

# Development and Climate Change in Malawi

## Teachers notes

### *Time*

1 hour approx

### *The learning*

Pupils are expected to begin to understand the meaning of development, factors which contribute to a positive and negative cycle of development, and to appreciate its complexity. They are also to try and understand the role of climate change as part of a wider process, and the way in which it contributes to an underdevelopment of some communities in Malawi.

The card resources are designed to get pupils to engage with what sort of factors contribute to positive and negative cycles of development.

They are encouraged to think of how the negative factors may be influenced by climate change. Try and draw out examples during the discussion, for example the link between climate change causing drought and therefore lower yields, which encourages deforestation and therefore further drought and further lower yields, leading to further deforestation. Alternatively the link between climate change and HIV may be highlighted. Also attempt to draw out the links – for example deforestation is worsened by population pressure, and a lack of other employment opportunities.

For the positive factors, the link to support mechanisms for individuals and communities through NGOs and Government are explored. Try and encourage pupils to think about what limits how effective support can be.

### *Structure of Activities*

The initial sheet is to check pupils have a sense of what is meant by *development*, for which the introduction should help.

The student sheet is designed to support pupils synthesise the learning generated through the activities. The task sheets highlight when it is supposed to be used, beginning with the introduction sheet.

Pupils are meant to work in groups with the cards, but will need support from a teacher to assist them in the sequence of activities with the cards (outlined in the tasks) and when to use their student sheet.

### *Extension*

After completing the card activities and student sheet, this could extend onto one or two lessons assessing the response of the Malawian government to climate change. This can be found in the report, pages 40-42, which pupils could be given access to.

## Development and Climate Change in Malawi: Introduction

There are lots of complicated processes happening in Malawi, which mean that poor and vulnerable people are at risk. Climate change is having a *negative* (bad) effect on this.

However, it is not just climate change that is an issue. Many factors, related to the *development* in Malawi, are linked together, with climate change not only having an effect on the lives of people directly, but also indirectly by affecting these wider development processes.

You should have noticed when you were reading the impacts and adaptations that there are a lot of other factors affecting people's lives.

It is important to understand how these link together.

This is because to improve things, *all* of the factors need to be addressed **holistically** (meaning all together).

Also, you should have noticed that communities need **support** to battle these processes, and make sure that development becomes a **positive** cycle.

### *The meaning of Development*

There is no one definition of what 'development' means.

However, people generally mean **development** as the process by which society is changing, with the goal to improve the lives of people and society as a whole.

Therefore the goal of having things like good schools, good hospitals, jobs for everyone, improved farming techniques, improving roads and communications is what development is trying to achieve. Many things like the size of the population, the way the economy is put together (for example lots of farmers, or more industry) the way the government works, and how other parts of the world link to Malawi all affect these processes.

Development processes can often work in a **positive cycle** or a **negative cycle**, which makes things improve, or get worse.

Malawi has experienced many things that have led to a negative cycle in many areas, which climate change is making worse.

**After reading this, write down what you think '*development*' is on your student sheet**

# Development and Climate Change in Malawi

## Pupil tasks

### Task 1

Look at the cards. Each has a factor that has an effect on the lives of people in Malawi written on it. Working in pairs or in a group:

- First decide if this impact is **positive or negative** by putting them into a positive pile, and a negative pile
- Then decide within each pile which are **direct impacts**, or **indirect impacts**  
Do this by writing a D for direct, or I for indirect on them
- Then, in each pile, decide which one you think is the **most important positive** and the **most important negative** factor
- For these most important ones, on the **back of each** write down **how this has an effect on peoples lives**

Have a class discussion, where each group shows what they picked and why. Try and talk about if any of these factors link together and affect each other – can you put two or three together...?

Now, **write down** on your student sheet which you think is the most important development factor in Malawi, and why.

### Task 2

Now you need your **negative** pile of cards. Have a look at them, and pick out those factors that you think are being **affected by climate change** in Malawi.

Again, on the back, write down **why this is**.

Compare the ones you chose to another group. Together, see if you can link together how climate change is having an effect on development in Malawi.

Now on your student sheet, write down how you think climate change is affecting development.

## Task 3

Now take the pile of **positive** cards.

You are going to read them, and decide if they show how development can be **supported**.

This could be by:

- Local NGOs (like the SHMPA)
- Government agencies (like the fisheries department)
- The Malawian Government
- International NGOs (like Oxfam)
- Other Governments (like the UK)
- Other people globally

After you have done this, compare what you have picked to other groups.

Have a class discussion. Try and talk about why support is important. Can you see things which you think **link together**? Why?

Now write a paragraph to explain how you think development should be supported in Malawi on your student sheet.

## Task 4

Finally, think about what you have seen about the adaptations that have taken place in Malawi.

Can you think of **3 things you would do** to improve how adaptations are occurring?

For each one, try and say how and why you would do it...

Not enough jobs in towns and cities

Fertile land used to grow cash crops such as tea

Women have a subordinate role in society

NGOs set up agriculture diversity support groups

Government gives subsidies to buy fertilisers

Not enough schools

International governments donate money to pay for agricultural training

Increased levels of mosquitos and cholera

Government fertiliser coupons not distributed well

Increases in tourism

Government gives out  
handouts of food

Deforestation to make  
charcoal

Government gives free  
training for fish farming

World food prices  
increasing

Government has lack of  
funds for agriculture  
department

Population increases

International agreement  
to assist education in  
developing countries

High levels of HIV and  
AIDS

Dependence on Maize farming

NGO like Oxfam raises money in UK for its programs

Farmers given higher yielding types of seeds

Farmers given training to diversify their livelihoods

Schools setup feeding programmes for pupils

# Development and Climate Change: Student Sheet

What I think *development* means...

What are the most important factors **preventing** development in Malawi?

What role is **climate change** having for development in Malawi?

What ways development can be **supported** in Malawi?

What can be done?

I would do the following three things in Malawi, to help adaptation

1)

reason:

2)

reason:

3)

reason: