selling broiler chickens or even running your own farm.



Figure 13.4 :A business woman,rearing broiler chickens for sale

Investment is related to saving or deferring consumption. An increase in productive wealth requires that some individuals abstain from consuming their entire income and make their savings available for investment. When an asset is bought or a given amount of money is invested in the bank; there is anticipation that some return will be received from the investment in the future.

Investing is the proactive use of your money to make more money or, to say it another way, it is your money working for you. Investing is different from saving. Saving is a passive activity, even though it uses the same principle of compounding (getting interests on interests). Saving is more focused on safety of principal (the amount you start out with) and less concerned with return. On the other hand your focus in investing is on return and goes with high risk. One way you measure results is by the expected return weighed against the anticipated risks. For example, each of these characteristics sets investing in stocks apart from savings in several different ways. Firstly, when an individual buy stock, he or she is buying a piece of a company and therefore become a part owner. This ownership gives the individual certain rights, including voting on important matters before the company and participating in the profits if the company distributes dividends.

Secondly, when a person own stock, she or he participate in the growth of the company. As the value of the company increases, so does her or his investment. If profits increase, the individual may receive bigger dividend (share of profits). The stock price may continue to rise for a long period. On the other hand, along with the potential for extraordinary gain is the potential for loss. These two go hand in hand. An investor can lose money his or her investing in stocks.

Activity 7

Brainstorming and discussing the meaning of investment

1. In groups,
 - a) Conduct a research on the different ways in which people make more money out of the money they saved. You can ask parents or relative and people in your community on how they invest and why.
 - b) Write a short report on your findings.
 - c) Brainstorm the meaning of “investment”.
 - d) Suggest the similarity and difference between savings and investment.
2. Present your findings in a plenary.

Importance of investing

Firstly, investment enables your money to work for you. You can invest your money and generate more money by earning interest on what you have put away or by buying and selling assets that increase in value.

Secondly, money is a fluid and things always cost more over time. It becomes obvious that doing nothing with your money will cause it to lose its buying power for instance when the currency has been devalued. It is therefore important to invest to make your money grow rather than shrink, especially putting it in more aggressive investments that produce a return that beats inflation.

Thirdly, everyone needs an emergency fund that can be tapped into at times of crisis. An unexpected expense, illness or loss of job can make people lose all their money if they do not have an emergency fund to fall back on. This money need to be invested so that it grows over time but should be safe from loss of principle. The type of investment should give flexibility to the owner of assets to able to sell when cash is needed quickly (during financial emergencies). Investing is also a way to help save money for a major purchase. This can be for a home, car or holiday. The more your money grows while it is invested, the faster you will reach your investing goal. However, if the savings goal will take several years to achieve, it is worth considering a little more risk in exchange for a little better return such as bonds or stocks. Finally, investment enables people to prepare for their future. Normally, when one retires from work it becomes difficult to meet financial demands; as such savings would be important at this stage of life.

Investing also has disadvantages which any potential investor in shares should take into account. Firstly, there is risk of loss if the market is down, that is the selling prices can be lower than its issuing price or the asset is sold before the maturity date. Finally, investing in stocks or in financial products requires an investment in knowledge about financial products, markets and economies.

Activity 8

Discussing and role-playing the importance of investment

1. In pairs;
 - a) Explain the relationship between saving and investment?
 - b) State the importance of investment.
 - c) Give reasons why most people do not invest.
2. Present you findings in class.
3. Role-play the situation: Two people have the same amount of money saved say K2 million. One of them invested the money and the other just kept it idle in the bank or consumed it. Show the importance of investing and consequences of not investing.

Unit summary

Every individual should learn to manage his or her money to avoid getting into financial crises. This can only be possible if they know how draw a sound budget on their income and expenses. From the budget they will be able to identify excess money to be saved for future uses. This money can be saved in financial institutions like commercial banks, SACCOs and deposit taking financial institutions. The money saved can further make more money through investments. There are many investment opportunities in Malawi both in the public and private sector.

Review questions

1. Explain the meaning of the following terms:
 - a) Budget
 - b) Saving
 - c) Investment
2. List down ways you can investment your money.
3. Describe factors to consider when budgeting.
4. What are the priorities to be considered when budgeting?
5. Explain the importance of savings. Answer in an essay form.
6. Mention three types of institutions where people can save money and give examples of each institution.
7. Why is investment important?

Glossary

Budget: A plan for your future income and expenditures that you can use as a guideline for spending and saving

Saving: A part of a person's income that is not spent or deferred consumption

Investment: Commitment of money or capital to purchase financial instruments or other assets in order to gain profitable returns in the form of interest, income, or appreciation (increase) of the value.

References

Betemeni, F.W. (2000) *Social Studies Book 1*, Dzuka: Blantyre.

MCDE (2000) *Junior Certificate Social Studies: Open & Distance Learning Resource*. Blantyre: MCDE

Namate, D. and Mtunda, F. (2000) *Malawi Junior Secondary School Social Studies Book 1*, Blantyre: Macmillan

credit unions [www.mcrofinancegateway.p/site/..](http://www.mcrofinancegateway.p/site/)

www.practicalmoneyskills.co.personfinance

www.moneysmart.gov.au>Home>Managingyourmoney

www.investopedia.com/./budgeting/

Unit

14

Population growth and resources in the environment

In Unit 5 you learnt how people relate to their environment mainly by drawing resources from the environment to meet their needs. Indeed our environments are endowed with resources that sustain life of people and support population growth. In this unit you will be able to identify resources available in the environment and classify them. You will also explain the effects of high population growth on resources. Then you will describe the importance of resources on population growth. Finally you will be able to explain the responsibilities of citizens towards resources.

Resources available in the environment

Resources are things found in the environment that are used by people to satisfy their needs and wants. There are many different resources in the environment and they include; land (soil), water, vegetation, tools, infrastructure, animals, birds, and minerals. The knowledge you will acquire in this unit will enable you to appreciate the importance of resources in supporting human population growth and how in turn population growth impact on resources, and consequently how people can act responsibly towards resources.

Classification of resources in the environment

The resources in the environment are classified into three types; human, natural and material resources.

1. Natural resources

The natural resources comprise of things in the environment not made by human beings. In other words, they are things provided by nature or exist in their natural state. Natural resources include such things as, land, sunlight, air, water, minerals, wildlife and human beings.

2. Material or artificial resources

Material resources are those resources which have been made by human beings mainly from natural resources. Material resources include clay pots, carved wood, food, furniture, clothes and infrastructure such as buildings, roads and communication lines as well as social services as schools, clinics and markets.

3. Human Resources

Human resources are composed of all human beings (people) both males and females. Human resources include skills, capabilities, knowledge, energy attitude and human health.



Figure 14.1: Human Resource (Capital) Development: students learning in class at college

Activity 1

Researching and discussing the resources available in the environment

1. In groups;
 - a) Explain the meaning of resources using your knowledge of Unit 5.
 - b) Conduct a research on resources available in the local environment such the school and the surrounding communities. Observe and identify resources and suggest their uses. Note is some resources are in abundance or are short supply.
 - c) Write a report on your observations.
2. Present your findings to the class.

Activity 2

Classifying resources in the environment

1. In groups;
 - a) Classify the resources you identified during the research into natural, material and human resources.
 - b) Use a list of identified natural resources including those commonly used in Malawi and classify them further into renewable and non-renewable resources.
 - c) Which type of resources do you think is very important?
2. Report your findings to the class.

Effects of rapid (fast) population growth on resources

Rapid population growth exerts pressure on the available resources. Almost all the natural and material resources are limited in supply. Therefore, this implies that as the population increases, the size remains the same, which results in severe demand of resources. Consequently, the resources are overused or mismanaged and they become depleted, degraded and even extinct.

The more people there are, the more pressure there is on natural, material and human resource development. Some of the effects of rapid population growth are:

1. Deforestation (wanton / careless cutting down of trees) leaves mountains, hilltops and other areas bare. It also leads to scarcity of trees, wild fruits, birds, wild animals and other plants.
2. Destruction of water catchment areas resulting in silting of rivers and lakes.

Year	Average fish weight per capita consumption (kg)
2008	5.4
2007	5.6
2006	5.7
2005	6.5

Trend of fish consumption in Malawi (2005-2008)

Department of Fisheries

As illustrated in the table above, fish consumption continues to fall in the country due to declining fish catches.

3. Destruction of fish breeding areas and animal habitat through encroachment of game reserves and parks.
4. Over fishing and poaching result in some species disappearing completely. Dwindling fish catches and reduced fishstocks for

example, the beautiful Malawi cichlid, the famous Mbuna fish is threatened of being wiped out due to over harvesting.

(See the table above).

5. Families or households would have limited land for cultivation and settlement. This in turn, would result in loss of soil fertility due to lack of fallow, and lack of land for cultivation forces people to cultivate on marginal lands (land which is not suitable for cultivation as they are prone to soil erosion like hill sides and along river banks).
6. Famine or inadequate supply of food which results in malnutrition, diseases and death.
7. Pollution of water, air and land resulting in diseases like cholera, dysentery, TB and bilharzia as well as ozone layer depletion and global warming.
8. The increase in population results in a shortage of employment (unemployment).
9. There is pressure on available social services for example; schools, classroom, teachers, desks, textbooks and other teaching and learning materials become inadequate and as such, children are not able to learn effectively in school due to overcrowding. Hospitals, hospital beds, nurses, doctors and even medicine would be come inadequate to serve the increased population. As a result most people might not have adequate medical treatment; they would continue to be sick, weak and unproductive and some would even die.
10. There is overcrowding in commuter transport.
11. People's standard of living becomes low. **Poverty** (lack of basic needs and money resources) result in people unable to make a living or to feed their families.
12. Creation of squatter settlements in urban areas due to lack of housing facilities in designating areas.

Activity 3

Observing and discussing effects of rapid population growth on resources

1. As a class;

- a) Conduct an educational visit to a special place to observe the pressure of population growth on resources.
 - b) Identify the effects of rapid population growth on environmental resources.
2. In groups
- a) Define the following terms; depletion, degradation and extinction. Which term appropriately applies to the situation you observed.
 - b) Draw future's wheels to show consequences that will follow from rapid population on resources.
3. Present your findings and future's wheel in plenary.

Importance of the resources

Resources are important in various ways. Each resource is important in its own way. The three types of environmental resources are important to the individual, family, community and the nation in the following ways:

Material Resources

Material resources improve the quality of life generally by providing:-

- a) Social services such as education, health, security, communication and transport.
- b) Goods from raw materials such as cotton, minerals, water, maize.
- c) Infrastructure such as power lines, roads, telephone lines and buildings.

Human Resources

The human resources are important in that they provide:

- d) Labour (human capital) for development through professionals, skilled and unskilled people contributes to national development.
- e) Skills, capabilities, knowledge and proper attitudes.

Natural Resources

Natural resources are important in such ways that they:

- a) Provide and support living things, for example, land as a habitat.
- b) Provide raw materials.
- c) Provide food for plants, animals and people.
- d) Are sources of fuel and power (energy).
- e) Are sources of income.
- f) Balance ecosystems (plants, animals and people with their surroundings).
- g) Attract tourists as they provide scenic beauty (views).
- h) Provide concoctions for medicinal use; for example, herbs.
- i) Protect water catchment areas.

Activity 4

Discussing the importance of resources on population growth

1. In pairs,
 - a) Explain how resources support population growth?
 - b) Discuss the importance of human and material resources natural resources.
 - c) Suggest problems people may face if resources in the environment are used up.
 - d) Share your findings with the whole class.

Citizens' Responsibility towards Resources

Though environmental resources are limited in supply, they are essential to life. Therefore, they must be managed properly. Destruction and poor management of environment resources is a result of high levels of poverty, illiteracy, population growth (resource demand) and lack of sense of responsibility and ownership.

Each citizen has a responsibility over resources in his or her local environment. This responsibility can be in form of:

- Caring for social service structures such as roads, school, hospitals, bus shelters, and power and telephone lines. Citizens should not vandalise these social services and should help to maintain them.
- Citizens should conserve resources by properly using and managing them. Conserving the environment is the maintenance of natural resources for future use and for health environment. For example, conservation of trees and forests can contribute to mitigate **global warming and climate** change. In recent times, the country has experienced a number of adverse effects of climate change. Due to global warming and climate change, the most serious have been dry spells, seasonal droughts, intensive rainfall, river line and flush floods and unpredictable rainfall patterns.
- Citizens should deal with the problem of deforestation by planting trees on the deforestation areas. This may involve establishing communal, private and school woodlots. Planting trees may help to protect water catchment areas, riverbanks and denuded (eroded) areas.
- Participating actively in community projects by either attending meetings or contributing ideas, taking up office such as being a committee member or contributing to the project through material or financial contributions. Through community projects, people work together to manage natural resources better and to provide social service structures to improve the standard of living in their local communities. Some communities establish village natural resources committees to help citizens participate in the decision-making and management of the resources around them. For example, Beach

Village Committees for communities that live near lakes to deal with over fishing and Farming Community Based Committees to curb encroachment and poaching in game reserves and national parks.



Figure 14.2 People planting trees

- Environmental Education may also assist in the management of resources. People need to be taught to make informed and rational decisions when using environmental resources. This is important because sometimes people misuse resources due to lack of knowledge on management and benefit of resources. Education campaigns can help people to realize how important natural resources are and how they can look after them. As such, there is need to raise education standards especially in rural areas and help locals own and appreciate their role in nurturing nature. For people to own and take part in conserving resources, they need to see its benefits.
- There is need to increase the access to information on sustainable agricultural practices. Citizens therefore should follow good agricultural practices which control land degradation caused by soil erosion such as crop rotation, contour cultivation, strip cropping, agro forestry and avoid over stocking and overgrazing.

- Citizens need to practice family planning to control population growth so that land and other resources should be used sustainably.
- Citizens need also to conduct income generating activities to eradicate poverty. The people should develop their rural areas through business enterprise and in so doing fight deforestation in their area and drive away people from charcoal business and concentrate on sustainable livelihoods. For example, they may be raising fish in ponds, raising poultry and dairy cows among others.

Activity 5

Discussing citizens' responsibilities towards resources

1. In groups:
 - a) Suggest ways in which you can take care of the following material resources.
 - Social service such as schools, hospitals, community roads and bridges
 - b) Discuss ways to conserve the following natural resources
 - Soil, water, wildlife, trees and fish
2. Present your findings to the class.

As learners you assist solve community resources to achieve sustainable development through proper use of resource. you need do the following activity.

Activity 6

Conducting a project work on resource management

As a class identify resources either in your school or in the surrounding community which are poorly used. Plan a project on how you can come in to assist for given time such as for a month, term or year. Come up with the activities, responsibilities of members and procedures you will follow to implement the plan. The suggested issues include; poor use of electricity and water in the school, deforestation, pollution, poaching and poor care of the hospital surroundings.

Unit summary

There are many resources in the environment such as land, water, vegetation; infrastructure and wildlife. These resources can be classified as natural, material (artificial) or human resources. Resources in the environment are important in many ways including being sources of income, food, employment, fuel and power; medicine and transport. However, rapid population growth is causing pollution, silting of water bodies, over fishing, scarcity of resources, and degradation and may lead to extinction of these resources. There is therefore need to manage and conserve resources properly. The citizens have a responsibility towards resources. The government as well has a responsibility towards the environment. For example, the government of Malawi to show its commitment towards the environment, has formulated an environmental policy and initiated programmes to achieve the aspirations outlined in the policy.

Review questions

1. Define the following
 - i. Resources
 - ii. Marginal land
 - iii. Poverty
2. Give four examples of environmental resources on which all people rely and suggest one way of protecting them.
3. Mention three types of resources.
4. Explain any five effects of high population growth on resources.
5. Explain any two ways in which human resources are important for the socio-economic development of a country.
6. Explain the effects of overuse on the following resources
 - a) Vegetation
 - b) Wildlife
 - c) Fish
 - d) Minerals.
7. Identify citizens' responsibilities towards natural resources.
8. Why is the responsibility of citizen towards resources important?

Glossary

Resources: Things found in the environment that are used by people to satisfy their needs and wants.

References

Betemeni, F.W. (2000) *Social studies Book1*, Blantyre: Dzuka Publishing Co.

MCDE (2000) *Junior Certificate Social Studies Open & Distance Learning Resource*, Blantyre: MCDE

MIE (2000) *Pre-service Teacher Training Population Education : Supplementary Materials in Geography*. Domasi: MIE/UNPFA

MIE (1998) *A Source Book for Population Education in Malawi*. Domasi: MIE/ UNFPA

Namate, D. and F. Mtunda (2000) *Malawi Junior Secondary School Social Studies Book 1*. Blantyre: Macmillan Malawi

Unit
15

Moral and Ethical Codes of Conduct

Every society has social units such as the family, the school, the community and religious institutions that are governed by certain acceptable moral and ethical codes of conduct. These moral and ethical codes of conduct become part and parcel of those of the larger society and they guide the behaviour and mould the character of every citizen. In other words, the society in which we live has made us who we are today in terms of the way we define wrong and right behaviour.

Personal moral code of conduct

In this unit, you will discuss morals and ethics and identify moral and ethical codes of conduct at home and school. You will also explain the importance of practicing good moral and ethical codes of conduct and identify some of the social problems at home and school and explain their causes. You will then explain the effects of moral degradation and suggest ways of preventing moral decay. Finally, you will discuss human virtues and explain their importance.

What is morality?

