

FORM ONE SOCIAL STUDIES

UNIT 1: FAMILY

Define the term family.

- Family is defined as a group who are related or united either by ties of marriage, blood and adoption.

Explain two reasons why family is important.

- Family is mainly the first agent of socialisation (training of the members on the right attitudes, values and beliefs of the society).
- Families provide basic needs of an individual, ensure continuity of human race through procreation (child bearing) and safeguard disadvantaged individuals who would not establish independent life.

Explain six types of families.

1. 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.
- Nuclear families are very common in western countries and are becoming more common in towns of Malawi.

Factors that have contributed to nuclear families becoming common today

- a. Modernization (adoption of newest ways or views or methods)
- b. Increased cost of living
- c. Improvements in transportation have led families becoming geographically and socially mobile (able to change class, occupation and place of residence easily).

2. Extended families

- An extended family contains other relatives in addition to a nuclear family. It includes parents, unwedded children, and married children with their spouses and their offspring, grandparents, aunts, uncles and cousins making a one big family extending at least for generations.
- Extended family 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 communities and other forms of help when they are needed.
- A polygamy family is the other form of extended family since the wives and their relatives become members of the family. A polygamy is where some

communities allow their spouses to have more than one spouse at a time.. These communities can allow men to have more than one wife (**polygamy**) or woman to have more than one husband (**polyandry**).

- Polygamy is common especially among Muslims since it is permitted by their religion but it is also practiced by some people who are non-Muslims.

3. Single parent families

- Single parent family has one parent who also heads the family; it can be the father or the mother.
- The other parent is not there either because of death or other causes.
- A single family may either be nuclear e or extended. Single family has economic, social and emotional [problems and they are among the poorest families in the country.

4. 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.

5. Child headed families

This is a family one child will take the responsibility of the other children. This happens when there are no relatives to take care of the children after the parent's death. Often it is the eldest child that takes the responsibility to look after the younger children.

6. Adoptive or hybrid families)

These are families which adopt children especially orphans or abandoned children.

Explain the factors that affect or influence family size.

1. Sex preference

- Preference of the sex of the children born in the family may influence size. For example, 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.

2. Cultural influences or practices

- Large families are the norm in Malawi and in most parts of Africa. So it is normal for women in Malawi to have many children.
- The fertility rate in Malawi is six. Having many children is a cultural tradition.
- Most ethnic groups in Malawi regard children as wealth and they are supposed to look after their parents in their old age.

What are the other factors that encourage large families in Malawi?

1. High infant mortality rate
2. Premarital pregnancies
3. The practice of divorce and remarriage
4. Lack of family planning
5. Fertility rate
6. Prolonged Education
7. Introduction of population and family education.
8. Urbanization of population and family education.
9. Modernization.

Explain five advantages of a large family.

1. Parents are assured that some of their children will attain adulthood even when others die.
2. Large families are an investment in the future as parents are assured to be looked after when they are old.
3. A family that has many children, there is always proud of their children.
4. If there are many children someone to send on an errand (a short journey to take a message, gets the work in the farm done quickly.
5. 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.

Explain the disadvantage of a large family.

1. Someone to send on an errand (a short journey to take a message, gets the work in the farm done quickly.
2. It is difficult to provide counseling, proper guidance and quality education to children as it is expensive to send many children to affect school.
3. It leads to rapid population growth which puts pressure on the

Explain five advantages of a small family.

1. Parents can afford to provide for their families as it is easy to feed and clothe a small family.
2. 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.
3. It is easy to educate every child equally if the family has few children.
4. There is peace and harmony among the children since there is no competition for the available family resources.
5. Parents give adequate security to their children.

Explain four disadvantages of a small family.

1. Parents are not assured of having a child to support them in their old age if the few or single child they have died.
2. The children may not be able to look after their parents when they are old.
3. It promotes individualism. Parents are only interested in looking after their children and leave out all the relatives in the rural areas.
4. 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.

Define the term gender role.

A gender role is what the society expects a male or a female to do by virtue of being either male or female.

Explain the importance of gender roles.

Gender roles affect the rights and responsibilities which different family members have. Thus men and women, boys and girls have different responsibilities in the family.

Explain factors that have led to changes in nature of the family in Malawi.

The reasons for more nuclear families:

1. More families want to live nuclear families in the West as they wish to have more comfortable standards of living and to look after their children.
2. More girls are completing secondary education and want to have careers and avoid marriages and children altogether.
3. Knowledge and values acquired in school enable parents to arrive at rational decision as regards their family size and mostly prefer a small family.
4. The rising cost 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.
5. People in urban areas are likely to have loose ties with their relatives in the village.

The reasons for more single parent families

1. Death of a husband or wife due to HIV/AIDS or other causes.
2. High level of divorce or separation
3. The husband may be away most of the times working elsewhere.
4. Some women and men prefer single life.
5. Births to women and girls who may never have married, that is outside marriage pregnancies.
6. Desertion -the husband may have run away from his wife.
7. Lack of spouses.

Explain the reasons for more nuclear families in Malawi.

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Outline the reasons for more single parent families in Malawi

1. Death of a husband or wife due to HIV/AIDS or other causes.
2. High level of divorce or separation
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UNIT 2: HUMAN RIGHTS

What do you understand by the term “human rights”?

Human rights are defined as

- 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.

Define the following terms

a. Right

A right is an entitlement and therefore it cannot be withdrawn. When a person is entitled to something it means that that he or she can demand for it. If the right has been withdrawn or taken away, the person whose right has been withdrawn has to receive damages or compensation.

b. Privilege

A privilege is an honour, a favour, an opportunity, an advantage or a benefit enjoyed by a particular person or group of people. It can be taken away

without compensation.

c. Freedom

Freedom is the state of being able to do something without hindrance or disturbance.

d. The Universal Declaration of Human Right

This is a document containing a list of thirty rights which form the basis of the human rights. Nations were requested to ratify the UDHR.

e. A Bill of Right

- It is the collection of fundamental rights and freedoms of individuals into one document which is entrenched into a constitution of a country.
- Bill of Rights is contained in Chapter V of the constitution of the Republic of Malawi.
- A bill of Right is said to be entrenched into the constitution because it is applied without amendment or changes to new problems as they arise.
- Bill of Rights is a law which is enforceable in the courts of law.

Explain the factors that led to the establishment of the Universal Declaration of Human Rights and other human rights documents.

1. Cruel Treatment of Prisoners of War

Prisoners of wars were badly treated during the First World Wars (1914-1919) and the Second World War (1939-1945).

The 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.

2. 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.

3. Abuse of children

There has been an increase in the cases of child abuse such as child labour, sexual exploitation and child trafficking.

4. Discrimination

Discrimination is the state in which certain individuals or groups of people are treated less favourably than the rest.

There has been increasing in the cases of discrimination based on sex,

disability, race, political beliefs, religious beliefs, ethnic origins, health.

5. Slave trade and slavery

The persistence of some pockets of slave trade and slavery despite their abolition in 19th century. Therefore there was need to address the problem.