Morality is a system of conduct that embodies (includes) principles of right and wrong. It is something that defines right behaviour and wrong behaviour of people in society. Morals on the other hand, are standards of right behaviour. Any action that is in conformity (agrees) with the standards of right conduct or behaviour is referred to as a moral action.

Ethics are standards of behaviour (rules of conduct) governing a particular group of people, like the same profession, belief system or cultural group. For example, there are ethics of the teaching profession which guide the behaviour of all teachers. Similarly, there are ethics of the nursing profession which guide the behaviour of all nurses. Ethical behaviour is therefore that which conforms to the ethics of a particular group or profession.

A code of conduct is a set of rules that guide the behaviour of people in given situations which require them to choose between right behaviour and wrong behaviour.

In order to make an informed decision, it is helpful to have a personal moral code of conduct. A personal moral code of conduct is shaped by different factors as illustrated in the following diagram:

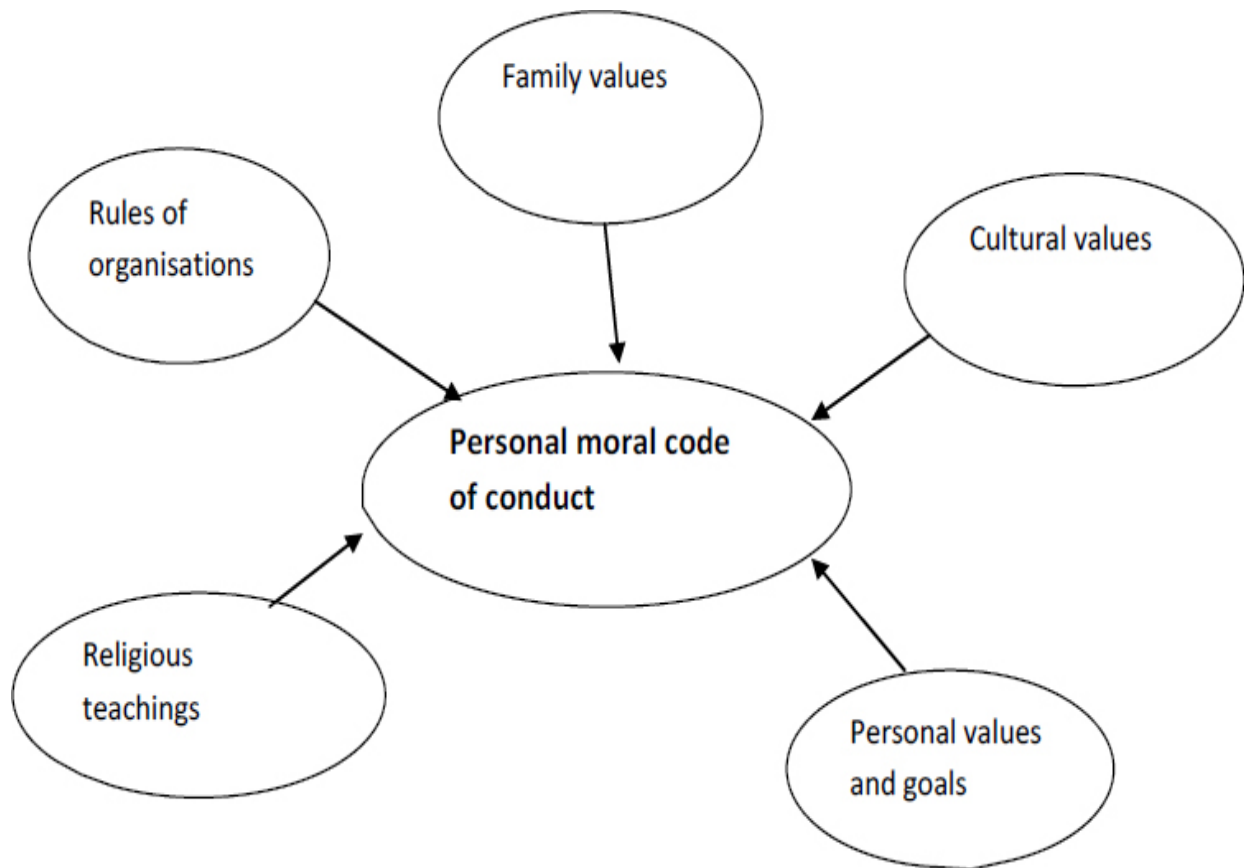


Figure 15.1: Personal code of conduct

Activity 1

Brainstorming personal code of conduct

1. In groups, brainstorm the meaning of the following terms:
 - a) Morality
 - b) Morals
 - c) Ethics
 - d) Code of conduct
2. Suggest the factors one would consider to come up with a personal code of conduct.
Report your work in plenary.

Activity 2

Explaining how personal moral code of conduct is affected by various factors

1. In your groups, discuss how each one of the factors in the diagram above affect personal moral code of conduct.
2. Identify those factors which have mostly shaped your moral code of conduct and give reasons.

What are values?

Values are things we believe in and uphold.

Family values

Every family has its values that are passed on to children and the rest of the members. For example, if a family values education, then all its members will strive to become educated in order to maintain the standards. As a result, members of such a family will consider education as one of the determining factors to come up with a personal code of conduct.

Rules of organisations

Organisations have rules that are meant to safeguard principles and purpose of their establishment. Schools, just like any other organization, have rules and regulations which are expected to be observed by students. Individuals incorporate these rules in order to come up with a sound personal moral code of conduct.

Cultural values

Cultural values are an essential component of a personal moral code of conduct if one is to fit very well in their society. Some of the cultural values in Malawi include generosity, humility, and respect for elders, kindness, hard work, obedience and being hospitable to everyone.

Religious teaching

Every religion requires that its followers strictly observe the moral teachings contained in its holy book. Christianity, for instance requires that all Christians should follow the moral teachings contained in the Holy Bible. As a result, the personal code of conduct for every Christian is influenced by Biblical teachings. Islam on the other hand, requires that all Moslems should follow the moral teachings contained in the Holy Quran. Therefore, the

personal code of conduct for every Muslim is influenced by the teachings of the Quran.

Personal values and goals

A good personal moral code of conduct needs to incorporate your aims and aspirations in life. Every young person should decide what they would like to become and achieve in life when they grow up. Personal values (preferences on what is good) and goals determine the moral choices that individuals make in their life.

Activity 3

Identifying and debating differences in personal values

1. Individually indicate against each statement, in the values clarification matrix below, whether you feel it is right or wrong

Value statement	Right	Wrong
Drinking beer to get rid of shyness		
Testing for HIV status before marriage		
Cutting down trees for charcoal		
Buying a car before building a house		
Castrating rapists		
Dangerous armed robbers should have their limbs amputated		
Moving away from fertile flood prone land to safe and less fertile area		
Getting an education is more important than having a lot of money		

2. Share your personal values with the whole class
3. Hold a debate on the motion 'abortion should be legalised'.

Moral and ethical codes of conduct at home and school

Activity 4

Identifying moral and ethical codes of conduct for the school and at home

1. In your groups, discuss and come up with a list of moral and ethical codes of conduct
 - a) For your school.
 - b) At home.
2. Present your findings in plenary for discussion.

In your discussion you may have noted that most of the moral and ethical codes of conduct at home are also there at school. As a result, a student who obeys family rules at home is more likely to find it easy to obey school rules and regulations. Look at the following list of moral and ethical codes of conduct and identify those that are practiced at school and those that are practiced at home.

Ask your teacher or fellow student to record the results on the chalkboard for discussion.

- Respect
- Honesty
- Faithfulness
- Fairness
- Justice
- Loyalty
- Tolerance
- Punctuality
- Obedience
- Self-respect
- Distinguishing right from wrong
- Respect for truth
- Self-discipline
- Acceptable dress code

- Responsibility

Activity 5

Discussing moral and ethical codes of conduct in groups

1. Which codes of conduct, from the list above, do you generally have difficulties or problems with in the school? Give reasons for each one of them.
2. Suggest solutions, so that students do not have difficulties or problems with the codes of conduct in question.
3. Present your work in plenary for discussion.

Importance of practicing good moral and ethical codes of conduct at home and school

Activity 6

Discussing effects of lack of good moral and ethical codes of conduct

1. In your groups, discuss the possible effects of lack of good moral and ethical codes of conduct among students.
2. Develop a list of your suggestions on the effects and present it to the whole class for discussion.

From your discussion in the above activity, you may have noted that all the effects on your list are negative. This implicitly shows that good moral and ethical codes of conduct are important to everybody including students.

The following are some of the points on the importance of practicing good moral and ethical code of conduct:

- It fosters orderliness at various occasions such as when queuing for a particular service.
- It promotes peace.
- It helps to promote good health. By sticking to good moral and ethical code of conduct individuals avoid behaviours that encourage the spread of diseases and other things that can cause injury to the body.
- It fosters love among people.
- It helps to foster unity among people.
- It fosters personal progress

Activity 7

Group assignments

In your groups,

1. Copy one statement assigned to your group from the above points on importance of good moral and ethical codes of conduct.
2. Copy the list of codes of conduct in activity 4.

3. Discuss which points from activity 4 contribute to your assigned statement and how.
4. Present your work in plenary for discussion.

Social problems at home and school

The following are some of the social problems that are particularly common in our society today. Rebelliousness, rape, teasing, teenage pregnancy, abortion, indiscipline, drug and substance abuse, abuse of children, sexual harassment, lack of respect, drunkenness and vandalism.

Activity 8

Explaining social problems at home and school

In groups, study the pictures below and answer the questions that follow:



Students vandalising a school block



Students drinking beer and smoking chamba

1. Identify the social problems illustrated by the pictures.
2. What do you think are the causes of each of these social problems?
3. What are the effects of these social problems?
4. Suggest ways of preventing the scenarios illustrated in the pictures.
5. Put your group answers on a flipchart.
6. Present your work to the whole class for discussion.

Causes of social problems at home and in school

1. Orphan-hood

This is the status of a child who has lost one or both parents due to death. An orphan may lack many things such as clothes, schools fees, food, parental care, love and guidance and other basic things in life. As a result, some orphans may indulge in prostitution, theft and other vices due to lack of parental guidance or poor parenting.

2. Poverty

Poverty is the state in which an individual lacks basic needs in life such as food, shelter, safe water, medical care and education. Poverty may influence some people to get involved in unwanted behaviours such as theft and prostitution in order to get basic needs. Others may start abusing drugs and substances thinking that they would forget their condition.

3. Peer Pressure

This is the tendency or practice among young people of the same age group in which they influence their friends to copy bad behaviour. Through peer pressure, a boy or a girl may do certain things such as pre-marital sex, drinking beer and smoking in order to be accepted by his or her friends and make them happy.

4. Frustration

This is the state of being disappointed, dissatisfied or annoyed for failure to fulfill one's wishes or achieve something. If not handled properly, frustration may influence a person to start abusing drugs and substances, drinking beer and smoking.

5. Ignorance

Sometimes girls and boys get involved in reckless behaviour due to lack of information on the bad effects.

6. Drunkenness

Some people become violent when they are drunk and they disturb the peace and tranquility in the home and school. Students who are drunk may even vandalise school property and create an environment that is not conducive for others to learn.

7. Influence of the Media

The media such as videos, television, magazines and newspapers, radio and the internet expose boys and girls to foreign and uncensored cultural materials. As a result, these young people copy behaviours that erode the established moral and ethical values of our society.

Effects of moral degradation (breakdown of moral values)

Moral degradation or moral decay refers to the erosion of moral and ethical values of a society. There are many effects of moral degradation as you may have noted in activities 8 & 9. Some of the effects include the following:

1. Increased spread of sexually transmitted infections (STIs) and HIV/AIDS.
2. Breakdown of law and order.
3. Rise in crime rate.
4. Increased cases of violence against women and abuse of children.
5. Vandalism of public and private property.
6. Suffering and death of young people who should be contributing to the development of the country.
7. Sterility or barrenness.
8. Communication breakdown between the older generation and the new generation thereby creating chaos.
9. Slow socio-economic development

Activity 9

Discussing the causes and effects of social problems at home and school

In your groups,

1. Choose any one social problem that is common in schools.
2. Develop a problem tree on the chosen social problem in which the roots of the tree should show the causes, the trunk should show the social problem and the branches should show the effects.
3. Put your problem tree on a flipchart.
4. Present your work in plenary for discussion.

Ways of preventing moral decay (degradation)

As noted in activity 8, there are a number of things you can do to prevent moral decay which may include:

1. Problem solving and decision making skill

Problem solving and decision making is an important skill for one to make sound and informed decisions. Sound decision making involves identifying the problem, analysing it, weighing the available alternative solutions based on their merits (advantages) and demerits (disadvantages) and finally making the most rational decision. This helps to avoid making impulsive or thoughtless decisions that may contribute to the erosion of moral values and have negative effects on you and others

Activity 10

persuasion to have premarital sexual intercourse

1. You are being persuaded or forced to have premarital sex.
2. Make a decision using the problem solving and decision making model you have learnt.
3. Show your points at each level of the process.
4. Share your points with the whole class for discussion.

2. Self – discipline or self- control

This is about exercising control over one's behaviour and emotions. It involves self-respect and respect for others. Self-discipline can help to prevent moral decay.

3. Setting positive goals in life

A goal is one's aim or purpose. Setting positive goals about what you would like to become and achieve in life helps to avoid such things as early marriage, pre-marital sex, drug and substance abuse, smoking and other things which can prevent you from achieving your goals. As a result, the moral values of the society are maintained.

Activity 11

Making your goals known

1. Individually, write on a piece of paper your personal goals.
2. Present your list to the whole class and explain what you will do to achieve them.

4. Assertiveness

Assertiveness means standing firm by one's opinion or decision without offending others. An assertive person expresses his or her ideas clearly and freely, takes responsibility for his or her actions or mistakes, is ready to improve on his or her weaknesses and takes up challenges and finds solutions. An assertive person is therefore able to resist peer pressure, achieve his or her goals and is able to maintain the moral values of the society.

5. Keeping busy

Finding something positive to keep you busy during free time helps one to avoid getting involved in bad behaviours such as drinking beer and casual sex. This can help to prevent moral decay or degradation.

6. Obedience

Obedience means respecting the rules and pieces of advice from elders, parents and others in authority such as teachers and counsellors. The behaviour of obedient boys and girls is usually good because it conforms to the standards set by the society. Obedience can therefore help to prevent moral degradation.

Exercise

1. What contributions would the following make in shaping a person's moral code of conduct:
 - a) Family values?
 - b) Cultural values?
2. Suggest ways of preventing teasing in secondary schools.

Human virtues and vices

Virtues are desirable attributes (good character traits) of a person. Anyone whose behaviour shows these attributes is said to be virtuous (of good character) and may be a source of pride to the family and the society. Vices are undesirable attributes (bad character traits) of a person. Anyone whose behaviour is full of vices is often a source of disappointment and ridicule to the family and the society.

Examples of virtues and vices

Every human being has both virtues and vices. But those who are considered virtuous have more virtues than vices. As a result, the more virtues overshadow the few vices which they have. Some of the examples of human virtues are courage, justice, humility, prudence, charity, self-control, tolerance, respect, responsibility, honesty, patience, obedience, generosity, empathy, love and hard work. Whereas vices include corruption, cowardice, arrogance, impudence, selfishness, intolerance, disrespect, impatience, dishonesty, irresponsibility, greed, drunkenness, sexual immorality, disobedience, laziness and cheating.

Activity 12

Identifying human virtues and vices

In your groups;

1. Discuss the difference between a virtue and a vice.
2. Make a list of virtues and another one for vices.
3. Discuss and agree on the possible effects of the items on each list.
4. Present your work in plenary for discussion.

Importance of virtues

Virtues help to:

- Promote fairness and equality.
- Promote good health.
- Promote peace, stability and prosperity.
- Cement friendships and marriages.

- Ensure proper use of resources.

Disadvantages of Vices

Vices lead to:

- Conflict and wars.
- Suffering and death.
- Wastage of resources.
- Poverty and lack of development.
- Frustration, disunity and mistrust.
- Breakdown of law and order.
- Break up of marriages.

Activity 13

Discussing the importance of human virtues

In your groups,

1. Copy and complete the following table on virtues and vices. Write as many virtues and vices as possible in the appropriate columns.

Virtue	Advantages	Vice	Disadvantages
Justice	Promotes fairness Promotes equality	Sexual immorality	Contraction of STIs and HIV/AIDS Barrenness

Table showing virtues and vices

2. Suggest ways in which virtues can be developed.
3. Present your work in plenary for discussion.

Ways in which virtues are developed

- Constant and persistent practice
- Associating with people of good character
- Obeying rules and laws.
- Seeking and following good pieces of advice from parents, elders and those in authority.

Exercise

1. Describe the character traits of the person you consider virtuous in your school.
2. What pieces of advice would you offer for him or her to sustain these virtues?

Unity summary

Moral and ethical codes of conduct help us to define wrong and right behaviour. When our behaviour does not conform to the established moral and ethical codes of conduct of our society the result is moral decay. Moral decay is the total breakdown of moral values leading to many negative effects as you noted in activity 4. Everyone is supposed to develop his or her own personal code of conduct based on cultural values; family values; rules of organisations such as the school; religious teachings; and personal values and goals. When one's behaviour is based on a sound personal code of conduct then he or she is virtuous. In an ideal situation, human beings are supposed to possess virtues without vices. But since we are fallible (liable to make mistakes), everyone has a combination of virtues and vices. However, it is advisable to try as much as possible to get rid of vices and develop more virtues using the techniques you have learnt in the above section.

Review questions

1. Using specific examples, explain the importance of practicing sound moral and ethical codes of conduct.
2. Discuss the causes and effects of moral decay in schools.
3. Suggest ways of preventing moral decay in your school.
4. In your own words explain the difference between virtues and vices.
5. Using specific examples explain the negative effects of vices.
6. What are the benefits of virtues to the society and the individual? Explain with examples.

Glossary

Morals:Standards of right behaviour

Ethics:Rules of conduct for a particular profession or group of people

Morality:System of conduct that embodies principles of right and wrong

Moral degradation or decay:Total breakdown of moral values

Moral values:Ideas which guide people to choose right behaviour

Code of conduct:A set of rules guiding the behaviour of people

Virtue:Desirable character trait of a person

Vice:Undesirable character trait of a person

References

Mhlanga A. S. et-al, (2002) *Senior Secondary Life Skills Education: Teacher's Book 3 and 4*. Blantyre: Macmillan Malawi

Mhlanga A. S. (et-al, 2002) *Senior Secondary Life Skills Education: Students' Book 3 and 4*. Blantyre: Macmillan Malawi

Namate D. & Mtunda F (2000) *Malawi Junior Secondary Social Studies: Book 1*. Blantyre: Macmillan Malawi

Wadi-Betemeni F (2000) *Social Studies: A Junior Secondary Course: Students' Book 1*. Blantyre: Dzuka Publishing Co.

Namate, D. & Mtunda, F. (2000) *Malawi Junior Secondary Social Studies: Book 2*. Blantyre: Macmillan

Wadi-Betemeni, F. (2001) *Social Studies: A Junior Secondary Course: Students' Book 2*. Blantyre: Dzuka Publishing Co.

Chilambo M (2002) *Social Studies: A Junior Secondary Course: Teacher's Book 1*. Blantyre: Dzuka Publishing Co.

Chilambo M (2003) *Social Studies: A Junior Secondary Course: Teacher's Book 2*. Blantyre: Dzuka Publishing Co.

Unit
16

Adolescence and social environment

Adolescence is a transitional period between childhood and adulthood (usually taking place from 10 to 19 years).

In this unit, you will discover more about adolescence. You are going to describe the physical and psychological changes that take place during puberty and adolescence. You will also examine the potential opportunities and challenges of adolescents. You will then identify responsible and irresponsible adolescence and their effects on interpersonal relationships. .

Meaning of ‘adolescent’

An adolescent is a person who is neither a child nor an adult. Adolescence starts with puberty which is the onset of bodily changes due to the secretion of hormones. The appearance of these changes can be a cause for concern and anxiety among adolescents. An understanding of the physiological, physical and psychological changes that take place during this period is vital for the adolescents to know how to handle themselves. The knowledge and skills from this unit will help you to understand the changes which are taking place in your body so that you are able to appropriately handle these changes. You will also be able to avoid irresponsible behaviour in your interaction with others for the good of yourself and the society

Physical and psychological changes that take place in a person's body during puberty and adolescence

The following are some of the physical changes associated with adolescence:

1. In boys, there is an increase in the size of the penis, testicles and scrotum. These are accompanied by other changes such as the onset of facial hair and pubic hair, deepening of voice, muscle development, broadening of shoulders, growth of hair in the armpit and growth of pimples. In addition, boys experience their first involuntary ejaculation in wet dreams indicating that their reproductive organs are mature and can produce sperms which can make a girl pregnant.



Figure 16: Stages of physical changes in boys

2. In girls, the vagina, ovaries and the uterus increase in size. The eggs in the ovaries mature and begin to be released periodically leading to the

onset of menstruation. The other features include enlargement of breasts, widening of hips, lowering of voice, growth of pubic hair, growth of hair in the armpit, softening of the skin, and growth of pimples.

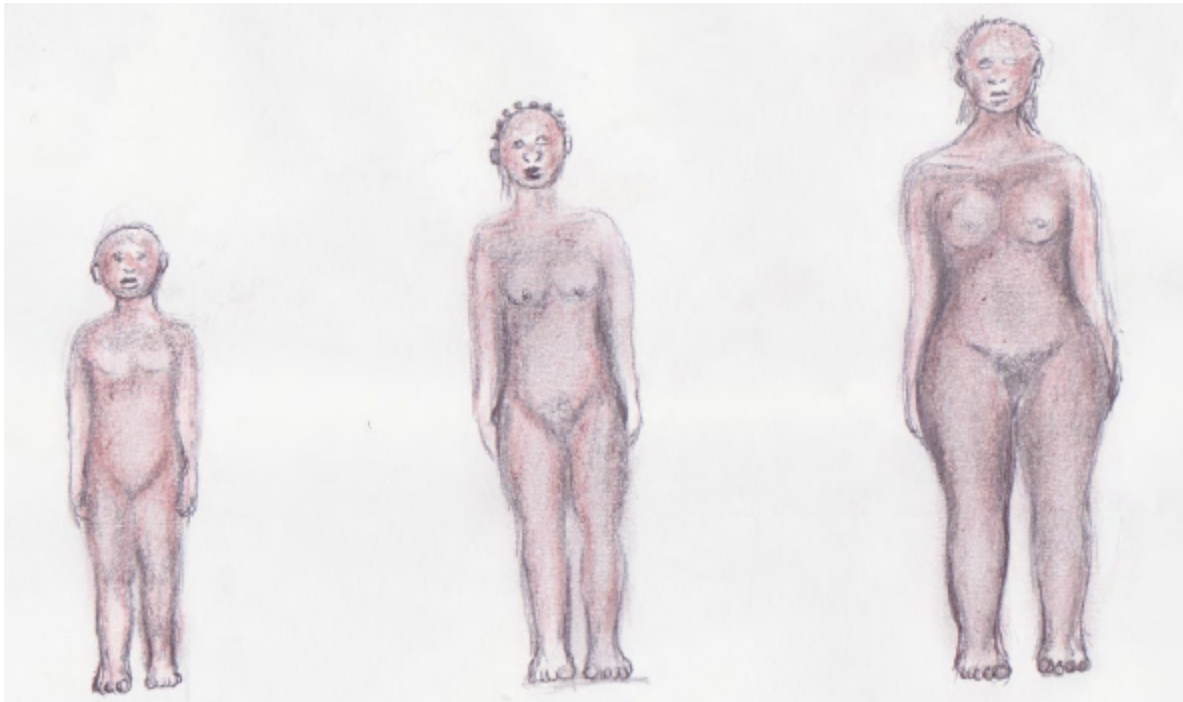


Figure 17.2: Stages showing physical changes in girls

The appearance of the changes during adolescence does not mean that boys and girls should automatically engage in sexual intercourse as this may lead to unplanned pregnancies whose responsibilities they cannot manage to shoulder. Responsibility for pregnancy demands a lot of material and economic resources. There are also other adverse effects on the girls' reproductive health such as obstructed labour that may lead to fistula. It can also lead to contraction of sexually transmitted diseases and HIV / AIDS.

Activity 1

Discussing physical and psychological changes that take place in a person during puberty and adolescence

In your groups, discuss the following:

1. Using your personal experience:

- a) Discuss and list the physical changes that take place during adolescence
 - i. In boys
 - ii. In girls
 - b) Describe the psychological changes that take place in a person during adolescence.
2. Drawing from your experience, what are the effects of these physical and psychological changes?
 3. Report your work in plenary for discussion.

Effects of the physical changes on the adolescent

Adolescents may feel that they are becoming old faster than they wanted and therefore feel embarrassed. For instance, boys may start plucking their facial hair (beard) thinking that this will make it disappear permanently. When boys have their first involuntary ejaculation and girls their first menstruation, they may not know how to handle it and develop a feeling of embarrassment.

Activity 2

Identifying the effects of the physical changes on the adolescent individually

1. Review the physical changes that take place during puberty and adolescence.
2. Group the changes into those which you like and those which you do not like.
3. How do you cope with the changes you do not like? What are people's reactions to your changes?
4. Share with the whole class for discussion.

Psychological changes in adolescents

- They develop personal values and beliefs.
- Increased sensitivity to failure.
- Frequent changes in their mood.
- Special interest in the opposite sex.
- Sensitivity to remarks made by adults and peers about their changes or appearance.
- Obsession with their physical appearance.
- They want attention and appreciation.
- They want to become more independent.

The changes associated with adolescence may lead to breakdown of moral values among boys and girls if they do not seek guidance and counselling. Lack of appropriate skills in problem solving and decision making and

assertiveness may also worsen the situation. Adolescents may, for instance, become excited and start smoking, drinking beer, being rude, deliberately breaking school rules and regulations and having sexual intercourse which may lead to teenage pregnancy and contraction of sexually transmitted infections (STIs) and HIV/AIDS.

Activity 3

Discussing the effects of psychological changes during adolescence

In your groups discuss the following:

1. If one does not seek guidance and counselling, what will be the effects of the following during adolescence?
 - a) Special interest in the opposite sex
 - b) Increased sensitivity to failure
2. Present your work in plenary for discussion.

Potential opportunities and challenges of adolescents

Adolescents have a lot of opportunities which require them to make choices. The potential opportunities include obtaining further education, career choices, learning to value the advice of elders, being able to work and earn money, choosing friends, recognizing their uniqueness and worthiness and learning certain important skills.

Similarly, there are potential challenges such as sexual desire, peer pressure, parents' and teachers' expectations, community demands and expectations and personal goals and needs.

Activity 4

Identifying potential opportunities and challenges of adolescents

In your groups,

1. Discuss and make a list of potential opportunities of adolescents and explain how you can take advantage of them.
2. Discuss and make a list of potential challenges of adolescents and suggest how you can deal with them.
3. Present your findings in plenary for discussion.

Thinking point

Why do you think the following are challenges during adolescence?

- a) Sexual desire
- b) Peer pressure
- c) Parents' expectation
- d) Personal goals and needs

Importance of sound decision making, assertiveness and self-esteem

Decision making is a process of making choices from a list of options. Sound decision making involves thinking critically about an issue in order to make a well informed choice. It also involves weighing alternative solutions to a particular problem based on merits and demerits of each option.

Assertiveness is the ability to express your thoughts, beliefs, needs, desires and feelings openly and honestly without offending others. It also means knowing what you want and why and being able to take necessary steps to achieve it. Assertiveness can cover a wide range of situations. For example, it can involve a girl rejecting sexual advances of a boy. It can also involve boys and girls convincing their parents that they need to continue with their education. Assertiveness is different from aggression in that listening to what people say and respecting what they feel and want is an essential component of being assertive. The characteristics of an assertive person include speaking out for oneself, behaving confidently, expressing one's views or feelings freely, taking responsibility for one's actions, obtaining what you want without hurting or offending others, disagreeing without being angry, taking up challenges and finding solutions, resisting peer pressure, asking for help when in need and setting realistic goals and striving to achieve them.

Self-esteem is the way we value and feel about ourselves. A person with high self-esteem is confident, optimistic and determined to achieve what he or she wants.

Sound decision making, assertiveness and self-esteem are important for adolescents as they help them in the following ways:

- To set realistic personal goals and to be able to achieve them.
- To avoid making impulsive decisions (making decisions without considering effects).
- To choose friends wisely.

- To contribute positively to home, school and community.
- To resist peer pressure.
- To take pieces of advice and also to be able to counsel others.
- To be able to cope with stressful situations.

Activity 5

Brainstorming and discussing the importance of sound decision making, assertiveness and self-esteem during adolescence

1. Brainstorm the following:
 - a) Decision making
 - b) Assertiveness
 - c) Self-esteem
2. In your groups, discuss the importance of the items in (1) above to you as adolescents.
3. Present your work in plenary.

Exercise

1. What do you understand by the following terms:
 - a) Adolescence
 - b) Puberty
2. Describe physical changes during adolescence which
 - a) occur in girls only.
 - b) occur in boys only.
3. Explain how sound decision making can help you to avoid bad behaviour.
4. How do adolescents react to the physical changes on their body?
Give three points.

Responsible adolescence and interpersonal relationships

Adolescents interact with one another regardless of race, religion, status in life, political affiliation and other factors. They also interact with people of the older generation. This type of interaction is referred to as interpersonal relationship. Exercise of responsibility in interpersonal relationships helps to enhance mutual trust, cooperation, good neighbourliness, fair play and mutual support.

Activity 6

Discussing interpersonal relationships

1. Study the following in pairs and describe the relationships shown in each picture.





2. Report your work to the whole class for discussion

Characteristics of responsible adolescence in interpersonal relationships

An adolescent boy or girl who is responsible has the following characteristics:

- Receptive to guidance and counselling from parents and elders.
- Has the spirit of brotherhood or sisterhood.
- Is able to control his or her sexual desire.
- Makes good choice of peers.
- Observes norms and values of the society.
- Takes care of public property.
- Exercises control over his or her emotions.

Activity 7

Role-playing characteristics of responsible adolescence

In your groups,

1. Discuss and make a list of characteristics of responsible adolescence.
2. Choose and role-play any one characteristic showing its positive effects on the individual and the society.
3. Discuss the role play in plenary.

Effects of responsible adolescence in interpersonal relationship

- It enables one to make well thought out decisions on issues affecting them and others in society.
- It promotes mutual trust and respect.
- It promotes tolerance and coexistence.
- It creates a morally clean society.
- It helps to avoid teenage pregnancies.
- It promotes good health.

Effects of irresponsible adolescence

Irresponsible adolescence has many negative effects as follows:

- It leads to the spread of sexually transmitted diseases and HIV / AIDS
- Vandalism of public and private property.
- Increase in crime rate and general state of insecurity.
- Increase in school drop-out rate.
- Lack of mutual trust, respect and tolerance.
- Increase in cases of teenage pregnancy.
- It leads to conflicts and domestic violence.

Activity 8

Developing a future's wheel on causes and effects of irresponsible adolescence

1. In your groups, draw a future's wheel on causes and effects of irresponsible adolescence.
2. Suggest possible solutions to irresponsible adolescence.
3. Present your work in plenary for discussion.

Ways of avoiding irresponsible adolescence

- Being obedient to parents, elders and those in authority such as teachers.
- Making use of problem solving and decision making skills.
- Being assertive to resist peer pressure.
- Seeking guidance and counselling.
- Proper planning of one's leisure time.
- Getting busy with positive endeavours such as sporting activities, games and reading the word of God.

Thinking point

How would the following help one to avoid irresponsible adolescence:

1. Obedience to parents
2. Seeking guidance and counselling
3. Proper planning of one's leisure time
4. Making use of decision making and problem solving skills

Exercise

1. Why do you think parents' and teachers' expectations can be a challenge to the adolescent?
2. Suggest any two ways in which good choice of peers can help you develop responsible adolescence.
3. Describe the characteristics of responsible adolescence.

Unit summary

During growth and development, there are several bodily changes that take place in both boys and girls. These changes have psychological effects which may result in some adolescents refusing to accept them on their body. However, adolescent boys and girls should know that these changes are normal and that they prepare them for adult life. The various challenges that are associated with adolescence require that boys and girls should develop appropriate skills in problem solving and decision making; assertiveness and self-esteem in order to effectively deal with such challenges. This leads to the development of responsible adolescence. When adolescents are excited and do not think through their decisions and behaviour it may lead to breakdown of moral values whose effects are negative on both their life and that of others in society.

Review questions

1. Describe the causes of irresponsible behaviour among adolescents.
2. Explain how assertiveness and self-esteem can help to deal with peer pressure.
3. Explain how the society can benefit from responsible adolescence.
4. Describe the opportunities and challenges of adolescents
5. Outline the effects of irresponsible adolescence
6. Suggest ways in which you can avoid irresponsible adolescence.

Glossary

Adolescence: Transitional period between childhood and adulthood

Adolescent: A young person who has undergone puberty but has not reached full maturity

Puberty: The onset of bodily changes due to the secretion of hormones culminating in sexual maturity

Responsible adolescence: Being responsible in one's behaviour and in making choices during adolescence

Self-esteem: The way a person values and feels about himself/herself

Assertiveness: Ability to express your thoughts, beliefs, needs, desires and feelings openly and honestly without offending others

References

Ministry of Education, Science and Technology (2000) *Biology Supplementary Materials for Pre-Service Teacher Training in Population and Sexual Health Education: For use in Secondary and Post-secondary Institutions*. Domasi: MIE

Ministry of Education, Science and Technology (2000) *Junior Secondary Population and Sexual Health Education in Biology: For use in Secondary and Post-Secondary Institutions*. Domasi: MIE

Ministry of Education, Science and Technology (2000) *Pre-Service Teacher Education: Population Education Supplementary Materials in Home Economics: For use in Post-secondary Institutions*. Domasi: MIE

Mhlanga A.S (2008) *Growth and Development and Assertiveness: Paper presented at a workshop to orient Secondary School Life Skills Teachers*. Domasi: MIE

Mhlanga A. S. et al (2002) *Senior Secondary Life Skills Education: Student's Book 3 and 4*. Blantyre: Macmillan Malawi

Mhlanga A. S. et al (2002) *Senior Secondary Life Skills Education: Teacher's Book 3 and 4*. Blantyre: Macmillan Malawi

Wadi-Betemeni, F. (2000) *Social Studies: A Junior Secondary Course: Student's Book 1*. Blantyre: Dzuka Publishing Co.