HUMAN RIGHTS AND FREEDOM

State and explain the fundamental human rights and freedoms.

1. **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.
2. **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.
3. **Right to respect for Human Dignity**- Everyone is entitled to be respected as a human being by the government, the courts and fellow citizens.
4. **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
5. **Right to Privacy**
Privacy of every person shall be respected. For example, unlawful searching of a person, his or her property is not allowed, opening mail or parcels of other people is not allowed.
6. **Right to Education**
All persons have the right to education.
7. **Right to own Property**
Every person may own property alone or in association with others.
8. **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.
9. **Right to Development**
Everyone has the right to development and to enjoy social economic, cultural and political development.
10. **Political Rights**
Everyone has the right to form or join a political party, to campaign for a party, and to participate in a peaceful political party activity aimed at influencing the composition and policies of the government and to freely make political choices.
11. **Freedom of Association**
Everyone has a right to freedom of association and this includes the freedom to form an association or a grouping.

12. Freedom of Conscience

Everyone has a right to freedom of conscience, religion, belief, thought and to academic freedom.

13. Freedom of Expression

All people are free to speak and express their opinions are critical

14. Freedom of the Press.

The press has the right to report and publish freely and to access peace fully

15. Access to Information

Everyone has a right of access to information held by the state or its organs

16. Freedom of Assembly

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

17. 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.

18. Slavery, Service and Forced Labour

No person shall be held in slavery or conditions similar to slavery.

19. Rights of Detainees

Right to be released if such detention is unlawful.

State and explain the rights of women.

1. To be accorded the same rights as men in civil law, including equal capacity.

- (a) To enter into contracts
- (b) To acquire and maintain rights in property independently or in association with others regardless of their marital status.
- (c) To take care and guide children and have an equal right to making decisions that affect children's upbringing.
- (d) To have and maintain citizenship and nationality.

2. On divorce

- (a) To a fair sharing of property and is held jointly with a husband,
- (b) 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.

State and explain the rights of child.

- 1. Right to a given name and a family name and the right to citizenship
- 2. Right to know and to be raised by their parents
- 3. Right to be protected from economic exploitation or any treatment, work or

punishment.

State and explain five fundamental principles on which human rights are based.

1. 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. The duty of the government is simply to promote, protect and enforce.

2. 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.

3. Universality

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

4. Interdependence

Human rights support each other.

5. Individuality

Human rights cannot be separated. Every person is entitled to enjoy all human rights at all times.

TYPES OF HUMAN RIGHTS

State and explain three types of human rights.

1. Civil and Political

- These rights are also known as '**First Generation Rights of Liberty Oriented Rights**'.
- These 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.
- Civil Rights include the right to life. Enjoyment of the right may include enjoyment of the following other related rights: the right to liberty, equality, to freely participate in the running of your government and freedom to join a trade union or other associations and organizations.
- Political rights include the right to vote, freedom of opinion and to say what 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'. They include the right to food, shelter and clothing; the right to practice and enjoy ones owns

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.

3. Environmental and Development 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.

FORMS OF HUMAN RIGHTS

Explain the difference between limited and unlimited human rights.

1. Limited Human Rights

These are human rights that may be restricted and these include

- a. Freedom to expression
- b. Freedom of assembly
- c. Access to information
- d. Freedom of press
- e. Right to privacy
- f. 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.

State of emergency may be declared and government may take the following actions to limit human rights"

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

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

2. Unlimited Human Rights

The unlimited human rights include the following

1. The right to life

2. Right to equality
3. Right to freedom of thought, conscience and belief
4. Respect for human dignity
5. Prohibition of imprisonment for failure to meet contractual obligations
6. Prohibition of slavery, slave trade and slave-like practices.

HUMAN RIGHTS VIOLATIONS

Explain the term human rights violation.

- Human rights violation is the infringement or encroachment on a person's rights. For example, every child to be raised by his or her parents.
- It is a violation of the rights of the child if parents refuse to take care of their child.
- People's rights are violated when demonstrators block roads and vandalize property.

UNIT 3: CITIZENSHIP

What Is Citizenship?

Citizenship is the status of belonging to a particular or specific community.

What is meaning of the word citizen

It is the person who is a member of a particular or specific community.

Explain two types of citizenships.

1. Single citizenship

- It is the status of belonging to one country.
- When a the constitution of a country gives recognition to single citizenship only, it is impossible for a person holding citizenship of another country to become a citizenship of that country unless he or she voluntarily gives up the other citizenship.
- The reason for doing this to avoid having citizens who have divided loyalty and patriotism.
- Malawi is a country that recognizes a single citizenship.

2. Dual citizenship

- It 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.

Explain the ways of acquiring Malawian citizenship.

Malawian citizenship can be acquired in the following ways

1. Through birth

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

2. Descent

- This 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.

3. 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.

4. Registration

This 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 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 compliance with the laws of Malawi.
- They must give up the citizenship of the other country.

5. Naturalization

- It 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, person can become a Malawian citizen through naturalization if that person is of good character. This means that the applicant should not have committed any crime while in the country, must be able to speak or understand either one

vernacular language or English, show compliance with the laws of Malawi and give up the citizenship of the other country

6. Restorations

It 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 renounce or give up Malawian citizenship in favour of that of another country can one more become a Malawian citizen as long as the following conditions are fulfilled:

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

Describe any three ways in which Malawian citizenship can be lost

1. Voluntary Renunciation

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

2. 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.

3. 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.

Examine the security implications of each of way of acquiring Malawian citizenship.

1. Vulnerability to change of policy

A policy is a course of action on a particular issue that the government takes. For example, transferring people from less populated areas to reduce over-population.

Citizenship by marriage, registration and naturalization 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 of citizenship.

2. Vulnerability to change of government

Citizenship by naturalization, marriage and registration can be affected through shift in policies as a result of change of government. Change of government can make citizenship to suffer from the implications of lack permanence, deprivation of property and lack of belongings'.

Discuss the importance of citizenship or discuss the benefits a person get as a result of being citizens of Malawi.

1. Enjoyment of certain rights. Such rights include the right to voter and the right to form or join a political party.
2. Promotion of unity
3. Promotion of patriotism-Patriotism refers to the love and pride a citizen has for his or her country.
4. Enjoyment of certain privileges such as receiving government subsidies

UNIT 4: FAMILY NEEDS AND RESOURCES MANAGEMENT

What is sustainable development?

It is using the available resources to meet people's needs while being mindful of future people's needs.

Identify any four basic needs of the family.

These include

1. **Food-** sufficient and balanced diet which makes a person to actively participate in the labour force.
2. **Shelter**
This is important to ensure privacy and protection of family members from rain, sun, cold etc.
3. **Health care**
Healthy families lead to a productive family and nation who in turn contribute to the development of the country.
4. **Education**
This enables an individual to acquire the necessary knowledge and to develop appropriate skills and attitudes for making rational decisions in life.
5. **Clothing**
This gives an attractive appearance and protect people from heat, cold, rain and injury by rough objects
6. **Security, affection and love.** Security is the sense of belonging of being accepted by others.