Namate, D. and Mtunda, F. (2000) *Malawi Junior Secondary Social Studies Book 1*. Blantyre: Macmillan Malawi

Unit

17

Good health habits

Good health is the state of being vigorous (strong and full of energy) and free from bodily or mental illness, injury or pain. Everyone needs good health in order to be productive and to contribute positively to family and national development. But good health cannot be sustained if our habits are not healthy. Unhealthy habits can make us become infected with diseases and develop ill health. Good personal hygiene practices help to promote good health. In this unit, you will identify good personal hygiene practices and explain the ways in which surroundings can be kept clean. You will also explain the importance of practising good health habits and the ways in which one can keep physically fit. The knowledge and skills from this unit will help you to develop personal good health.

Good personal hygiene practices

The following are some of the good personal hygiene practices:

- **Taking a bath with soap regularly.**
This helps to remove dirt, body odour and germs that cause diseases. It also helps us to look attractive.
- **Washing dirty clothes.**
Regular washing of clothes helps us to look neat and attractive. Dirty clothes may harbour lice and also make us look unattractive.
- **Brushing teeth after meal.**
Brushing teeth using a toothbrush after meals helps to prevent tooth decay. A clean toothbrush with soft and appropriate bristles helps in removing food particles that stick between teeth, which can cause tooth decay.
- **Combing hair and keeping it to an appropriate size.**
This helps us to look neat and presentable.
- **Cleaning genitals.**
Cleaning our genitals using clean water helps to remove dirt, bad smell and to prevent the spread of germs that may cause infections.
- **Eating a variety of good foods.**
Eating a variety of foods with all nutrients such as proteins, carbohydrates and fats, minerals and vitamins help us to have a healthy body. One should eat the right amount of food with the right nutrient and fibre content on daily basis. Eating too much food leads to constipation while too little leads to malnutrition.
- **Drinking plenty of clean water.**
The body needs water in order to function properly. It is therefore very important to drink plenty of clean water every day.

Activity 1

Discussing good personal hygiene practices

In your groups,

1. Discuss and come up with a list of good personal hygiene practices.
2. Explain how these can help you to keep healthy.
3. Report your findings in plenary for discussion.

Ways of keeping the surroundings clean

Activity 2

Demonstrating ways of keeping the surroundings clean

1. Organize a general cleaning exercise around your school premises.
2. After the general cleaning, discuss why it was important to do the cleaning in the concerned places.
3. Ask a fellow student to take down points on the chalkboard for further discussion.

Activity 3

Identifying ways of keeping the surroundings clean

1. Study the pictures below and identify the ways of keeping the surroundings clean which they illustrate.





2. Suggest other ways of keeping the surroundings clean apart from the ones depicted in the pictures.

Clean surroundings are attractive and good for our health. The following are some of the ways of keeping the surroundings clean:

- Not urinating in public places.
- Planting flowers around our premises.
- Making up one's bed every morning.
- Slashing grass to keep it short so that it does not harbour snakes and mosquitoes.
- Removing stagnant water around our homes to prevent breeding of mosquitoes.
- Picking up and disposing litter.
- Trimming hedges.
- Mopping.

Good health habits

Practicing good health habits helps us to avoid contracting and spreading diseases. Some of the good health habits include:

- Proper use of toilets.
- Use of handkerchiefs.
- Washing hands before eating.
- Use of rubbish pits and bins.
- Washing fruits and vegetables before eating them.
- Practicing prevention and taking action for early detection of diseases
- Seeking reliable health care information

Activity 4

Brainstorming and role-playing good health habits

1. As a class, brainstorm habits that are good for your health. Ask your teacher to write them down on the chalkboard.
2. In your groups, role-play some of these good health habits. Discuss the role –plays.

Ways of keeping physically fit

The following are some of the ways of keeping oneself physically fit.

- Sleeping early so as to get enough sleep.
- Doing manual work.
- Doing physical exercise.
- Participating in sporting activities during one's leisure time.
- Correct posture such as sitting up, sleeping correctly and walking upright and fast.

Activity 5

Role-playing ways of keeping physically fit

1. In your groups, role-play ways in which you can keep yourself physically fit.
2. Discuss the role-plays.

Exercise

1. Why do you think it is important to plant flowers and grass around the school premises?
2. What are the negative effects of the following practices:
 - a) Urinating in public places such as behind trees and buildings?
 - b) Eating fruits without washing them?
 - c) Wiping the nose without using a handkerchief?

Unit summary

It is important for us to practice good health habits in order to promote our personal good health. A healthy person is productive and can concentrate on his or her work including studies. The unhealthy person is easily tired, depressed and can make relatives busy taking care of him or her instead of working. Always keep healthy by practicing good health habits.

Review questions

1. Describe the following with examples:
 - a) Good personal hygiene practices.
 - b) Unhealthy habits.
2. Discuss with relevant examples the benefits of practicing good personal hygiene habits.
3. Explain the pieces of advice you would give to someone who does not do physical exercises.
4. What are the advantages of doing the following:
 - a) Removing stagnant water from our surroundings.
 - b) Cleaning genitals regularly.
 - c) Drinking plenty of clean water.
 - d) Physical exercises.
5. Why do you think students should clean their toilets regularly? Give two points.

Glossary

Good health: State of being vigorous and free from bodily or mental illness, injury or pain

Personal hygiene: Set of practices associated with the preservation of health for a healthy living

Good health habits: Things that must be done regularly in life in order to keep healthy

References

Malawi Institute of Education (2004) *Malawi Junior Secondary Education: Life Skills and Sexual and Reproductive Health Education Form 1*. Domasi: MIE

Malawi Institute of Education (2004) *Malawi Junior Secondary Education: Life Skills and Sexual and Reproductive Health Education: Form 2*. Domasi: MIE

Wadi-Betemeni F (2000) *Social Studies: A Junior Secondary Course: Student's Book 1*. Blantyre: Dzuka Publishing Co.

Namate, D. and Mtunda, F. (2000) *Malawi Junior Secondary Social Studies Book 1*. Blantyre: Macmillan Malawi

Ministry of Education, Science and Technology (2000); Pre-Service Teacher Education: Population Education Supplementary Materials in Home Economics: For use in Post-secondary Institutions. Domasi: MIE

Malawi Institute of Education (2004): Life Skills and Sexual and Reproductive Health Education Training Manual for Secondary Schools. Domasi: MIE

Unit
18

Social Justice

Social justice is a principle of equality, fairness and respect for human rights of all people and the law. It is about making society more just through removal of barriers which people face because of gender, age, race, ethnicity, religion, culture, disability, sexual orientation and other factors. Achieving social justice where nobody feels excluded, victimized or disadvantaged in terms of opportunities and enjoyment of human rights is what every modern society should aspire to accomplish. In this unit, you will describe examples of social injustice in the home and community and explain the importance of social justice. Knowledge and skills from this unit will help you to become active in the promotion of social justice and to fight against cases of social injustice both in the home and community

Cases of social justice in the home and community

Social justice should be practiced everywhere including in the home and school. Parents can practice social justice by loving all of their children regardless of their mental or physical condition without discrimination.

Every child should be given equal opportunity and a fair share of resources to get an education. Parents should also consider the mental and physical condition of their children when assigning household chores in order to achieve fairness.

In a community, a chief or village head should exercise impartiality (no favouritism) when dispensing justice in civil matters. When identifying beneficiaries of social protection programmes, such as the farm input subsidy programme, chiefs and village heads should consider the levels of poverty of their subjects and avoid corruption in order to ensure fairness.

In a school 'social justice' may include giving fair punishments to all students based on school rules and regulations. It would also mean providing appropriate resources and special assistance to learners with special needs so that they are not disadvantaged.

Activity 1

Discussing the meaning of the terms 'justice' and 'social justice'

In your groups,

1. Discuss the difference between 'justice' and 'social justice'
2. Come up with a real life story on social justice and narrate it to the whole class
3. Explain the elements in the story that show the occurrence of social justice

Thinking point

Do you think John Chilembwe also fought for social justice? What lessons can we learn from John Chilembwe and other freedom fighters?

Activity 2

Discussing efforts to promote social justice

In your groups, discuss the following quotation

“I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons will live together in harmony with equal opportunities. It is an ideal which I hope to live for, and to see realised. But my lord, if need be, it is an ideal for which I am prepared to die.”

Nelson Mandela, 1964. (During his trial)

1. Describe any three things from the quotation which suggest that Nelson Mandela fought for social justice
2. Suggest any two things you can do as students to promote social justice in your school
3. Present your findings in plenary

Cases of social injustice in the home and community

Activity 3

Discussing and role-playing the Case study on social injustice

Chidakwa is a tobacco farmer from Mnjonjo Village in the area of Traditional Authority Dzuwa in Chisepo District. Chidakwa and his family have been in tobacco farming for 9 years. During the farming season every year, Chidakwa shows a lot of love and care to his wife and children. This is the time that all of them, as a family, work in their tobacco and maize fields. His behaviour changes during the tobacco selling season. After selling tobacco, Chidakwa starts drinking beer and spends most of the tobacco proceeds on prostitutes. His wife and children struggle to buy even the basic items such as soap and salt. It has also been discovered that he has built a modern house for one of the prostitutes in town. His family in the village is living in an old and dilapidated house.

1. Role-play the story
2. What pieces of advice would you offer to the victims in the role play?
3. Suggest reasons for the increase in cases of social injustice in the local communities
4. Give examples of cases of social injustice in your school
5. Suggest ways in which social injustice can be eradicated from your school

Social injustice is the unequal, unfair and inhumane treatment of people. The unfair distribution of resources, opportunities and responsibilities; and oppression of any form and anything that prevents people from exercising self-determination and realising their full potential constitute social injustice. It also includes any form of human rights violation. There are many examples of social injustice such as: poverty; lack of freedom; hate

crimes; slavery; bullying; corruption; nepotism; gender bias; discrimination against certain sections of the population such as people with disabilities; not giving somebody a fair share of what he/she has worked for; a parent not taking care of his/her own children; favouritism; and tribalism. Social injustices occur because the perpetrators (those who commit social injustices) are the beneficiaries. Social injustice in the home and community results in slow pace of development; increased poverty and crime; gross violation of human rights; loss of trust in the local governance system; increased hatred and violence; exclusion of those who would have made significant contribution to communal welfare and development.



Figure 18.1: A poor family

Effects of social injustice on the individual

- One has bitterness and resentment after being unfairly treated
- One may lose self-confidence and develop inferiority complex
- A person may stop working hard
- A person may stop obeying rules of society and turn to crime
- A person may become worried and develop ill-health.

How to eradicate social injustice

- Leaders should set a good example by being the first to condemn social injustice
- Civic- educating people on their human rights

- Campaigning for the rights of those who cannot speak for themselves such as children and the mentally disabled
- Devising strategies to end poverty
- Establishing community report centres where people can report cases of social injustice for redress
- Teaching young people high moral standards to refrain from committing social injustice
- Discouraging all cultural practices that encourage social injustice such as polygamy, sexual cleansing (kusasa fumbi), wife inheritance (chokolo) and death cleansing (kulowa kufa)
- Schools should use established rules and regulations to avoid inconsistency which may lead to unfair treatment of students

Activity 4

Composing a song on eradicating social injustice

In your groups,

1. Compose a song on ways to end social injustice
2. Sing the song in plenary for discussion

Importance of social justice in the home and community

Social justice in the home and community is important in different ways such as:

- There is respect for human rights of all
- Family and communal resources benefit everybody
- There is peace and stability
- Everybody has the opportunity to exploit his/her full potential
- It enhances love and reduces hatred among family and community members
- It promotes people's trust in the local governance system
- The weak and the disadvantaged are protected from abuse and exploitation

Activity 5

Discussing the importance of social justice

In your groups,

1. Discuss the role the youth can play in promoting social justice
2. Suggest reasons why it is important to promote social justice in schools
3. Display your work on a flipchart for others to see

Exercise

1. What do you understand by the following terms:
 - a) Social justice
 - b) Social injustice
2. Mention any five examples of social injustice
3. Why do you think there is an increase in cases of social injustice in the home and community? Explain any three factors
4. How would civic-educating people on their human rights help to end social injustice? Explain one point

Unit summary

Social justice is based on the values of fairness, equality, respect for diversity, access to social protection and the application of human rights in all spheres of life including in the workplace, home, community and schools. In contrast, social injustice is based on such evils as unfairness, inequality, intolerance and disrespect of human rights. Social injustice is the cause of most of the human suffering and needs to be eradicated. Eradication of social injustice can be done by civic-educating people on their human rights; campaigning for the rights of those who cannot speak for themselves; devising strategies to end poverty at both household and community levels; establishing community report centres where people can report cases of social injustice for redress; teaching young people high moral standards; discouraging all cultural practices that encourage social injustice and making sure that schools use established rules and regulations to avoid inconsistency which may lead to unfair treatment of students.

Review questions

1. Describe the effects of social injustice on the individual.
2. Using examples, explain how social injustice can be eradicated.
3. Describe the importance of social justice.
4. Why do you think it is important for the following to practice social justice?
 - a) Parents
 - b) Teachers
 - c) Community leaders
5. Explain any two points on how social injustice can retard development.

Glossary

Justice: Fair, equal, impartial and lawful treatment of people

Social justice: Fair, equal, impartial and humane treatment of people as well as respect for their rights and the law

Social injustice: Unfair, unequal, partial and inhumane treatment of people and violation of human rights and the law

References

Fabiano, M. & Maganga, J. (2002) *Malawi Senior Secondary Social and Development Studies Book 3*. Blantyre: Macmillan

Malunda, H. & Mpinganjira, M. (2007) *Social and Development Studies Book 3*. Blantyre: Jhango-Heinemann

National *Pro Bono* Resource Centre (2011) Occasional Paper No 1: What is Social Justice? University of New South Wales
www.nationalprobono.org.au

The Unitarian Universalist Association of Congregations (2011), Social Justice Empowerment Program Handbook: Boston, MA 02108,
www.uua.org/justice

Garret, J. (2005); "Rawls' Mature Theory of Social Justice: An Introduction for Students", Accessed from: www.people.wku.edu/~matrawls.html

Rawls, J. (1971) *Justice as Fairness*. New York: Harvard University.
Accessed from:
www.lombook.net/john-rawls-social-justice

Unit
19

Judicial System of Malawi

The Judicial System or Judiciary in Malawi is made up of the courts which operate independently from any other influence. The judges presiding over cases in these courts follow the constitution and the law in their determination of any matter before them. There are three types of law used by the courts namely: statutory law, common law and customary law. Statutory law is enacted by parliament. Common law is based on previous decisions of High Court and Supreme Court judges while customary law is based on tradition of the society. The judicial system is deliberately constituted in a manner that enables it to handle cases of different nature at different levels. This helps to make the system efficient and effective in the delivery of justice.

In this unit, you will describe institutions that administer justice in Malawi. You will also explain the role of traditional chiefs in administering justice and draw the structure of the judicial system in Malawi. Finally, you will identify judicial officers associated with the structure of the judicial system and explain their functions. Knowledge of the judicial system will help you to understand the importance of the courts and to make use of them when seeking justice.

Structure of the Judicial System

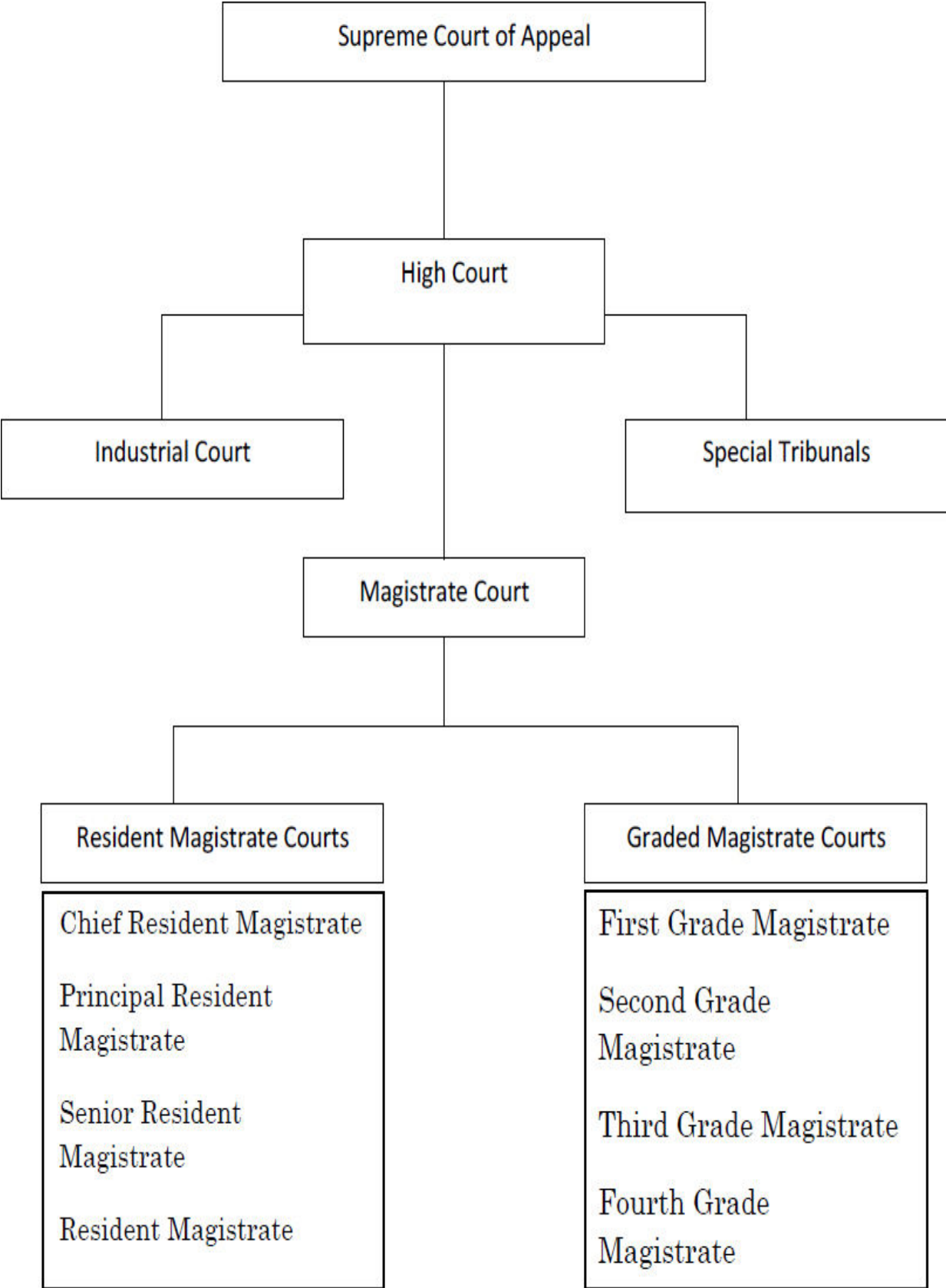
Activity 1

Drawing the structure of the judicial system in Malawi

In groups:

1. Identify the courts you know in Malawi's Judicial System.
2. Draw the structure of these courts. The highest court should be at the top and the lowest at the bottom.
3. Present your findings in plenary for discussion.

The structure of the judicial system in Malawi can be illustrated as follows:



Supreme Court of Appeal

High Court

Industrial Court

Special Tribunals

Magistrate Court

Resident Magistrate Courts

Chief Resident Magistrate
Principal Resident Magistrate
Senior Resident Magistrate
Resident Magistrate

Graded Magistrate Courts

First Grade Magistrate
Second Grade Magistrate
Third Grade Magistrate
Fourth Grade Magistrate

Figure 19.1: Structure of the judicial system in Malawi

Unit
19

Judicial System of Malawi

The Judicial System or Judiciary in Malawi is made up of the courts which operate independently from any other influence. The judges presiding over cases in these courts follow the constitution and the law in their determination of any matter before them. There are three types of law used by the courts namely: statutory law, common law and customary law. Statutory law is enacted by parliament. Common law is based on previous decisions of High Court and Supreme Court judges while customary law is based on tradition of the society. The judicial system is deliberately constituted in a manner that enables it to handle cases of different nature at different levels. This helps to make the system efficient and effective in the delivery of justice.

In this unit, you will describe institutions that administer justice in Malawi. You will also explain the role of traditional chiefs in administering justice and draw the structure of the judicial system in Malawi. Finally, you will identify judicial officers associated with the structure of the judicial system and explain their functions. Knowledge of the judicial system will help you to understand the importance of the courts and to make use of them when seeking justice.

Structure of the Judicial System

Activity 1

Drawing the structure of the judicial system in Malawi

In groups:

1. Identify the courts you know in Malawi's Judicial System.
2. Draw the structure of these courts. The highest court should be at the top and the lowest at the bottom.
3. Present your findings in plenary for discussion.

Magistrate, Second Grade Magistrate, Third Grade Magistrate and Fourth Grade Magistrate courts. These hear minor civil and criminal cases such as marriage disputes and petty theft (theft of a small nature).

3. Traditional Courts

These are established at the local level to hear minor cases especially those that are to do with customary law. Chiefs or other lay persons preside over cases in the traditional courts.

The role of chiefs in administering justice in Malawi

Chiefs play a very important role in administering justice at the local level. It is mostly chiefs who preside over cases in the traditional courts. They settle minor civil matters and use customary law (based on culture and tradition) in their determination of cases. They impose a fine of a chicken, goat or something on those found guilty depending on seriousness of the offence.

Activity 3

Describing differences between a traditional court and the other courts

In pairs,

1. Study the two pictures below and write five sentences explaining the differences between a traditional court and the other courts in the judicial system.
2. Present your work to the whole class for discussion



Fig.19.2 : (Traditional Court) A case being heard at the 'bwalo' under a tree



Figure 19.3:(Conventional Court) A case being heard in the High Court

A Traditional Court does not require the two parties to be represented by lawyers. Those who preside over cases in the traditional courts, mostly traditional chiefs and village heads, do not receive legal training (they are not legal professionals). Determination of cases is based on tradition, culture and the moral values of the society rather than on the constitution and the statutes. A traditional court has jurisdiction over small cases only and particularly those that pertain to breaking of customary laws. There is also no prescribed dressing code for those presiding over cases in the traditional courts.

Activity 4

Discussing functions of the judicial system

In pairs, identify the court of law that would hear each of the following cases:

- a) a public officer accused of corruption
- b) a person accused of trying to overthrow the government
- c) A dispute over ownership of land in the village
- d) Unfair dismissal from work
- e) A man accused of not attending funerals
- f) A couple wishing to divorce
- g) A person accused of stealing a chicken
- h) A person accused of armed robbery

Present your findings in plenary for discussion.

Judicial officers

There are different officers working at all levels of the judicial system. These officers are of different ranks and they perform various duties. The Chief Justice, who is the head of the judicial system, is the most senior officer. He/she is appointed by the president and confirmed by the National assembly by the majority of two thirds of the members present. The Chief Justice may preside over cases in the Supreme Court of appeal and the high court. The structure of judicial officers can be summarized as follows:

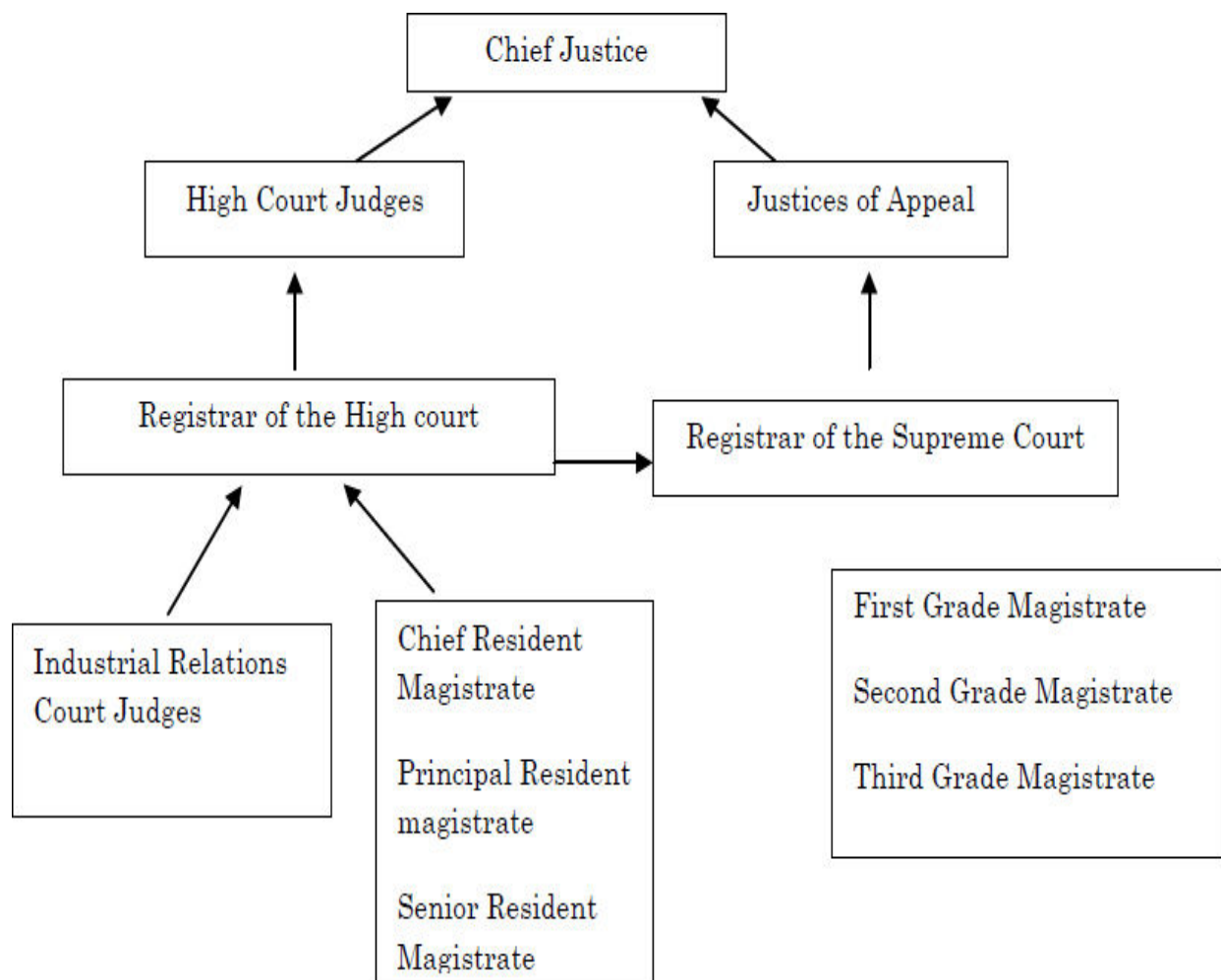


Figure 19.4: A chart showing judicial officers

Activity 5

Identifying judicial officers in the judicial system

In your groups,

1. Identify the judicial officers working in Malawi's judicial system.
2. Write down these officers in order of their seniority on a flipchart.
3. Present your findings in plenary for discussion.

Justices of appeal (justices of the supreme court of appeal)

These are appointed by the president on the recommendation of the Judicial Service Commission which is chaired by the Chief Justice. Justices of Appeal preside over cases in the Supreme Court of Appeal. An uneven number of justices, the minimum of which is three, hear cases and determine them by voting. The uneven number of justices is used to avoid a tie when making decisions over cases.

High court judges

They are also appointed by the president on the recommendation of the Judicial Service Commission. They preside over cases in the High Court and their decision can be appealed against in the Supreme Court of Appeal.

Registrar of the supreme court/registrar of the high court

Registrars perform judicial and administrative functions. Their judicial functions include: assessing damages (money awarded as compensation in particular court cases); granting injunctions (orders restraining a party from doing something) and keeping a roll of legal practitioners in the country. Their administrative functions include: setting dates for hearing of cases and filing documents from various court proceedings such as affidavits (sworn written statements used in a court of law) and statement of claims.

Industrial relations court judges

These judges preside over cases in the Industrial Court. Their original jurisdiction is restricted to labour disputes and such other matters relating to employment. The Industrial Court is subordinate to the High Court and as such any decision by the Industrial Relations Court Judges can be appealed against in the High Court.

Magistrates

They are appointed by the Chief Justice on the recommendation of the Judicial Service Commission. They preside over cases in the lower courts and therefore do not have jurisdiction over such cases as murder, manslaughter and treason. Resident Magistrates and graded Magistrates are the two main types of Magistrates.

Barristers

These are lawyers who speak and argue on behalf of their clients in a court of law. They are important because the law is very complicated and difficult for ordinary people to speak and argue on their own behalf.

How are cases brought before a court of law?

There are different ways in which cases are taken to court. Look at the following examples:

1. The police

The police service has prosecutors who take law breakers to court on behalf of victims.

2. Private lawyers

Private lawyers take to court or sue accused persons or institutions on behalf of their clients who hire them. Lawyers can be hired by individuals, organizations and any other institution to take legal action on their behalf.

3. The Director of Public Prosecutions (DPP)

He/she is appointed by the president and confirmed by the Public Appointments Committee of Parliament (PAC). The DPP is a lawyer for the government and is mandated to take criminal cases to court on behalf of the government. But when the government is sued, it is defended in court by the Attorney General. The Attorney General is the principal legal advisor to the government.

4. The Anti-Corruption Bureau (ACB)

The Anti-Corruption Bureau monitors and investigates corrupt practices in all sectors of the society. Where there is sufficient evidence that corruption occurred, the ACB, subject to the direction of the Director of Public Prosecutions, can take the accused to court.

5. The Office of the Ombudsman / Ombudsperson

The office of the Ombudsman/Ombudsperson investigates cases where it is alleged that an individual suffered injustice. Where it is established that injustice occurred, the Ombudsman may demand immediate redress and in some cases award damages to the victim. In the case of non-compliance, the office of the Ombudsman may take the case to the High Court for contempt against that person or authority

Activity 6

Visiting a court of law

1. Pay a visit to any nearest court of law and observe how cases are handled by the judicial officers. Take down notes on your observations
2. Report your observations to the whole class for discussion

Activity 7

Role-playing a civil case in a court of law

- In your groups,
1. Discuss and come up with a story of marriage dispute being handled by a court of law
 2. Role-play the story
 3. Discuss the role play

Importance of the judicial system

The following explain how the judicial system is important to the citizens of the country:

1. Maintenance of law and order

It maintains law and order by giving appropriate sentences to those found guilty of breaking the law. Its consistent application of the law serves as a deterrent to the would-be offenders thereby keeping our society peaceful.

2. Protection of citizens' rights

The courts ensure that the democratic rights of the citizens are protected by consistently punishing those who violate other people's rights and making sure that there is immediate restoration of such rights.

3. Administration of justice and fairness

The judiciary is there to dispense justice and fairness to citizens. This important role can only be accomplished if those presiding over cases exercise their functions, powers and duties with impartiality and are independent of the influence and direction of any person or authority.

4. Promotion of good governance

The judiciary helps in the promotion of good governance by providing checks and balances to the other two branches of government, namely the legislature and the executive branch.

Activity 8

Explaining and role-playing the importance of the judicial system

In your groups

1. Come up with a real life story that demonstrates effective delivery of Justice by the courts in Malawi. Role play your story in plenary.
2. Choose any one member of your group to make a presentation on how the story demonstrates the importance of the judicial system.

Exercise

1. Explain any two functions of the judicial system.
2. Mention any three administrative functions of Registrars to the Supreme Court.
3. Explain any two points on the role of private lawyers in the judicial system.
4. Draw the structure of the judicial system in Malawi.
5. Explain the role of traditional chiefs and village heads in the administration of justice

Unit summary

The judicial system or judiciary has an elaborate structure that shows the different courts operating at all levels. This structure is designed in a way that enables it to be more efficient and effective in the delivery of justice. The judicial system plays a critical role in the promotion of democratic values such as justice and fairness, human rights, rule of law and good governance.

Review questions

1. Explain why independence of the judiciary is important in a democratic society.
2. Describe the roles played by each of the following:
 - a) The Director of Public Prosecutions (DPP)
 - b) The Attorney General (AG)
 - c) Anti-Corruption Bureau
 - d) Ombudsman
 - e) A Barrister
3. Suggest any two things the courts can do to ensure a fair trial.
4. Using specific examples, explain how cases are taken to court.
5. Examine the impact of having a society without the law courts.

Glossary

Judiciary or judicial system: System of the courts that interprets and applies the law and provides a mechanism for the resolution of disputes

Appellate court: A court with the power and authority to review the trial court proceedings for error

Jurisdiction: Power and authority of a court to hear a case and to pass judgement

Statutory law or statute law: Written law enacted by parliament

Common law or case law (precedent): Law developed through previous decisions of the High Court and Supreme Court Judges

Customary law: Law that is based on tradition of the society

References

Malawi Government, (2004): *The Constitution of the Republic of Malawi*. Zomba: The Government Press

Wadi-Betemeni, F. (2000) *Social Studies: A Junior Secondary Course: Student's Book 1*. Blantyre: Dzuka Publishing Co.

Namate, D. and Mtunda, F. (2000) *Malawi Junior Secondary Social Studies Book 1*. Blantyre: Macmillan

Chilambo M (2002): *Social Studies: A Junior Secondary Course: Teacher's Book 1*. Blantyre: Dzuka Publishing Co.

Wikipedia, the free online encyclopedia
www.en.wikipedia.org/wiki/judiciary

Unit
20

Social Services

The need for more social services in Malawi is increasing rapidly due to the rapid increase in population. As such there is need for various stakeholders to complement government efforts in the provision of the social services and to control population growth. In this unit, you will identify institutions which provide social services and explain ways in which citizens can assist in the provision of social services. You will also identify institutions which provide social services for special groups and explain the importance of standards in the provision of social services. that maintain standards.

Defining 'social service'

Social services refer to a range of public services people receive in their community or society such as Education, healthcare, security, communication, recreation and many more. The provision of social services is essential for people to survive and to make a comfortable living. The term social service may also be used to refer to any of the institutions providing services to the community such as a school.

The knowledge and skills acquired from this unit will help you to develop appropriate attitudes towards social services which will lead to your active involvement in providing and safeguarding available social services against theft and vandalism. You will also be able to demand compliance to standards from social service providers and to choose using only those social services.

Social service institutions in the community

Social service institutions are those institutions which provide social services to people. The following table shows a summary of some of the social service institutions found in the community.

Social Service Institution	Service
Schools	Provide education
Markets	Provide an appropriate place for people to buy and sell commodities
Hospitals or clinics	Provide treatment for diseases as well as family planning, maternal and child health care services.
Youth clubs	Provide guidance and counselling services to the youth.
Farmers clubs	Provide training in modern farming methods, loans and markets for farm produce
Police service	Provides security to people and their property.
Religious institutions	Provide spiritual guidance and support.
Orphanage centres	Provide care and support to orphaned children
Red Cross	Provides relief support to people affected by disasters

Responsibility for the provision of social services

Providing social services is expensive and therefore requires the involvement of various players. The following are some of the agencies involved in the provision of social services.

- **Government**

Government is the major player in the provision of social services. It does this using money raised through taxes and other miscellaneous collections such as fees and fines.