Explain three ways of acquiring family resources.

1. 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.
2. Some kinds of food can be grown while others can be bought.
3. Earning money
4. Aids-families can get both financial and material assistance from others.

Explain four ways how families can manage family resources.

1. Through proper care and use of family resources.
2. Through careful planning- this involves identifying goals or what to achieve and how to achieve them.
3. Through proper budgeting- This involves planning for family income and expenses

State and explain four way ways of conserving family resources or explain how a family can conserve its resourcesd.

1. **Re-using**
This implies using resources that have already been used for other or some purposes.
2. **Reducing**
This means using fewer amounts of resources.
3. **Recycling**
This means to treat a substance that has already been used so that it is fit to be used again.
4. **Substituting**
This involves using alternative resources that can achieve the same needs.

State the contribution of resources management /conservation to the development of the family.

1. Family members spend less time in search for their basic needs.
2. The members of such a family are not a burden to others.
3. It brings about peace, harmony and stability in the family.
4. 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.

What are the benefits of proper management and conservation of family resources?

5. Family members spend less time in search for their basic needs.
6. The members of such a family are not a burden to others.
7. It brings about peace, harmony and stability in the family.
8. 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.

UNIT 5: HUMAN POPULATION GROWTH AND THE ENVIRONMENT

Explain the meaning of the term “human population” and environment.

It refers to the number of people or human beings occupying a given area or living in a particular area at a given time.

Environment refers to any of our surroundings which may include living and non-living things. The living components may include vegetation, wild life and people. While the non-living components may include water, land, air, light, minerals and structures constructed by people such as roads and houses.

What is the difference between physical environment and social environment?

The environment can be divided into physical surrounding and social environment.

Physical environment may include hills, mountains, rivers, lakes, valleys, plains and vegetation while social environment comprises people and their culture, technology and infrastructure.

What is human population?

It refers to the number of people occupying a given area or living in a particular area at a given time.

Human population growth

It is a number of people that reside in a given over a given area.

Explain the factors that promote population growth.

1. Natural increase

- 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.

2. Migration

- Migration refers to the movement of the people to settle in another place usually across an administrative boundary between countries or within the country.
- There are two types of migration namely: **immigration** and **emigration**.
- Immigration is the movement of people into an area or country while emigration is the movement of people out of an area or country.
- 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.

3. Culture

- Population growth is also the result of socio-cultural factors.

- These socio-cultural factors are **status symbol** and **sex preference**.
- **Status symbol**- most parents who have many children feel proud of it because it gives them sense of achievement.
- **Sex preference**- some parents prefer boys to girls or girls to boys because of 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.
- **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.
- 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.

Identify factors that lead to population growth.

4. 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.

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- There are two types of migration namely: **immigration** and **emigration**.
- Immigration is the movement of people into an area or country while emigration is the movement of people out of an area or country.
- A **migrant** is a person who has moved into an area to settle in another area.
- The place from which the migrant has 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.

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What is life expectancy?

It is the expected number of number years of life remaining at a given age usually at birth.

Mention trends in the Malawian population and explain their effects.

The trends in Malawian population can be summarized as follows:

- a. High birth rate
- b. High fertility rate
- c. High death rate
- d. High annual population growth rate.

UNIT 6: MALAWIAN CULTURE

What is culture?

Culture is a way of life for a particular group of people or members of a particular society.

Explain nine elements of Malawian culture

1. Language

It 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.

2. Religion

It helps its followers to acquire a common cultural identity. There are three religions in Malawi which include Christianity, Islam and African Traditional Religion.

3. Customs

It refers to a long established practice among members of a culture or society. For example, initiation of boys and girls, inheritance and system of marriage. The matrilineal marriage system which is prevalent among the Ngoni and Tumbuka of the northern region and the Sena of the Southern region.

4. Beliefs

Beliefs are ideas regarding what is true. For example, the belief that there is life after death can be shared by members of a culture.

5. Moral values

These are standards or ideas about what is good and bad which govern people's behavior 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.

6. Traditional Dances

Traditional dances are performed during different occasions and for different reasons. Examples of traditional dances in Malawi are Gulewamkulu, Chimtali and Chisamba by the Chewa, Bena and Masewe by the Yao, Tchopa by the Lomwe and Vimbuza.

7. Food

The type of dressing helps to give people their visible cultural identity. The wearing of a headgear called 'duku' and a wrapper called 'Chilenje' among Malawian women and wearing of animal skins among the Ngoni are visible elements of the Malawi culture.

8. Etiquette

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

9. Housing

The type and shape of houses and how these are shared between parents and their children form an important element of culture.

10. Dress

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.

Explain five reasons why culture is important.

1. It helps to ensure the continuity of society.

2. It provides the standards for appropriate behavior.
3. It helps to give people their identity.
4. It promotes peace, unity and cooperation.
5. It serves as a source of entertainment for people.

What is cultural diversity?

It is the presence of multiple cultures of distinct groups of people within a society.

Explain four examples of sub-cultures.

- The 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.
- Examples of occupational sub-cultures are teachers, lawyers, nurses, accountants and engineers. The behavior of occupational sub-cultures is guided by written rules known as professional ethics.
- Ethnic or tribal subcultures refer to the cultural elements that are specific to individual tribes. These help to give tribes their unique identity, religious subcultures - followers of each religion have unique ways of worshipping God and rules guiding the behavior of each believer in their group. For example, there are differences on rules guiding the behavior of followers between Catholics and Presbyterians.

Explain six factors that promote unity in Malawi.

1. 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.

2. Intermarriages

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

3. Teaching of morals in schools and religious institutions

It helps in cultivating feelings of love and respect for one another. Love and respect for another promote unity.

4. Use of national symbols

For example, the use of 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.

5. Civic education

Messages of national unity contained in civic education programmes help to

bring about unity between people of different cultures.

6. Bill of Rights

It is a list of rights in the constitution protected by the laws.

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

Explain the importance of unity in cultural diversity.

- It helps the country to enjoy peace and stability.
- 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.

Explain the factors that have influenced the changes in the Malawian culture.

1. Urbanization

It 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.

2. Religion

The coming of Islam and Christianity introduced by the Arabs and Europeans respectively brought a significant cultural change. Here they meet people of other cultures and become delinked from their traditional setting. As a result, many Malawians became converted to these foreign religions.

3. Inter marriages

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.

4. Westernization

The coming of western culture has eroded Malawian culture.

5. Colonialism

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

6. 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.

7. Mass media

Through the mass media such as internet, radio, newspapers and television, young people are exposed to foreign cultures which they copy.

8. Education

Education is a vehicle for new ideas. After completion of their education, young people prefer to work in towns and cities where life is more western.

9. Trade

The exchange of goods and services involve exchange of ideas, beliefs, values and other elements of culture.

UNIT 7: GENDER BIAS IN MALAWI

Explain the meaning of the following terms

a. Gender

It 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.

b. Gender role

It refers to what the society expects a male or a female to do by virtue of being either male or female. Or Gender roles are a public image or female

c. Sex

It 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.

State the differences between sex and gender.

1. Sex is acquired from birth while gender is a learned behavior.
2. Sex is universal(affecting all people in the world) while gender is culturally specific (only affecting people in the culture concerned)
3. Sex is permanent while gender is dynamic.
4. Sex is physically or biologically determined while gender is socially constructed.

Practices of gender biases in the Malawian families

1. Marriage procedures.
2. Arranged marriages
3. Child rearing practices
4. Succession and inheritance practices
5. Widow cleansing

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

1. It leads to inequalities in opportunities.

2. It leads to ineffective development programmes
3. It leads to sexual harassment and violence against women. Examples of sexual harassment include rape, defilement etc

Measures for eradicating gender bias in Malawi

1. Education and training

Education empowers people and ensures gender balance in the family. Education and training on gender equality will help men and women to have positive beliefs and attitudes about gender.

2. Legislation of the rights of women

This refers to the making of laws that protect and promote the rights of women. It also involves reviewing policies or laws that are gender biased.

3. Eradicating retrogressive cultural practices which influence gender bias

This means ending all cultural practices that fuel gender biases such as forced marriages or arranged marriages and widow cleansing.

4. Taking normative action or affirmative action

This refers to policies that the government adopts in order to promote access to education, employment and other opportunities with direct aim at a historically and socio-politically non-dominant group.

UNIT 8: NATIONAL IDENTITY

National identity

National identity is a sense of belonging to one's nation or country. And makes an individual to feel proud, loyal and patriotic toward his/her country.

Discuss and identify types of national identity.

1. 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.

2. Dual national identity

This is the type of national identity that applies to those holding dual citizenship and those whose nation state is within another state such as Scotland in Britain.

3. 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.

Ohio national identity and Michigan national identity are sub-state national

identities in the USA.

Mention any two points importance of national identity.

1. It promotes unity and oneness among people across tribal or ethnic divide.
2. It fosters sense of pride, loyalty and patriotism

Define an identity document.

It is any document used to verify details of an individual's personal identity.

Explain the importance of the following identity documents.

1. National identity

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.

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. It 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.

What is vital registration?

It 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.

Describe the types of vital registration.

1. National identity registration

This refers to registration of citizens for the purpose of issuing national identity cards.

The National Registration Bureau is responsible for national identity registration and issuance of national identity cards to Malawian citizens.

Importance of national identity card

- a. Provides authenticity of citizenship of a person
- b. Helps to prevent entry of illegal immigrants into the country.
- c. Helps to identify real beneficiaries of relief items during disasters
- d. Helps to curb child trafficking and child labour.

2. Birth registration

This refers to registering a newly born baby child in a hospital register.

Importance of Birth registration

Provides evidence of one's citizenship when applying for other important documents

Importance of **Birth registration**

- a. It helps to make sure that anal Malawian
- b. It helps. in combating child

3. Marriage registration

This refers to registering marriage at the church, mosque, magistrate court or Registrar General's office.

4. Importance of Marriage registration

It makes it easy to know to know the number of households to receive relief in an area.

5. Voter registration

This refers to registering eligible voters in a readiness for an election.

Importance of voter registration

It helps

6. Business registration

This refers to registering business for the purpose of acquiring a business licence or permit.

Importance of voter registration

It helps to prevent those who do not qualify from voting during an election.

7. Death registration

This refers to registering death at the hospital or clinic.

UNIT 9: CIVIC RIGHTS, DUTIES AND RESPONBILLY

Explain the meanings of the following term

Responsible citizenship

It is the enjoyment of one's rights as a citizen while fulfilling your duties and responsibilities.

Civic rights

It refers to the rights and privileges exclusively enjoyed by those who

Duty

This refers to anything a citizen is obliged to do by law.

Responsibility

This refers to a moral obligation to do something for the good of oneself and

others.

What are the civic rights of a citizen?

1. Right to vote after attaining 18 years
2. Right to form or join a political party
3. Right to protection of their life and properties within and outside the country
- 4.** Freedom of movement and residence anywhere within the borders
5. Right to stand for election for public office
6. Right to social services such as water, health
7. Right to economic affairs in order to earn a living to support themselves.
- 8.** Right to participation in civic affairs;

List the importance of responsible citizenship.

1. It promotes unity
2. It promotes good health
3. It promotes good
- 4.** It promotes development

UNIT 10: CONSTITUTION

Explain the meaning

it is a set of rules foot governing or the cons tuition

Explain two types of constitution. Or describe the characteristics of the two constitutions.

1. 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 the rules about the governing the country are in one book or constitution.

This book provides reference on the all the powers given to the government and citizen's rights and duties.

2. Unwritten OR Non-documentary or uncoded 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 registration or acts of parliament, aged customers , conventions, subsidiary legislature etc.

State the strengths and weakness of written constitution.

strength

1. It provides the government with a legal document to which or which
2. It makes each government department
- 3.** It helps both the government and the public unwritten to check the

operations

4. It makes each government department aware of the roles of other organizations or departments.

weakness of Written constitution

1. They are not flexible and other people who have the task to interpret
2. It is not easy to amend or remove authoritarian provisions no matter how bad they are to the public.
3. The basic constitution principles sometimes do not tally (agree) with some items in a Bill of Rights and so they can cause conflicts.

State the strength and weaknesses of unwritten constitution.

Strength

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

Weaknesses

1. The rules for the governing of the country are not in one book, so it is possible for the government astray in its operations.
2. It makes it difficult for the government and the public to check that the rules of the constitution are being observed.

What are the common features of a constitution?

1. It is generally regarded as the highest or the most important set of laws. It is supreme to all other laws.
2. Any disputes on the constitution can be settled in a court of law since the constitution is set of laws.
3. It lays down the rules for becoming a citizen of the country.
4. It describes a country's state as a Republic, a Federation or a Monarchy.
5. It describes how positions in the government should be filled, either through elections or by appointment.
6. It describes procedures or methods that the government officials should use to make laws, policies and other decisions that affect the citizens.

How constitutions are made.

1. Unwritten constitutions develop naturally over a long period of time.
2. When a people create a nation, they write a constitution
3. Undemocratic constitution can be written by a small group of politicians or by a dictator
4. Sometimes a nation goes through a revolutionary or change.
 - a. The 1958 political change initiated by Dr Kamuzu Banda on his return to

Nyasaland. He led the Malawians to the abolition of the Federation 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.

Mention two major political revolutions that have taken place in Malawi that have influenced the making of new constitutions.

- a. The 1958 political change initiated by Dr Kamuzu Banda on his return to Nyasaland. He led the Malawians to the abolition of the Federation 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.

How can a constitution be accepted and respected by everyone.

1. Constitutional conventions

This involves holding meetings to which many people can be invited.

2. Constitutional or committee

A small group of people holding meetings with representatives of different organizations.

3. Negotiation of political parties.

Different political parties putting forward their ideas.