However, government alone cannot manage to provide all the social services due to inadequate resources. As such, individuals and organisations are encouraged to provide those social services which they can afford in order to complement government efforts.

Activity 1

Brainstorming institutions that provide social services to the public

In your groups,

1. Discuss what you understand by the term, 'Social Service Institution'.
2. Give examples of social service institutions available in your area and describe the services each one of them provides to the public.
3. present your findings in plenary for discussion

- **Non-Governmental Organisations (NGOs)**

Non-Governmental organisations raise money through donations from well-wishers to provide specific services to people. There are many NGOs working in Malawi, both local (formed by Malawians) and international, whose contribution to the provision of social services is quite significant.

Examples of non-governmental organisations include Banja La Mtsogolo (BLM) which provides family planning and reproductive health services; and Youth Net and Counselling (YONECO) which provides guidance and counselling services to the youth.

- **Religious organisations**

Religious organisations provide certain social services to the public. Christian churches in Malawi provide education through various primary and secondary schools as well as tertiary institutions they established across the country. They also have a number of hospitals providing health care services under the Christian Health Association in Malawi (CHAM). Similarly there are schools run by the Muslim Association of Malawi (MAM).

- **Local communities**

Local communities play a very important role in providing social services on self-help basis. For instance, people in the local area can mobilize themselves to mould bricks and collect sand for building a classroom block. They can also embark on such other projects as constructing a bridge and planting trees to alleviate their suffering. In matters of security they can form a neighbourhood watch to protect their life and property.

- **Clubs**

Clubs, such as youth clubs and farmers' clubs, provide various services which may include counseling, training in certain life skills, assisting the vulnerable and providing loans.

Activity 2

Discussing the responsibility for the provision of social services

1. Hold a panel discussion on the topic 'Local communities should bear more responsibility in the provision of social services'.
2. The audience should take down notes and ask questions to individual members of the panel

Thinking point

Do you think the youth can also help in the provision of social services to whole communities? What services can you manage to offer as students?

Activity 3

Debating on the government responsibility in the provision of social services

1. Hold a debate on the motion “Government should introduce payment for all its social services”.

Citizen participation in the provision of social services

The following points explain the role citizens can play in the provision of social services:

- Organising self-help development projects.
- Making material and financial contributions towards community projects.
- Maintaining available social services in order to prolong their utility to the community.
- Taking good care of the social services and safeguarding them against vandalism and theft.
- Paying taxes to enable government to provide the social services.

Activity 4

Explaining the role of citizens in the provision of social services

In your groups, read the case study below and answer the questions that follow:

Students of Dzuwa Secondary School recently launched a Social Responsibility Programme (SRP) aimed at increasing their involvement in the provision of social services. The programme was launched with a visit to Malembo Health Centre where they cleaned the premises and moulded bricks for the construction of a guardian shelter. They would also like to participate in building a bridge across Nambuma River by providing sand. Fellow students from nearby Mondwe Village have problems crossing this river during the rainy season.

1. What does the case study tell us about the role students can play in the provision of social services?
2. Suggest two other ways in which students can assist in the provision of social services.
3. Report your findings in plenary for discussion.

Importance of voluntary services in the community

Voluntary services are those services offered by individuals or groups of people without being asked to do so by anybody else. Those offering voluntary services do so to assist their community without expecting any reward in return. Examples of voluntary services include offering literacy lessons to adults for free; building houses for the aged; offering cleaning services to public institutions such as hospitals for free; and working on community projects for free. Voluntary services are important in many ways including:

- Reducing community dependence on government finances.
- Instilling a sense of self-reliance in members of the community.
- Encouraging creative thinking in members of the community on how to solve local problems.
- Members of the local community are able to solve local problems without going through government bureaucracy (long administrative procedures). As a result, problems are solved faster.

Activity 5

Explaining and discussing voluntary services

In your groups;

1. Brainstorm what you understand by the term 'voluntary services'.
2. Discuss and identify some of the voluntary services in your community.
3. Discuss the benefits of these voluntary services to your community.
4. Present your work in plenary for discussion.

Social services needed for special groups

Special groups in society, refers to those people whose condition and or age requires that they receive special treatment. Children, the elderly and people with disability are examples of special groups. Some of the social services available for special groups include:

- **Mental Hospitals**
These provide care and treatment to psychiatric patients (those who are mentally ill). Zomba Mental Hospital is an example of such facilities.
- **Day Care Centres**
They provide care during the day to children whose parents, particularly mothers, work away from home. Day care centres are mostly available in the urban areas and parents pay for the service rendered.
- **Reformatory centres and approved schools**
These are established with the purpose of reforming young people who broke the law (juveniles) by providing special mental, moral and physical training so that they can change and become useful citizens. Chilwa Approved School in Zomba and Mpemba Boys' Home are examples of reformatory centres in Malawi.
- **Under – Five Clinics**
They provide treatment for diseases and support to children below the age of five. These children need special attention because they have low immunity level which makes them vulnerable to disease attacks.
- **Institutions for people with disability**
These provide education and training to people with disability. Examples of such institutions in Malawi include Chilanga School for the Blind in Kasungu, Malingunde School for the Blind in Lilongwe, Embangweni School for the Deaf in Mzimba, Kachere Rehabilitation Centre in Blantyre and Nguludi School for the Deaf and Blind in Chiradzulu and Malawi Council for the Handicapped (MACOHA).

Activity 6

Identifying social services needed for special groups

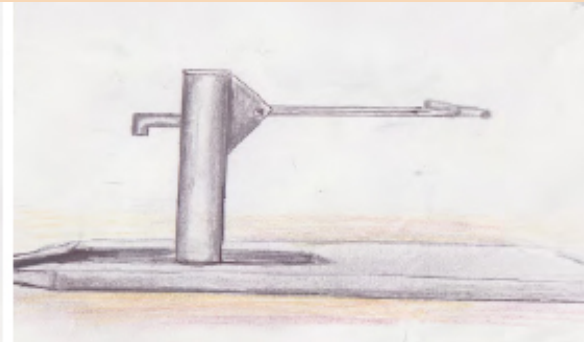
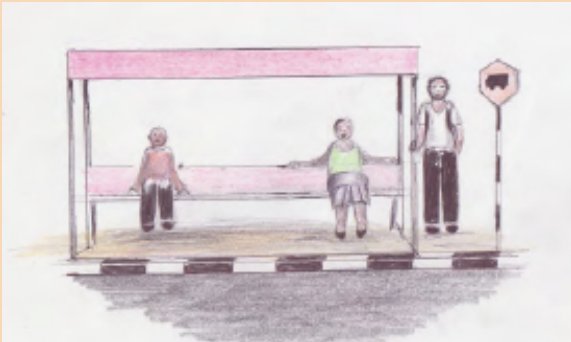
In your groups,

1. Discuss what you understand by the term 'special groups'.
2. Make a list of groups of people who may be considered as special groups.
3. Name the social services you think may be needed for the above mentioned groups.
4. Report your findings in plenary for discussion.

Activity 7

Identifying social services available in your community

1. In pairs, identify the social services illustrated in the pictures below.
2. Compare your work with that of your friends



Standards for social services

Standards for social services can be explained as principles, practices or guidelines which define the desired quality for social services (set of rules for ensuring quality). For example, educational standards define the knowledge and skills students should possess at critical points in their educational career (standards based education). Similarly, there are also standards for the construction of different types of buildings, bridges, roads and other social amenities. Standards ensure the delivery of high quality services to people. Quite often social service providers deliver poor quality services because they do not adhere to standards.

Activity 8

Describing standards for social services

In your groups,

1. Brainstorm what you understand by the term 'standards for social services'.
2. Discuss and suggest reasons why it is important for social service providers to maintain standards
3. Present your work in plenary for discussion

Importance of standards in the provision of social services

- High quality social services are delivered
- The social services are durable (long lasting)
- The social services are reliable
- There is efficiency and effectiveness in the delivery of the social services

Activity 9

Debating the importance of standards in relation to quality and durability in the provision of social services

Hold a debate on the motion 'Durability is more important than quality in the provision of social services'.

Thinking point

The provision of social services has been used by some groups and individuals to exploit the needy and the vulnerable. Mention some of these groups or classes of people. How can the youth fight against this?

Exercise

1. Identify the social services that are lacking in your community.
2. Suggest what the community can do to make them become available.
3. Describe the problems that will be addressed when the social services mentioned in question 1 above become available.
4. Give any two examples of voluntary services in the local community
5. What do you understand by the term 'standards' in the provision of social services?

Unit summary

Social services are important in various ways including helping everyone to lead a comfortable life and also to survive. All citizens, students inclusive, have an important role to play in ensuring that these social services are provided and cared for. This can be done by initiating self-help development projects; maintaining available social services; making financial and material contributions towards community projects; paying taxes to government to enable it to provide us with social services and also by safeguarding available social services against theft and vandalism.

Review questions

1. Why do you think government alone cannot provide all the social services in Malawi? Give any two points.
2. Using specific examples describe the role of citizens in the provision of social services.
3. Explain with examples why social services for special groups are important.
4. Suggest ways of dealing with cases of vandalism and theft against social services.
5. Explain any three points on the importance of voluntary services in the community.
6. Describe the importance of standards in the provision of social services.

Glossary

Social services: A range of public services people receive in their community such as education and health care to promote their well being.

Social service institutions: Those institutions that provide social services to people such as schools and hospitals

Voluntary services: Services offered by individuals or groups of people for free without being asked to do so

Special groups: People whose condition requires that they receive special treatment

Standards for social services: Principles and practices or guidelines which define the desired quality for social services

References

- Namate, D. & Mtunda, F. (2000) *Malawi Junior Secondary Social Studies Book 1*. Blantyre: Macmillan Malawi
- Wadi-Betemeni, F. (2000) *Social Studies: A Junior Secondary Course: Students' Book 1*. Blantyre: Dzuka Publishing Co.
- Namate, D. & Mtunda, F. (2000) *Malawi Junior Secondary Social Studies: Book 2*. Blantyre: Macmillan
- Wadi-Betemeni, F. (2001) *Social Studies: A Junior Secondary Course: Students' Book 2*. Blantyre: Dzuka Publishing Co.
- Fabiano, M. & Maganga, J. (2002) *Malawi Senior Secondary Social and Development Studies Book 3*. Blantyre: Macmillan
- Malunda, H. & Mpinganjira, M. (2004) *Social and Development Studies Book 3*. Blantyre: Jhango-Heinemann
- Mhlanga, A. S. et-al (2002) *Senior Secondary Life Skills Education: Student's Book 3 and 4*. Blantyre: Macmillan Malawi
- Mhlanga A. S. et-al (2002) *Senior Secondary Life Skills Education: Teacher's Book 3 and 4*. Blantyre: Macmillan Malawi
- Wikipedia, the free encyclopedia: Standards Based Education Reform in the United States, www.en.wikipedia.org/wiki/standards-based-education
- State of California: Health and Human Services Agency: Department of Social Services: Manual of Policies and Procedures: Social Service Standards, www.dss.cahwnet.gov/./ssman.pdf

Unit
21

Government policy on the environment

In this unit you will be able to explain the policy of the government of Malawi towards the environment. Then you will evaluate the government policy on the environment by identifying its strengths and weaknesses. This knowledge will assist you appreciate the role of government on the environment and natural resources. It will also help you to appreciate why environmental degradation is still a serious problem despite having laws and policies on the environmental issues. The topic will provide you an opportunity to suggest solutions to the shortfalls to be rectified in the environmental policy so that it is improved and is effectively implemented.

Government and the environment

Natural resources in Malawi and world over are under increasing pressure which is leading to fast rate of environmental degradation. This is causing loss of soil fertility, soil erosion, serious deforestation, water depletion, pollution, loss of **biodiversity** and climate change. Malawi has experienced a number of adverse climatic hazards over the last several decades including dry spells, seasonal droughts, intense rainfall, riverine and flush floods. Some of these, especially droughts and floods, have increased in frequency, intensity and magnitude over the last two decades. These extreme climatic events cause loss of life, damage property and infrastructure, affect food security and hinder efforts in poverty eradication. These problems are made worse by high rate of population growth, poverty and low level of environmental awareness among the people. Any government therefore has a role to ensure that the environment is well protected and managed while using its resources for national economic growth. The Malawi government in particular has become increasingly concerned about the deterioration of the country's natural resources and the environment. To this effect, Malawi as a nation has more than 40 statutes and policies on the environment including the National Environmental Policy and the Environmental Management Act. Other acts are specific policies or laws pertaining to land, forests, water, wildlife, agrochemicals and land use planning.

Policy of the government towards the environment

Policy is a course of action or a principle adopted or proposed by a government, party, business or individuals. **An environmental policy** therefore refers to the commitment of an organization or government to the laws, regulation or mechanisms concerning the environment. The environmental policy is deliberately taken to direct and oversee human activities and thereby prevent harmful effects on the biophysical environment and natural resources, and make sure that changes in the environment do not have harmful effects on humans. It focuses on problems arising from human impact on the environment which eventually affects or impacts on the environment which retroacts on human society by having a negative impact on human values such as good health or the clean and green environment. Governments have a responsibility towards environmental resources. The government of Malawi for example made a commitment in the 1994 constitution section 13 (d) to manage the environment responsibly in order to;-

- i) Prevent the degradation of the environment
- ii) Provide a healthy living and working environment for the people of Malawi.
- iii) Promote environmental protection and sustainable development of natural resources.
- iv) Conserve and enhance the biological diversity of Malawi.

To show its commitment towards the environment the government of Malawi has formulated a policy on the environment.

Government's responsibility towards environmental resources involves the decision makers to integrate environmental and natural resources management issues at all stages of the policy planning and development cycle.

Activity 1

Brainstorming the meaning of environmental policy

1. In pairs;

- a) Identify environmental problems in relation to natural resources in your community or around your school.
 - b) Explain what is being done by deal with the environmental problems and people doing this.
 - c) Explain your role in averting environmental problems in your community and around your school.
 - d) Do you think the government has the role to bring solutions to environmental problems in your community or school? Explain how and why the government can or cannot perform the role.
 - e) Explain the meaning of “policy” and “environmental policy”.
 - f) Identify actions of government in protecting the environmental resources in your area.
2. Present your findings in the plenary.

National environmental policy of 2004 (Revised)

The Government, through a comprehensive participatory process involving the Private Sector, non-governmental organizations (NGOs), local communities and government institutions prepared a National Environmental Action Plan (NEAP) which was formally launched in 1994. The National Environmental Action Plan describes the environment situation existing in the country and outlines environmental strategies, measures and programmes necessary for promoting the conservation, management and sustainable utilization of our natural resources. The NEAP highlights key environmental issues concerning land, water, pollution and wildlife. The Department of Environmental Affairs in the Ministry of Natural Resources and Environment identified 8 key environmental issues in Malawi as follows; soil erosion, deforestation, water resources degradation and depletion, threat to fish resources, threat to biodiversity, human habitat degradation, air, soil and water pollution and climate change. In pursuance of the National Environmental Action Plan and to provide a coherent environmental framework for its development policies, the Government decided to prepare the National Environmental Policy. The National Environmental policy was adopted in 1996 in order to promote sustainable social and economic development through sound management of the environment. It provides an overall framework against which relevant sectoral environmental policies can be developed and revised to ensure that

these are consistent with principle of sustainable development. More specifically, the National Environmental Policy seeks to;

1. promote the efficient utilization and management of our natural resources;
2. facilitate the rehabilitation and management of essential ecosystems and ecological processes;
3. enhance public awareness of the importance of sound environmental management; and
4. promote cooperation between Government, local communities, and women groups, non-governmental organizations and the private sector in the management and sustainable utilization of the natural resources and the environment.

In order to promote effective implementation of sectoral environmental policies and strategies, the National Environmental Policy calls for the

- strengthening of institutional mechanisms, reviewing and where necessary formulating environmental legislation and by-laws
- integrating of environmental concerns into national, regional and district planning systems
- developing and implementing systems and guidelines for assessing environmental impacts of development projects and programmes
- undertaking training programmes to develop capacity for environmental management, increasing environmental education and public awareness, empowering local communities in the management of natural resources through community participation and
- involving the private sector and non-governmental organizations in all aspects of planning and management of the natural resources and the environment

National Environmental Policy provides guidance and set standards for development and natural resources management. It seeks to promote sustainable environmental management through active community participation. Malawi has no comprehensive structural and legal framework for the conservation of environment but rather follows a sectoral approach focus. A number of sector policies related to environment have been developed and implemented. These sector policies include forestry, fisheries, water, land use and management, waste management, wildlife,

irrigation and tourism. Most of the sectoral policies and legislation have been reviewed to be consistent with NEP and Environmental Management Act (EMA). The NEP is backed by the Environment Management Act, which was enacted in 1996 in order to remove the lack of an overarching statute providing general environmental protection. EMA is to assist stakeholders in policy formulation. The EMA also makes provisions for preparation of NEAP, conducting of Environmental Impact Assessments, control of pollution and discharge of waste, and also has provision for the establishment of environmental protection areas and conservation of biological diversity, access to genetic resources, waste management and protection of the ozone layer.

However, as a result of a number of important developments, initiatives and lessons learned as well as policy gaps, conflicts and duplication, which seriously affected effective implementation of the policy, the 1996 NEP was been revised. The 2004 revision was necessary to effectively promote sustainable development in the country and ensure that the NEP remains current and responsive to new challenges and incorporates lessons learned. The revised NEP contains a section on the conservation of biological diversity (ecosystems, genetic resources and species) for the preservation of national heritage. It also contains sections, which deal specifically with fisheries, and parks and wildlife among other things and these contain strategies on conservation of specific species. The Department responsible for environmental affairs plays a facilitating, coordinating and advisory role in ensuring its implementation, setting and enforcement of relevant and acceptable standards.