What are the sources of the constitution?

1. Statutes

The laws passed by parliament and written formally.

2. Conventions

The well established rules controlling political behavior in a country.

3. Judicial decisions

These are decisions arrived by the judges

4. Treaties

Formal agreements between two or more countries like those to do with constitutional rights and duties.

UNIT 11: CONSTITUTION OF THE REPUBLIC OF MALAWI

What are the features of the constitution of Malawi?

1. 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.
2. It describes the powers, limits, duties and responsibilities and code of conduct of the president, cabinet ministers, and members of parliament and public

offers of the various government institutions.

3. It determines the national territory of the Republic of Malawi.
4. It safeguards the rights and freedom of the people of Malawi through a Bill of Rights.
5. It states the source of the authority.
6. Legal protection-it is legally protected by the courts of law which operate independently of a government.

What are the national symbols of the Republic of Malawi?

1. National flag

It has three colours black, red and green with the rising sun super-imposed on the black stripe or belt.

- 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
- The **green colour** stands for the evergreen nature- vegetation of Malawi

2. National Coat of Arms

It is a design on a shield as an emblem -symbol by the nation

3. The Public Seal

This is the official stamp of the president. It is stamped on very important documents such as parliamentary 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" 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 and internationals sporting events. It was composed by the late Michael Fredrick Lawrence Sauka who died in 1989.

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 upholding of human rights.

What are the basic principles of the constitution of the Republic of Malawi?

1. Lawful Authority

All people in government and civil service exercise power of their offices on trust of the people within the limits of the law and in accordance with their responsibilities to the people.

2. The will of the people

The government should serve and protect the interests of the people and to promote their welfare.

3. Trust into the government

The government should be open, accountable and transparent and through informed democratic choice.

4. Universal suffrage

This refers to all citizens' right to vote through which they can show their wishes.

5. National policy

This refers to the government's commitment to national plans of action aimed at improving the living standards of 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.

7. Supreme of the constitution

This is shown in a number of ways

- a. The constitution stresses that all other laws must conform to the constitution.
- b. 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.
- c. All laws derive their validity from the constitution as it is the constitution which gives power to make laws.
- d. Constitutional provisions must take priority over any other provisions or law of the state.

What are the three principal organs of the government in Malawi

1. The executive

This is composed of the President of the Republic of Malawi, the Vice President, Cabinet Ministers, the Attorney General and Director of Public Prosecutions.

This arm of government is responsible for the initiation or starting of policies and the legislation and implementation of all the laws.

2. The legislature

This is the parliament which is made up of the State President and the National Assembly. The National Assembly is composed of the Speaker, Deputy Speakers, Members of Parliament, Clerk of Parliaments and other staff.

The function of the Legislature includes enacting the laws that will reflect the interests of the people of Malawi in its deliberations.

3. The Judiciary

This is made up of the courts of laws and the various judicial officers who work in them from the Chief Justice, judges to magistrates.

The judiciary is responsible of interpreting, protecting and enforcing the constitution.

What are the major changes of the Malawi constitution since 1961?

1. 15th August, 1961, the first multiparty general elections were held in Nyasaland in which MCP won more seats than any other party but the country was still under the British.
2. In 1963, Nyasaland became self-government and the constitution changed and the Federation of Rhodesia and Nyasaland was brought to an end on 31st December, 1963.
3. The constitution changed in 1964 when Nyasaland became independent on 6th July, 1964.
4. The constitution changed in 1966 when Nyasaland became a Republic on 6th July, 1966.
5. The constitution changed in 1971 when it allowed Dr Kamuzu Banda became the life president.
6. The constitution changed between 1993 and 1995 which brought multiparty democracy.
7. In 2004 under the influence of Bingu wa Muntharika, the ministry of Justice asked Law Commission to undertake a comprehensive review of the constitution and involved popular constitution.
8. In 2007, the Law Commission the recommendations of the review of the constitution submitted to the government.

UNIT 12: PEACEFUL CO-EXISTENCE

What is a conflict?

It is a misunderstanding or disagreement or quarrel between two persons or groups of people.

Explain four types of 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 they belong to a different camp or party.

2. Social conflicts

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

3. Religious conflicts

These are conflicts that occur between groups of people who hold different religious beliefs. This is mainly influenced by religious intolerance.

4. Economic conflicts

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

Describe any five causes of conflict.

1. Land disputes

This involves disagreements over land ownership between two persons or groups of people.

2. Religious differences

These conflicts arise as a result of differing values and goals which affect values, beliefs, priorities, principles or goals.

3. Differences in political ideologies

This conflict arises when different political parties have different ideas or views on how they think the country should be run.

4. Economic and social differences

These conflicts may arise as a result of disagreements over economic resources such as raw materials and markets.

5. Cultural differences or ethnic rivalry

These are conflicts which come as result of quarrels resulting from differences in cultural beliefs, values, traditions, traditions and practices.

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.

State the effects of national conflicts

1. Famine

It leads to famine since civilians are forced off their farms which are then neglected and destroyed.

2. Destruction of life and property

Conflicts may lead to destruction of life and property or infrastructure.

3. State of insecurity

Wars between parties create a state of insecurity as people live in fear because of lack of peace.

4. Refugee problem

Violent conflicts create refugee problem as people run away from their own war torn countries

5. Violation of human rights

Violation of human rights with people being unable to express their views..

6. Epidemics

It encourages the outbreak of epidemic diseases

UNIT 13: PERSONAL FINANCE MANAGEMENT

What is a budget?

A budget is a plan for the future income and expenditure that can be used as guideline for spending and saving.

Describe factors to consider when budgeting.

1. Add up all income of the business
2. Estimate expenses in order of priority.
3. Figure out differences between the income and the general expenditures
- 4. Decide how much to save**
5. Track your budget over time to make sure you are sticking to it.

State three reasons why budgeting is important.

1. It helps to prioritise the spending and manages the money for the business no matter how much or how little you have.
2. Planning and monitoring the budget will help to identify wasteful expenditures, adapt quickly.
3. It will help to reduce stress of the individuals.
4. It helps to save that is planned under the budget.

What is saving?

It refers to that part of a person's money that is not spent. Saving may take of bank deposits and cash holdings or securities or a pension plan.

Explain three major types of savings.

1. Short-term savings(an accumulation fund)

This help people to live within their means as they plan to make consumer purchases or save up for vacations.

2. Long-term savings

These are savings designed for family security, inheritance and retirement

3. Emergency savings

This type of saving is used to meet unexpected expenses.

Mention the types of saving institutions in Malawi

1. Commercial banks such as Standard Banks, Eco Bank, NSA Bank.

They offer savings Accounts and deposit etc

2. Credit unions such as SACCO.

3. Deposit taking Microfinance

They offer savings and to lending to consumer at low interest law.

4. Village savings and loan groups.

It is a self-selected group of people who bring their own surpluss money in a fund from which members can borrow.

State the reasons why saving is important.

1. To save money for emergency
2. To prepare life after work or retirement
3. To save for a house purchase
4. To save for vacations and other luxury items
5. To save for a new car
6. To save for sinking funds
7. To save for your education.

What is an investment?

It is the commitment of money or capital to purchase financial instruments or other assets in order to gain profitable returns in the form of interests, income, or appreciation of the value of the instrument.

Give reasons why investment is important.

1. It enables your money to work for you.
2. It is a fluid asset and always cost more over time. It helps the money to grow than to shrink.
3. It provides available funds to deal with emergency needs.

State the disadvantages of investment.

1. There is a risk of loss if the market is down.
2. Investment in stocks or in financial products requires an investment in knowledge about financial products, markets and economies.

UNIT 14: POPULATION GROWTH AND RESOURCES IN THE ENVIRONMENT

What are resources?

These are things found in the environment that are used by people to satisfy their needs and wants. They include land/soil, animals, birds, vegetation, tools, infrastructure and minerals.

Explain three types of resources found in the environment.

1. Natural resources

These are things in the environment not made by human beings. They include land, sunlight, air, water, minerals, wildlife and human beings.

2. Material or artificial resources

These are resources which have been made by human beings mainly from natural resources. They include clay pots, clothes and infrastructures such as buildings, roads and communication lines, schools, clinics and markets.

3. Human resources

These are composed of human beings both males and females. They include skills, capabilities, knowledge, energy attitude and human health

What are the effects of rapid population growth on resources?

1. Deforestation leaves mountains, hilltops and other areas bare.
2. Destruction of water catchment areas resulting in silting of rivers and lakes.
3. Destruction of fish breeding areas and animal habitat through encroachment of game reserves and parks.
4. Overfishing and poaching result in some species disappearing completely.
5. Families or households end up having limited land for cultivation and settlement.
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, tuberculosis as well as destruction of ozone layer.
8. The increase in population results in a shortage of employment.
9. There is pressure on available social services such as schools, teachers , hospitals etc.
10. There is overcrowding in commuter transport
11. People's living standards become low.

State five reasons why resources are important.

1. Material resources improve the quality of life by providing social services such as education, health etc.
2. Human resources provide labour for development through professionals.
3. Natural resources provide and support living things, provide food for plants and animals, etc.

Identify citizen's responsibilities towards natural resources.

1. Caring for social service structures such as roads, schools, hospitals etc
2. They should conserve resources by properly using and managing them.
3. They should deal with the problem of deforestation by planting trees on the deforested areas.
4. Participating actively in community projects by either attending meetings or contributing ideas, taking up offices.
5. Environmental education may also assist in the management of resources
6. There is need to increase the access to information on sustainable agricultural practices.
7. Citizens need to practice family planning to control population growth so that land and other resources should be used sustainably.
8. Citizen need to conduct income generating activities to eradicate poverty.

UNIT 15: MORAL AND ETHICAL CODES OF CONDUCT.

Define the following terms

a. Morality

It is a system of conduct that embodies or includes principles of right and wrong. It is something that defines right behavior and wrong behavior of people in the society.

b. Morals

Morals refer to standards of right behaviour.

c. Moral values

They refer to ideas which guide people to choose right behavior.

d. Ethics

Ethics are standards of behavior or rules of conduct governing a particular group of people like the same profession, belief system or cultural group.

e. Code of conduct

It is a set of rules that guide the behavior of people in given situations which require them to choose between right behavior and wrong behaviour.

What are values?

Values are things we believe in and uphold. These include

1. Family values

Every family has its values that are passed on to children and the rest of the family members.

2. Rules of organization

Organizations have rules that are meant to safeguard principles and purpose of their establishment.

3. Cultural values

Cultural values are an essential component of a personal moral code of conduct if one is to fit well in their society.

4. Religious teachings

Every religion requires that its followers strictly observe the moral teachings contained in its holy book.

5. Personal values and goals.

A good personal moral code of conduct needs to incorporate your aims and aspirations in life.

State the importance of practicing good moral and ethical codes of conduct at home and school.

1. It fosters orderliness at various occasions such as when queuing for a particular service.
2. It promotes peace
3. It helps to promote good health since individuals avoid behaviours that encourage the spread of diseases.
4. It fosters love among people
5. It helps to foster unity among people
6. It fosters personal progress.

What are the social problems at home and at school?

Rebelliousness, Rape, Teasing, Teenage pregnancy, Abortion, Indiscipline Drug and substance abuse, Abuse of children, Sexual harassment, Lack of respect, Drunkenness and vandalism.

Explain what are the 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. A child may lack many things which may encourage the orphans to indulge in theft, prostitution etc

2. Poverty

Poverty may influence some people to get involved in unwanted behaviours such as theft and prostitution in order to get the basic needs.

3. Peer pressure

This is the tendency among young people of the same age group in which they influence their friends to copy bad behaviour 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. This make an individual if not handled properly indulge in 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 became violent when they are drunk and they disturb the peace and tranquility in the home and school.

7. Influence of media

The media such as videos, television, magazines and newspaper, radios and internet expose boys and girls to foreign and uncensored cultural materials.

What are the effects of moral degradation or breakdown of moral values?

1. Increased spread of sexually transmitted infections and HIV/AIDS.
2. Breakdown of law and order.
3. Rise in crime rate.
4. Increased cases of vandalism 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 order generation and the new

generation thereby creating chaos.

9. Slow socio-economic development.

Suggest three ways of preventing moral decay (degradation)

1. Through exercising self-discipline or self control
2. Setting positive goals in life helps to avoid such things as early marriage, pre-marital sex, drug and substance abuse etc
3. Problem solving and decision-making skills
4. Assertiveness which means standing firm by one's opinion or decision without offending others.
5. Keeping busy during free time helps one to avoid getting involved in bad behaviour such as drinking beer and casual sex.
6. Obedience - This means respecting the rules and pieces of advice from elders, parents and others in authority such as teachers and counselors help to prevent moral degradation.

What is the difference between virtues and vices?

- Virtues are desirable attributes (good character traits) of a person
- Examples of virtues include Courage, justice, humility, charity, self-control, tolerance, respect, responsibility, honesty, generosity, patience, empathy, love and hard work.
- Vices are undesirable attributes (bad character traits) of a person.
- Examples of vices include corruption, immorality, disobedience, cowardice, arrogance, impudence, selfishness, intolerance, disrespect, impatience, dishonesty, laziness and cheating

What are benefits of virtues to the society and individual?

Virtues help to

- a. Promote fairness and equality
- b. Promote good health
- c. Promote peace , stability and prosperity
- d. Cement friendships and marriages
- e. Ensure proper use of resources

Explain the negative effects of vices.

Vices lead to

- a. Conflicts and wars
- b. Suffering and death
- c. Wastage of resources
- d. Poverty and lack of development
- e. Frustration, disunity and mistrust

f. Breakdown of law and order

State four ways in which virtues are developed.

- a. Constant and persistent practice
- b. Association with people of good character
- c. Obeying rules and laws
- d.** Seeking and following good pieces of advice from parents, elders and those in authority.