A Decentralization Policy and a new Local Government Act, 1998 were adopted and enacted setting the stage for a new grassroots governance system intended to devolve political and administrative system for services to the local level. In line with the decentralization policy, the government encourages establishment and training of more village natural resources management committees and beach village committees. In addition to these environment and natural resources related policies and governance frameworks, Malawi has developed strategic frameworks to improve economic performance and management and focus on future programs and prospects. These include the Vision 2020 and the Malawi Poverty Reduction Strategy adopted.

Other actions taken by government

The government of Malawi has developed national sectoral policies on the environment in order to protect the environment and include:

1. **National Parks and Wildlife Act (1992)**

The Act provides for wildlife management, including identification of species which should be designated for protection. It also has provisions in section 28 to declare any area of land or water within Malawi as a national park or wildlife reserve.

2. **Establishment of National parks and wildlife Resources.**

Malawi has many different kinds of wild animals. The government has established five national parks and four wildlife reserves to protect these animals. The picture of Malawi's tourism potential is never complete without the epic beasts of the jungle (wild animals) it is hoped that increasing number of tourists will come from other countries to see these animals in their natural environment.



Figure 21.1:wild animals in a National Park

3. **The Forestry Act (1997)**

This provides for participatory forestry, forest management, forestry research, forestry education, forestry industries, protection and rehabilitation of environmentally fragile areas and international cooperation in forestry. The Act has provisions relating to co-management of forest areas such that local communities can assist in the implementation of a mutually acceptable management plan.

One major weakness of the Act is that it was developed without extensive consultation and without specific reference to EMA. It may be necessary to harmonize the two Acts, particularly with regard to provisions relating to declaration and revocation of forest reserves and environmental impact assessment. Such uncoordinated cross-sectoral responsibilities cannot be properly executed and possibly account for the fact that these statutory provisions have largely remained unenforced. This law among others discourages deforestation and encroachment on forest reserves by making it illegal to harvest trees, reside and cultivate on forest reserves.

4. National Forestry Policy (1996)

This was adopted in order to address problem areas contained in the Forestry Act such as non-recognition of individuals or communities to own, manage and utilize forest resources and inadequate framework to encourage private sector involvement in forest conservation for the benefit of the nation by:

- Allowing all citizens to have regulated and monitored access to some forest products;
- Contributing towards improving the quality of life in the rural communities and providing stable economy; and
- Establishing appropriate incentives that will promote community-based conservation and sustainable use of forest resource as a means of poverty reduction.



Figure 21.2: Natural forest managed by the community

5. The National Fisheries and Aquaculture Policy (2001)

This was developed to improve the efficiency of all aspects of the national fisheries industry, the production and supply of existing fisheries products, as well as development of new products to satisfy local demands and potential export markets. The policy thus aims at controlling and monitoring fishing activities to enhance quality of life for fishing communities.

6. **Fisheries Conservation and Management Act (1997)**

This seeks to strengthen institutional capacity by involving various stakeholders in the management of fisheries, including the private sector, local communities and non-governmental organizations. The Act promotes community participation in the protection of fish and provides for the establishment and operation of aquaculture. The establishment of aquaculture is an important step in order to reduce pressure on natural fisheries. It is noteworthy, however, that the Act does not provide for any incentives to aquaculture farmers to encourage them to engage in fish farming.

7. **The National Wildlife Policy (2000)**

This ensures proper conservation and management of wildlife resources in order to provide for sustainable utilization and equitable access to the resources and fair sharing of the benefits from the resources for both present and future generations of Malawi. To achieve this goal the policy seeks to:

- Adequately protect representative ecosystems and their biological diversity through adopting sustainable land management practices;
- Raise public awareness and appreciation of the importance of wildlife conservation and management;
- Provide enabling legal framework to control poaching;
- Encourage wildlife-based enterprises; and
- Develop a cost-effective legal, administrative and institutional framework for managing wildlife resources.

8. **Water Resources Management Policy (1994)**

This placed much emphasis on provision of portable water but failed to address issues pertaining to water resource monitoring, assessment and implementation of strategic plans. These deficiencies are addressed in the draft Water Resources Management Policy of 2004.

9. The National Herbarium and Botanic Gardens Act (1987)

This policy provides for the development and management of herbarium and botanic gardens as national heritage for Malawi and the establishment of the National Herbarium & Botanic Gardens of Malawi.

10. National Aquatic Resources Management Programme of 1998

This aims at encouraging fishing communities to see how they can manage their natural resources in a sustainable way.

11. Laws Against Pollution

The government has also passed laws to discourage the careless disposal of industrial waste, chemicals and household rubbish which can pollute the air, water and land.

12. National Adaptation Programme of Action

This aims at out smarting (cleverly deal with) the ever blossoming effects of climate change in Malawi In this program, the country is to adopt new agricultural methods and environmental conservation strategies that can help Malawi during drought spells. Through this strategy, the government will civic educate its people about new and better agricultural methods and strategies such as planting drought resistant crops and fruit trees. Farmers also should be equipped with better and reliable irrigation tools to minimize their reliance on rainfall as the only means of watering their crops.

Activity 2

Discussing the national environmental policy

1. In groups,
 - a) Suggest other environmental issues apart from those listed in the National Environmental action Plan of 1994.
 - b) Explain how population growth, poverty, illiteracy and lack of environmental knowledge cause the key environmental issues in Malawi.
 - c) Suggest solutions to the environmental issues.
 - d) Describe the mandate of the National Environmental Policy.
 - e) Why do you think NEP is important in environmental protection and management?

2. Present your findings in plenary.

Activity 3

Researching on the national environmental policy

1. In conduct research on;
 - a) How are people in your area benefitting from environmental protection strategies in tourism, forestry, mining, fishing and land management?
 - b) Conduct research on community groups or NGOs in your area who are dealing with environmental issues by looking at their goals and activities they carry out.
2. Write a report and present your findings to the whole class.

Evaluation on the government environmental policy

Although the National Environmental Policy was revised due to policy gaps, conflicts and duplication which affected its implementation, there are still shortfalls (weaknesses) that undermine efficacy and enforcement of the policy. The government tends to neglect, abuse and avoid its NEP responsibilities. So there are improvements to be made on the National Environmental policy. So you need look at the implementation, application and successes and limitations of the NEP for future improvements.

Weakness in the National Environmental Policy	Suggestion on improvement
Difficult to identify perpetrating parties responsible for environmental damages due to inadequate scope and content/weak enforcement	There should be clear clauses on culprits on environmental mismanagement and be clear on adequate penalties on who breaks laws and should be enforced.
Legislation fails to provide for adequate penalties to have any effect.	Impose penalties on those people who do not observe laws and regulations.
Lack of proper waste disposal in industries and mining sites, and uncared deposit sites	Conduct proper Environmental Impact Assessment before implementation of any industry and mining activity and conducting regular follow-ups and inspections during implementations.
Politicians and top government official make decisions over mining and industry sectors without consulting the specialists in the Environmental Affairs Department, private sector and the	There is a need to seriously make the Environmental Affairs Department a professional body whose decisions are beyond political or business interference or manipulation.

<p>public e.g. oil mining on Lake Malawi and Kayelekera uranium mining. Politicians tend to impose their will on EAD to make a particular decision regardless of what true scientific facts.</p>	
<p>Lack of laws to guide the activity of cross-border sells so that exporting of the minerals from the country by foreign countries is not difficult.</p>	<p>Outline procedures or measures to be undertaken by all stakeholders on how the cross border sell should be effectively conducted to promote sustainable development.</p>
<p>Local communities lack participation because they are not trained in environmental management i.e. eco-tourism.</p>	<p>The local communities need to be trained so that they are empowered to participate effectively in environmental management.</p>
<p>No clear penalties for environmental law breakers such as poachers</p>	<p>Penalties for environmental law breakers should be made clear so that the irresponsible actions are meted.</p>
<p>Hydro-electricity which is clean and environmental friendly is expensive form of energy which force people to cheaper energy sources such as charcoal and firewood</p>	<p>Expand rural electrification programme and the government should allow the private sector to invest in the energy industry as well as promote the use of renewable energy technologies.</p>
<p>Poverty is rampant which force people to solely depend on their environment for their livelihood.</p>	<p>Government should ensure that policies on poverty eradication are effectively implemented. Its alleviation is critical to natural resource Conservation, protection and sustainable utilization.</p>
<p>Lack of cooperation among government Departments and other stakeholders as decisions are made without consent or</p>	<p>Should promote collaborative process so that agreement can be reached when varying interests are included from the outset in a</p>

professional comments and concerns are ignored. No opportunity for the public comment and input.	particular issue. The public should have the opportunity to comment on governmental proposals.
Natural disasters still cause havoc among communities in Malawi	policy to consider develop resilient communities to the impacts of climate change

Activity 4

Analysing the government policy on the environment

1. In groups;
 - a) Suggest activities can be done in your area to implement the National Adaptation Programme of Action.
 - b) Suggest areas where the government is doing less to protect the country's natural resources and ways to deal with these better.
 - c) If you are appointed new minister responsible for natural resources and the environment what other programmes could you introduce to protect or conserve the environment in Malawi?
 - d) Identify environmental problems which still exist in your area despite having a national environmental policy. Explain why the problems persist.
 - e) Identify weaknesses in the National Environmental policy.
 - f) Explain why it is problematic to enforce NEP to ensure environmental protection and management.
2. Present your findings in plenary.

Activity 5

Suggesting important improvements on the government policy on the environment

1. Individually have a look on the Revised National Environmental Policy of 2004 and
 - a) Suggest how the policy can be made effective.
 - b) How can sectoral approach be effective in the environmental protection?

- c) Identify incentives which the community can have while managing the environmental management in forestry, wildlife, water, fishing, mining, and land management.
 - d) Conduct research in the newspapers articles on the environment on successes on the environmental management. Present lessons you learnt from these case studies.
 - e) As students or members of an environmental club suggest how you can improve environmental conservation in your school or in your community.
2. Present your findings in a plenary.

Unit summary

Poverty, illiteracy and rapid population growth is causing pollution, silting of water bodies, over fishing, depletion (Scarcity of resources), and degradation and may lead to extinction of these resources. There is therefore need to manage and conserve resources properly. The citizens have a responsibility towards resources. The government as well has a responsibility towards the environment. The government of Malawi to show its commitment towards the environment has formulated a national environmental policy and initiated programmes to achieve the aspirations outlined in the policy.

Review questions

1. Define environmental Policy.
2. Identify efforts taken by government to protect the environment and suggest ways to ensure that these actions or programmes are effective.
3. Explain why is necessary to have a national environmental policy in Malawi.
4. Identify limitations in the revised NEP (2004) and explain how to improve on it.
5. Why should every sector use the national policy when coming up with its own policies?
6. Describe main areas of focus in the national environmental policy.
7. How can financial benefits on natural resources be used for improved livelihoods, environmental conservation and management?
8. Why is necessary to review the environmental policy every 5 years?

Glossary

Biodiversity: variety of life on earth in terms of different plants, animals and micro-organisms and the ecosystem to which they are part.

Ecosystem: a community of living things (plants, animals and microbes) in conjunction with nonliving things of their environment (air, water, and minerals), interacting as a system.

Environmental policy: commitment of an organization or government to the laws, regulation or mechanisms concerning the environment

References

Betemeni, F.W. (2000) *Social studies Book1*, Blantyre: Dzuka Publishing Co. <http://www.cepa.org.mw/index.html> 14th September, 2013.

Malawi Revised National Environmental Policy - 2004, <http://maknet.org.mw/content/malawi-revised-national-environmental-policy-2004> 12 August, 2013

MCDE (2000) *Junior Certificate Social Studies; Open & Distance Learning*

- MCDE (2000) *Junior Certificate Social Studies; Open & Distance Learning Resource*, Blantyre: MCDE
- <http://www.sdn.org.mw/nationalenvironmentalpolicy-1996> 11th August, 2013.
- Nyirenda, C.K. et.all (undated) *Gaps and constraints and possible solutions in the 2004 National Environmental Policy*
- <http://www.chindikanikaseka.blogspot.com> 18th September, 2013.

Unit

22

Interdependence of nations

The world is becoming a small global village. No-one single nation can produce everything it needs. Countries depend on each other for what it needs and can provide. Globalization expands and accelerates the exchange of ideas and commodities over vast distances. Cases of Globalization explore the various manifestations of interconnectedness in the world, noting how this connectedness affects real people and places. In this unit you will among other things will learn how nations of the world depend on each other. This knowledge will enable you to appreciate the position and the importance of Malawi within its regional and global contexts, but also of other countries far and near.

Forms of interdependence among nations

The proverb “No human being is an island unto himself or herself” means that a person cannot survive alone. To develop well, a person and a family depends other people and families. Even nations need other nations for help. The concept interdependence refers to a situation in which people or things depend on each other.

Human beings from one country interact with other human being from other countries. It means mutually dependent which is relying on someone for support or for the provision of what is needed. This concept differs from a dependence relationship, where some members are dependent and some are not.

Interdependence is more of a mutual or a common relation that exists between mutually dependent entities. It involves a give-and-take relation that exists between co-dependent individuals or groups. Global interdependence therefore means that all nations rely on each other or that no nation is truly independent from the rest of the world.

Interdependence of nations therefore means that every nation in the world relies or is dependent on other countries in various ways. Interdependence exists when one country by unilateral action can inflict harm on or provide benefits to other countries. Competitive [protectionism](#), [devaluation](#), [deflation](#), or pollution of the air and sea beyond national boundaries are examples.

Interdependence is measured by the costs of severing the relationship or the benefits of developing it. The higher the cost to one country, the greater is the degree of dependence of that country. If a small country benefits more from the international division of labor than a large country, its dependence is greater. If both partners to a transaction were to incur high costs from severing economic links, there would be interdependence.

Most countries in Africa attained independence from their colonial masters in the twentieth century. However, despite the decolonization and political independence most countries have remained economically dependent on

former colonial masters and other more developed nations. The dependence has in most cases favoured the industrialized countries.

Countries depend on each other by mostly trading, but also with their past relations and other minor reasons. In an interdependent relationship, participants may be emotionally, economically, ecologically and/or morally reliant on and responsible to each other. Nations of the world depends on each other in many ways. However, the nations depend on each other in three main ways; economic, social and political forms. These may be promoting economic activities through trade or socially when they promote cultural exchange among themselves. Politically countries may influence each other's political ideology especially through promotion of good governance.

Martin Luther King Jr. emphasized the importance of interdependence in these words: "Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea." Martin Luther King Jr., Letter from Birmingham Jail, April 16, 1963

Activity 1

Brainstorming the meaning of the term "interdependence"

1. In pairs discuss the following
 - a) What do these proverbs mean "No human being is an island" and "A tree cannot make a forest"? Identify any three Chichewa equivalent proverbs to this.
 - b) Do you know equivalent proverbs in other languages except Chichewa? Write them down.
 - c) Suggest the meaning of the terms "interdependence", "dependence" and "independence".
2. Present your findings in plenary.

Activity 2

Discussing the meaning of interdependence

1. In groups,
 - a) Write down the meaning of interdependence as agreed in class.
 - b) Explain your meaning in a paragraph.
 - c) Suggest what you expect from an interdependent relation.
 - d) Why is interdependence relationships important than dependent relationship?
2. Present your findings in plenary.

Activity 3

Identifying forms of interdependence among nations

1. In groups,
 - a) Do you feel connected to the rest of the world on a regular basis?
If yes explain how.
 - b) Suggest why countries like Malawi and the rest of the world depend on each other.
 - c) Conduct research in recent news papers or magazines to find out forms of interdependence between Malawi and the rest of the countries. Describe the forms of interdependence.
 - d) Write a short report on your research activity.
2. Present your findings in plenary.

Ways in which nations of the world are interdependent on each other

Interdependence of nations among nations happens in many ways and ranges from trade, security, education, health to transport and communication.

1. International trade

No country is self-sufficient. There is no country in the world which produces all the goods its people need. Hence they are involved in trade which is the buying and selling of goods and services at a profit. All countries sell some goods to other countries, called exports. They also buy goods from other countries called imports. These are the goods which they could not produce themselves due to the environmental and technological factors. For this reason a country will focus on producing goods which it is better placed to produce cheaply. This is called comparative advantage. However, countries which are able to sell the more expensive manufactured goods are in the developed part of the world, sometimes called the Global North. The countries in the developing world called the global south are more reliant on the exports of agricultural or land products or goods. The prices for these goods are often controlled in the Global North and they fluctuates (change from year to year). Malawi's exports are all agricultural products with tobacco as the most important export for many years. Due to declining prices and strong campaigns against smoking in the global North, now there is a need to replace tobacco. The country's other leading exports are tea, sugar and coffee. These are sold to Zambia, Zimbabwe, South Africa, China, the United States of America, United Kingdom, Germany and many other European countries. In return there are lots of other essential manufactured goods that Malawi has to buy from these and other countries. Malawi imports vehicles, fuel, textiles electrical appliances, household utensils and other materials from the international community. The country's imports come mainly from South Africa, United Kingdom, Japan, China, Zimbabwe and Zambia. The developing countries are both suppliers of raw materials and markets for the manufactured products from the developed

countries. Unfortunately the terms of trade favour developed countries because of the low and variable prices for the raw material exports from developing countries. The government of Malawi has embarked on a serious programme on export diversification targeting a bracket of several commodities to phase out tobacco as the country dominant economic crop. This programme focuses on livestock, mining, fisheries, tourism and other crops.