UNIT 16: ADOLESCENCE AND SOCIAL ENVIRONMENT

Explain the meanings of the following terms

a. Adolescent

It is a young person who has undergone puberty but has not reached full maturity.

b. Adolescence

It is the transitional period between childhood and adulthood.

c. Puberty

It is the onset of bodily changes due to the secretion of hormones culminating in sexual maturity.

d. Responsible adolescence

This refers to being responsible in one's behavior and making choices during adolescence.

e. Self-esteem

This refers to the way a person values and feels about himself/herself.

f. Assertiveness

This refers to the ability to express your thoughts, beliefs, needs, desires and feelings openly and honestly without offending others.

Identify the physical and psychological changes that take place in a person's body during puberty and adolescence.

1. Boys

Physical and psychological changes that take place in a boy's body during puberty and adolescence include the following:

- There is an increase in the size of the penis, testicles and scrotum
- The onset of facial hair and pubic hair
- Deepening of voice
- Muscle development
- Broadening of shoulders
- Growth of hair in the armpit

- Growth of pimples
- Involuntary ejaculation in wet dreams indicating their reproductive organs are mature and can produce sperms which can make a girl pregnant.

2. Girls

Physical and psychological changes that take place in a boy's body during puberty and adolescence include the following:

- 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
- Enlargement of breasts
- Widening of hips
- Lowering of voice
- Growth of pubic hair
- Growth of hair in the armpit
- Softening of the skin
- Growth of pimples

What are the effects of the physical changes on the adolescent?

- a. He/she may feel that they are becoming old faster than they wanted and therefore feel embarrassed. For example, boys may start plucking their facial hair/beard thinking this will make it disappear permanently.
- b. When boys have their first involuntary ejaculation and girls their first menstruation, they may not know to handle it and develop a feeling of embarrassment.

What are the psychological changes in adolescents?

1. They develop personal beliefs
2. Increased sensitivity to failure
3. Frequent changes in their mood
4. Special interest in the opposite sex
5. Sensitivity to remarks made by adults and peers about their changes or appearance.
6. Obsession with their physical appearance
7. They want attention and appreciation
8. They want to become more independent

What are the effects of the psychological changes in adolescents?

- a. They may lead to breakdown of moral values among boys and girls if they do not seek guidance and counseling.
- b. Lack of appropriate skills in problem solving and decision making and

assertiveness may worsen the situation.

- c. They may become excited and start smoking, drinking beer, being rude, deliberately breaking school rules and regulations and having sexual intercourse

Importance of sound decision-making, assertiveness and self-esteem

- 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

What are the characteristics of responsible adolescent boy or girl?

1. Receptive to guidance and counseling from parents and elders.
2. Has the spirit of brotherhood or sisterhoods.
3. Is able to control his or her sexual desire.
4. makes good choice of peers
5. Observes norms and values of the society.
6. Takes care of public property.
7. Exercises control his or her emotions.

Outline the effects of responsible adolescence in interpersonal relationship.

1. It enables one to make well thought out decisions on issues affecting them and others in the society.
2. It promotes mutual trust and respect
3. it promotes tolerance and coexistence
4. creates a morally clean society
5. It helps to avoid teenage pregnancies.
6. It promotes good health.

What are the effects of irresponsible adolescence?

It has the following negative effects:

1. It leads to the spread of sexually transmitted disease and HIV/AIDS
2. Vandalism of public and private property
3. increase in crime rate and general state of insecurity
4. Increase in school drop-out rate.
5. lack of mutual trust, respect and tolerance

6. increase in cases of teenage pregnancy
7. It leads to conflicts and domestic violence.

Outline six ways of avoiding irresponsible adolescence.

1. Being obedient to parents, elders and those in authority such as teachers.
2. Making use of problem solving and decision making skills
3. Being assertive to resist peer pressure.
4. seeking guidance and counseling
5. Proper planning of one's leisure time.
6. Getting busy positive endeavours such as sporting activities, games and reading the of God.

UNIT 17: GOOD HEALTH HABITS

Explain the meanings of the following terms

a. Good health

It refers to the state of being vigorous and free from bodily or mental illness, injury or pain.

b. Personal hygiene

It refers to the set of practices associated with the preservation of health for a health living.

c. Good health habits

It refers to things that must be done regularly in life in order to keep healthy.

Give examples of the good personal hygiene practices.

1. Taking a bath with soap regularly. This helps to remove, body odour and germs that cause diseases.
2. washing dirty clothes in order to look neat and clean
3. Combing hair and keeping it to an appropriate size in order to look neat and presentable.
4. `Cleaning genitals using clean water in order to remove dirt, bad smell and to prevent the spread of germs that may cause infections.
5. Eating a variety of foods with all nutrients such as proteins, carbohydrates and fat, minerals and vitamins. This will help us to have a healthy body.
6. Drinking plenty of clean water in order to make the body to function properly.

Good health habits

1. Proper use of toilets
2. Use of handkerchiefs.
3. Washing hands before eating.

4. Use of rubbish pits and bins
5. Washing fruits and vegetables before eating them
6. Practicing prevention and taking action for early detection of diseases
7. seeking reliable health care information

Ways of keeping physically fit

1. Sleeping early so as to get enough sleep
2. Doing manual work
3. Doing physical exercise
4. Participating in sporting activities during one's leisure time.
5. Correct posture such as sitting up, sleeping correctly and walking upright and fast.

UNIT 18: SOCIAL JUSTICE

Explain what is meant by the following terms

a. Justice

This refers to fair, equal, impartial and lawful treatment of people.

b. Social justice

This refers to fair, equal, impartial and humane treatment of people as well as respect for their rights and the law.

c. Social injustice

This refers to unfair, unequal, partial and inhumane treatment of people and violation of human rights and the law.

Social injustices occur because the perpetrators or those who commit social injustices are the beneficiaries.

Effects of social injustice on the individual

1. One has bitterness and resentment after being unfairly treated.
2. One may lose self-confidence and develop inferiority complex.
3. A person may stop working hard.
4. A person may stop obeying rules of society and turn to crime.
5. A person may become worried and develop ill-health.

How to eradicate social injustice

1. Leaders should set a good example by being the first to condemn social injustice.
2. Civic-educating people on their human rights.
3. Campaigning for the rights of those who cannot speak for themselves such as children and the mentally disabled.
4. Devising strategies to end poverty.

5. Establishing community report centres where people can report cases of social injustice for redress.
6. Teaching young people high moral standards to refrain from committing social injustice
7. Discouraging all cultural practices that encourage social injustice such as polygamy, sexual cleansing, wife inheritance and death cleansing.
8. Schools should use established rules and regulations to avoid inconsistency which may lead to unfair treatment of students.

Importance social injustice in the home and the community

1. There is respect for human rights of all.
2. Family and communal resources benefit everybody
3. There is peace and stability
4. Everybody has the opportunity to exploit his/her full potential.
5. It enhances love and reduces hatred among family and community members.
6. It promotes people's trust in the local governance system.
7. The weak and the disadvantaged are protected from abuse and exploitation.