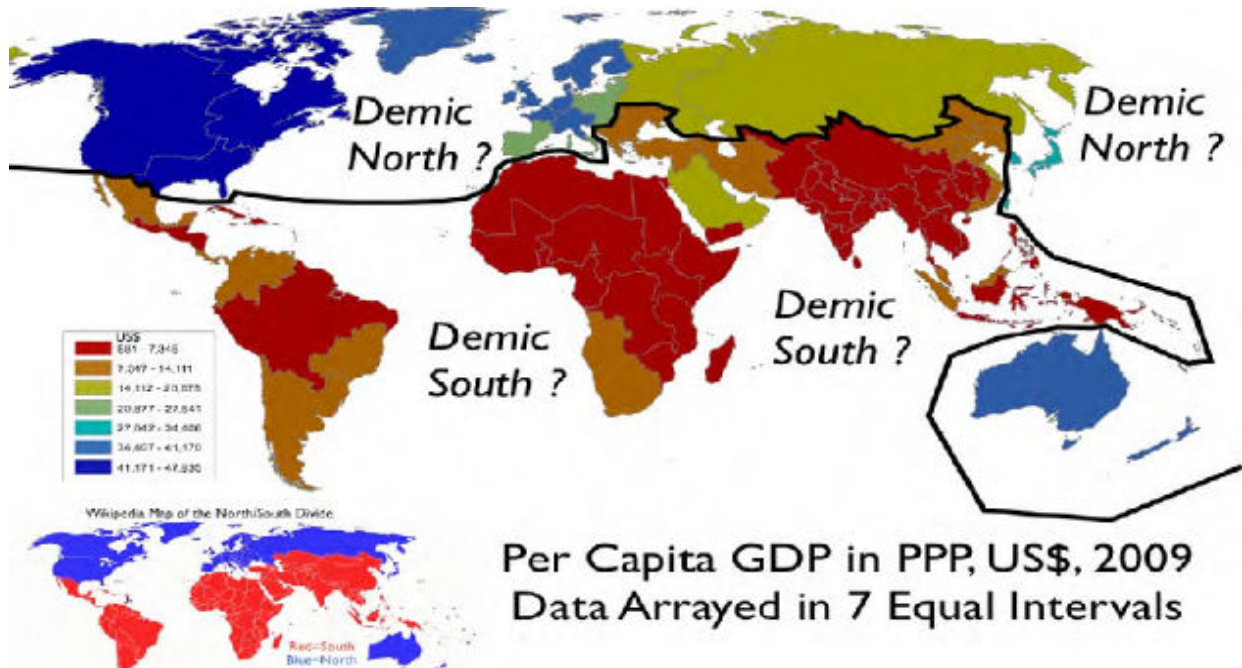


Figure 22.1: A map showing the global north and global south Source. Wikipedia

2. Communication and Cultural exchange

The invention of satellite technology has improved communications between nations. Technologically advanced nations such as the USA and Russia launch the satellites into space. These satellites are used by them and other nations of the world for communication purposes. The world has become the global village. This means that through modern forms of communication such as telephone, mobile phones and internet, and the mass media such as radio, television and magazines, every can know a great deal about other countries. Young people of the world over know about the same pop star or the same football. Sometimes individual nations of the world organize cultural exchange visits among them. The visits promote understanding

friendly and cooperation among the nations as well as highlighting their cultural similarities and differences.

3. Transport

Transportation is very important in the movement of goods and people all over the world. The interdependence of nations also exists in transport. To carry out trade with other countries Malawi need international transport links because it is landlocked, which means it is surrounded by other countries (land masses). Malawi depends on other nations for access to the sea and oceans. To send exports and receive imports the goods have to be carried to and from coastal ports, other countries. The main routes which are used are roads to Dares salaam in Tanzania and to Beira in Mozambique, and a rail to Nacala in Mozambique. Air transport is also important in a landlocked country like Malawi since light goods can be exported by air. It is also mostly by planes that tourists come to visit the attractive scenery and wildlife of Malawi bringing much needed foreign exchange. The main international airports are Kamuzu and Chileka international airports. These road networks, railway system and air services enhance the flow of people, ideas and goods from and to the Malawi. This has resulted in the presence of many races from all the world who contribute to the diversity of the country through various professional activities and enhance cultural pluralism. Landlocked Malawi and its western neighbours Zambia and Zimbabwe desperately need a reliable and cheaper route to the sea. That is why the supported the Senar Corridor and Shire-Zambezi Waterway Projects. The Shire –Zambezi Corridor was once successfully and beneficially used by the British and Portuguese colonizers. The recent study has proved that waterway is still navigable.

4. Health

The provision of efficient care delivery across the globe is seen as the sole responsibility of any nation but can be improved through interdependence. Outbreaks of epidemics such as cholera and pandemics such as HIV/AIDS further illustrate the interdependence among all nations of the world. Concerted efforts are being taken by all nations fighting HIV/AIDS which has now affected more than 42 million people in the world which rivals the greatest epidemics in history. The spirit of interdependence has been illustrated in dealing

with other health related issues such as outbreak of Cholera in Africa and Asia, Ebola virus in DRC, bird flu and Severe Acute Respiratory Syndrome (SARS) in Asia, Dengue fever in Pakistan as well as Cow Mad disease in Britain. Drugs and medical equipment manufactured in some parts of world by pharmaceutical industries are made available to other countries. Also the services rendered by charity organizations such as “doctors without borders’ are a form of interdependence. International cooperation is also important in health, to make sure that travelers are suitably vaccinated and can not bring diseases into the country.

5. Security

Nations have demonstrated interdependence in dealing with security issues. For example, when the terrorists attacked the Americans on 11th September, 2001 and the Deadly Siege at Nairobi Mall in September, 2013, and they needed support of other nations to blame and combat terrorism. Armed conflicts in the DRC, Central African Republic, Mali and Egypt and Kosovo have shown the importance of regional and international cooperation in dealing with the issues of this nature. Armed forces from other countries have been involved in repelling attacks and bringing peace to these countries with various measures of success. Malawi armed forces under United Nations or African Union have been sent for peace keeping mission to DRC, Kosovo and Sudan. Countries also depend on each other in security matters, for example in giving help to catch cross border criminals.

Exercise

Read the case study below and answer questions that follow;

Cross- border security to reduce tobacco smuggling

The police in Blantyre said they are strengthening the Joint Permanent Commission of Defense and Security, which a security agreement is involving Malawi, Mozambique and Zambia. It is one of the measures taken to minimize the smuggling of tobacco. This was said during an Anti-tobacco Smuggling Initiative Consultative Meeting held in Blantyre. The meeting was being held in the work that about 300, 000 tones of tobacco in smuggled from Malawi. The smugglers do this in expectation to make huge profits and sell their tobacco quickly. (Adapted from *Malawi News*, September, 2009).

Questions

1. Why people smuggle tobacco to the neighbouring countries?
2. What do you think is the impact of this activity on the economy of Malawi?
3. Suggest solutions to this problem.
4. Why is the Anti- tobacco Smuggling Initiative important to Malawi?

6. Education

The need for specialized training further shows the interdependence of nations. For example, most African countries have sent their citizens to North America, Asia and Europe to get trained in various fields such as medicine, and technology. For instance, Malawi sends its citizens for training in various fields of education to Australia, USA, UK, China, Japan and to some African countries. Similarly, there are many international students from Zambia, Zimbabwe, Botswana and other SADC and non-SADC countries studying in Malawian schools and colleges. The developed countries on the other hand come to Africa to do research in some areas such as tropical diseases like malaria. The University of Malawi is an attractive destination for students and scholars in many countries seeking to study and undertake research in Africa. Student aid and scholarships from different countries and overseas organizations such as USAID

are made available to qualified students to study in foreign countries in various fields.

7. Membership to regional and world organizations

Malawi also cooperates with other countries by belonging to regional and world organizations and joint decisions reached at crucial meetings result in interdependent activities for continued peace and stability of the world. In these organizations cooperate to help solve problems. Some of these organizations are the southern Africa development community (SADC), Cross-Border Initiative (CBI) and Common Market for Eastern and Southern Africa (COMESA). These groups of countries are characterized by a common desire to create a market and form a common bargaining front on the world market. For example, COMESA is a giant market to which some SADC and East African Community (EAC) member states belong. Malawi has many embassies and consulates in various parts of the world.

8. Economic aid/ assistance from development Countries to development countries

Because Malawi is a developing country with a number of problems, it needs the economic assistance of other countries and international organizations. These include government agencies, a wide variety of NGOs and charities. Developing countries like Malawi need more aid to offset climate change disasters, poverty and epidemics as well as delivery of basic services such as education and health.

Activity 4

Identifying ways in which nations are dependent on one another

1. In pairs,
 - a) How are countries from around the world interconnected?
 - b) Have you or your relative travelled abroad. Explain the reasons and the countries visited.
 - c) Suggest how Malawi as a country depends on other countries.
 - d) Identify items that are imported into Malawi around the classroom or your homes including your clothes and mention their country of origin.
2. Present your findings in a plenary.

Activity 5

Researching on how Malawi and its neighbouring countries depend on one another.

1. In groups,
 - a) Mention the neighbouring countries to Malawi.
 - b) Suggest how Malawi depends on its neighbouring countries and how the neighbouring countries depend on Malawi. Give examples of your points.
 - c) Find out from books, newspapers and magazines how Malawi and its neighbouring countries depend on each other.
 - d) Write a report on your findings.
2. Present your findings and report in the plenary.

Activity 6

Describing ways in which all nations of the world are dependent on one another

1. In groups,
 - a) Find out what is “importation” and “exportation”. Explain the terms import and export.
 - b) Name mode of transport used to import and export goods.
 - c) Name two products and their country of origin that are imported into Malawi.
 - d) Name of products that are exported from Malawi.
 - e) Why do you think different countries specialize in the production of specific items? Do countries import items on a need-basis only? Why do countries import items they do not need?
 - f) Describe how countries depend on each other despite through trade.
 - g) Should we expect we expect many economic groupings to serve the interests of African countries?
2. Present your findings to plenary.

Importance of interdependence among nations

The interdependence of nations helps in solving problems in the world. There is no way in which Malawi could operate on its own. Neither could any other countries, whether in the more developed world or with our neighbours that the problems of developing countries like Malawi can be solved;

- To improving efficiency when dealing with problems.
- To save the cost. For example when a country exports goods it can produce cheaply and import those goods which may be expensively produce due to environmental and technological factors.
- To promote relationships. Interdependence boosts peaceful cooperation among nations.
- To promote sharing of resources among nations. This may be in form of economic aid, labour and material donations.

Activity 7

Explaining the importance of interdependence of nations

1. In pairs discuss the following;
 - a) Explain how and why Malawi depends on its neighbouring countries.
 - b) Why are donors important to the economy of Malawi?
 - c) Why should Malawi belong to regional and international organization and participate in peace keeping missions.
2. Present your findings in a plenary.

Activity 8

Explaining the importance of interdependence among nations

1. In groups discuss the following;
 - a) Can you explain how Malawi relies on other countries?
 - b) Identify common problems that countries in Africa are facing.
 - c) Explain how the interdependence of nations can help to solve these problems.
 - d) How is Malawi contributing to the solving of world problems?

2. Present your findings in plenary.

The importance of interdependence of nations in solving international problems

Nations depend on each other for various reasons. Some countries have tried to isolate themselves from other nations but they have found it difficult to develop.

Activity 9

Discussing the importance of interdependence among nations in their ability to solve international problems

1. In groups;
 - a) Discuss whether Malawi should continue getting aid or should find ways to be economically self-sufficient.
 - b) Conduct research in recent newspaper articles on economic aid from Developed countries and specify the amount and purpose intended for the aid.
 - c) How can countries in the world deal with terrorism and cross-border crimes?
2. Present your findings in the plenary.

Activity 10

Discussing a case study on the importance of interdependence among nations to solve international problems

Read the case studies below and answer questions that follow;

Malawi to send troops to DRC, Congo-Kinshasa

Malawi will contribute at least a military company to the 4,000 member Southern African Development Community (SADC) peace keeping mission in DR Congo, Vice President Khumbo Kachali announced in Tanzania on Sunday. A statement from the Vice President's press office said Kachali, who represented President Joyce Banda at the SADC extra-ordinary meeting of the Heads of State held in Dar es Salaam on Saturday, made the disclosure at

the end of his visit to that country. A military company is comprised of at least 100 to 150 soldiers.

"Malawi has always been committed to peace keeping in the region and beyond. The Malawi Defence Force performance has always been excellent in such missions, as such our commitment to peace keeping in the DR Congo is to continue the good work our men and women in uniform have been doing elsewhere," Kachali said. He said the SADC extra-ordinary meeting also tackled issues surrounding peace and transition in Madagascar and the scheduled elections in Zimbabwe, where a roadmap on constitutional reforms had been agreed upon. M23 rebels took over the city of Goma in Eastern DRC last month, but they have since pulled out under a peace deal agreed with DRC President Joseph Kabila, Uganda's Yoweri Museveni and Rwanda's Paul Kagame. Museveni also attended the SADC extra ordinary summit in Tanzania. Malawi's troops are also involved in peacekeeping mission in Ivory Coast.

(11 December 2012 TIMES) <http://www.malawitoday.com/news/127590-malawi-send-troops-drc-congo-kinshasa>

Questions

1. Mention three countries where Malawi sends peace keeping troops?
2. Under which organizations are peace troops are sent for peace keeping?
3. Explain two ways of interdependence shown in the extract above.
4. What three issues were discussed during the SADC extraordinary meeting?
5. Why SADC which is an economic organization should be involved in security issues.

Unit summary

No human being is an island, indeed no country in the world can stand on its own. A country depends on other countries whether near or far economically, socially or technologically. They tend to depend on other countries in terms of trade, transport and communication, health, education, security, economic aid among other areas. The interdependence in these areas is important because it enables countries to solve their problems thereby promoting relations, save the costs and improve the efficiency of solving problems on a global scale as concerted efforts make this easier. Therefore interdependence of nations needs to be enhanced and sustained through cultural exchange visits, trade and being a member of a regional and international organization. It is through interdependence that an understanding of people far and near can be enhanced.

Review questions

1. Do you agree or disagree with the statement “A person who controls transport controls trade”. Explain your view.
2. State three ways in which countries may depend on each other?
3. Give two reasons why organizations such as COMESA are important.
4. Imagine you are living in a country which is isolated by all countries in the world, suggest three problems your country face because of the isolation.
5. Explain three ways in interdependence of nations is important.
6. Describe three ways in which interdependence of nations is important.
7. Malawi faces many problems as a landlocked country. Give any two.
8. Explain any five ways in which Malawi benefit from the interdependence of nations. Write in an essay form.

Glossary

Comparative advantage: ability of a person or country to produce a particular good or service at a lower marginal and opportunity cost over another.

Cultural exchange: an exchange of students, artists, athletes, etc., between two countries to promote mutual understanding.

Epidemic: disease affecting many persons at the same time, and spreading from person to person in a locality where the disease is not permanently prevalent.

Fluctuation: varying/ changing irregularly

Globalization: the process of increasing the connectivity and interdependence of the world's markets and businesses or the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture

Interdependence: condition of being interdependent , or mutually reliant on each other

Landlocked: a country entirely enclosed by land, or whose only coastlines lie on closed seas or a country has no access to any oceans or seas.

Terrorism: violence or the threat of violence, especially bombing, kidnapping, and assassination, carried out for political purposes.

Pandemics: an epidemic of infectious disease that has spread through human populations across a large region; for instance multiple continents, or even worldwide.

References

Betemeni, F.W. (2000) *Social Studies Book 1*. Blantyre: Dzuka Publishing

MCDE (2000) *Junior Certificate Social Studies*; Open & Distance Learning Resource. Blantyre: MCDE

Adeyemi, M.B., *Botswana: An example for Teaching the concept of interdependence*,

http://www.uni.edu/universitas/archive/fall07/pdf/pdf_adeyemi.pdf

Namate, D. and Mtunda, F. (2000) *Malawi Junior Secondary school Social Studies Book 1*. Blantyre: Macmillan

<http://en.wikipedia.org/wiki/Interdependence>

www.mtholyoke.edu/acad/intrel/copeland.h...

http://www.nationalgeographic.com/illicittrade/pdf/Illicit_LPlan1.pdf

CLAIM Limited,
7 Glyn Jones Road,
P.O. Box 503,
Blantyre,
Malawi.

© CLAIM 2013

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form, electronic, photocopying, recording, mechanical, or otherwise except with prior written permission of the publisher.

Editor : Hudson Chamasowa

Designer : Chilungamo Lipenga

Proofreader : Evance Fungula

Illustrator : Collins Mkhwapa

ISBN 978-99908-0-089-0

Arise is a new series of books that responds to the Secondary School Curriculum and Assessment Review (SSCAR). Books in this series are tailored not only for learners' acquisition of knowledge, attitudes, values and skills but also they provide a way of raising their standards of education. The systematically presented and colourfully designed units are easy to follow and provide extensive opportunities through practical activities. Students will fully interact with concepts that are being introduced in ways that do not make them passive learners.

The unique characteristic of the books is that they help students to keep their minds open at all times during their learning. Keeping in students the spirit of life-long learning is the mission of the authors. To achieve this, several methods have been included in the books. Students are however encouraged to employ even more methods that suit their learning needs. In that way they will **Arise!**