UNIT 19: JUDICIARY SYSTEM OF MALAWI

Judiciary System/Judiciary

It 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.

Describe the structure of the Judiciary System in Malawi.

1. Supreme Court Appeal

It is the highest appellate court in Malawi's judiciary system. It has jurisdiction over appeal cases from the High Courts and all other courts below it. Its determination on all cases before it is final.

2. The High Court

It has jurisdiction over civil and criminal cases that are brought before it. The High Court is also mandated to hear appeal cases from the other courts that are subordinate to it such as Industrial Relations Court and the Magistrate Courts.

3. Industrial Courts

These hear all cases involving labour disputes and all other matters pertaining to employment. Any decision by the IRC can be appealed against in the

High Court.

4. Special Tribunals

These are courts established by an Act of Parliament to deal with special matters.

5. Magistrate Courts

There are two types of magistrate courts.

A. Magistrate

There are

a. Resident magistrate

There are four Resident Magistrate courts

b. Grade Magistrate Court

There are four Magistrate courts

c. Traditional courts

The Chiefs preside over the causes.

Judiciary Officers

Describe the roles of each of the following Judicial officers.

1. Justices of Appeal

They 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

2. the High Court Judges

They are appointed by the president on the recommendation of the Judicial Service Commission. They preside over cases in the High Court

3. Registrar of the Supreme/Resident of Industrial Relation courts.

The assess damages, granting injunction and keeping a roll of legal practices in the country

4. Magistrates

They are appointed by the Chief Justice on the recommendation of the Judicial Service Commission.

5. Barristers

These are lawyers who speak and argue on behalf of their clients in a court of law

Mention the judicial functions of the Registrar to the Supreme Court

- a. Assessing damages- money awarded as compensation in particular court cases
- b. granting injunctions
- c. keeping a roll of legal practitioners in the country

Mention the administrative functions of the Registrar to the Supreme Court

1. Setting dates for hearing of cases
2. filing documents from various court proceedings such as affidavits and statement of claims

How are cases ground brought before a court law?

- a. **The police** who take the law breaches to court on behalf of the victims
- b. **Private lawyers** who sue the accused on behalf of the clients.
They can be hired by individuals, organizations and any other institutions to take legal action on their behalf.
- c. **The Director of Public Prosecution**- he/she is appointed by the President and confirmed by the Public Appointment Committee of Parliament- The DPP is a lawyer who is mandated to take criminal cases to the court on behalf of the government. When the government is sued, it is defended by the Attorney General
- d. **The Ant- Corruption Bureau**- the ACB monitors and investigates corrupt practices in all sectors of the society. The ACB can take the accused to court subject to the direction of the DPP.
- e. **The Office of the Ombudsman**- This investigates cases where cases it is alleged an individual suffered injustice. . He/she may take the case to High Court for court contempt

Importance of the Judicial System

1. Maintenance of law and order
2. Protection of citizens' rights
3. Administration of Justice and fairness.
4. Promotion of good governance.

UNIT: 20 - SOCIAL SERVICES

Define the following terms

a. Social services

It refers to the public services people receive in their community such as education and health care to promote their well being.

b. Social service institutions

These are institutions that provide social services to people such as schools and hospitals.

c. Voluntary services

These are services offered by individuals or groups for free without being asked to do so.

d. Special groups

These are people whose condition requires that they receive special treatment.

e. Standard for Social Services

These are principles and practices or guidelines which define the desired quality for social services.

Explain the roles of each of the following agencies in the provision of social services.

a. Government

It uses taxes and other miscellaneous collections such as fees and fines to provide social services.

b. Non-government organizations

They raise money from donations to provide specific services to people. Examples of such organizations in Malawi are

- Banja Lam Mtsogolo, which provide family planning and reproductive health services.
- YONECO which provides guidance and counseling services to the youth

c. Religious organizations

They provide certain services to the public. Christian churches provide education through primary schools and secondary schools as well as tertiary institutions. They also provide health services through hospitals under the Christian Health Association in Malawi (CHAM).

d. Local communities

They provide social services on self-help basis.

e. Clubs

These provide counseling, training in certain life skills, assisting the vulnerable groups and providing loans.

Describe the roles of citizens in the provision of social services.

1. organizing self-help development projects
2. Taking good care for the social services and safeguarding them against vandalism and theft.
3. Maintaining available social services in order to prolong their utility to the community
4. Making material and financial contributions towards community projects
5. Paying taxes to enable government to provide the social services.

Explain the importance of voluntary services.

1. Reducing community dependence on government finances

2. Instilling a sense of self-reliance in members of the community
3. Encouraging creative thinking in members of the community on how to solve local problems

State the social services which are available for special groups.

1. Mental hospital's

They provide care and treatment to psychiatric patients. Example is Zomba Mental Hospital

2. Day Care Centres

They provide care during the day to children whose parents usually mothers work away from home.

3. Reformatory Centres and Approved Schools

They reform young people who broke the law by providing special mental, moral and physical training so that they can change and become useful citizens. .

Examples include Chilwa Approved School in Zomba and Mpemba Boys' Home.

4. Under Five Clinic

They provide treatment for diseases and support to children below the age of five. The children need special attention because they have low immunity levels which make them vulnerable to disease attacks.

5. Institutions for people with disability

These provide education and training to people with disabilities.

Examples include

- a. Chilanga School for the Blind in Kasungu
- b. Malingunde School for the Blind in Lilongwe
- c. Embangwen School for the Deaf in Mzimba
- d. Nguludi School for the Deaf in Chiladzulu
- e. Malawi Council for the Handicapped

FORM TWO SOCIAL STUDIES

UNIT 1 - AFRICAN CULTURE

Africa is a continent which has many ethnic groups with different cultural backgrounds

Various cultures in Africa

1. Egypt

- It is situated in North East Africa sharing boundaries with countries such as Libya, Sudan, Palestine and Israel

- The most notable ethnic groups in Egypt are Bedouins, Berbers, Nubians and a few Greeks
- Arabic is the most dominant language apart from other minor languages such as Domari, Bedawi, Greek and Nubian languages (Nobiin and Kenuzi-Dongola)
- They believe in Nuclear and extended family systems
- Most people in Egypt are muslims with few Christians
- Handshakes are customary greeting among people of same sex. But for the people of the opposite sex, the woman must extend her hand first. If she does not, the man should bow his head in greeting the woman

2. South Africa

- Is located at the Southern tip of Africa bordering countries like Namibia, Botswana, Zimbabwe, Swaziland and Mozambique
- South Africa comprises many races (multi-racial) with blacks in majority
- Major ethnic groups are Zulu, Xhosa, Basotto, Swazi, Venda and Tswana
- English and Afrikaans are mostly spoken by the majority of whites and coloureds
- Christianity is the major religion with few muslims and Hindus
- Others believe in Ancestral spirits (African Traditional Religion)
- Most black South Africans have their own dressing which shows their culture
- Polygamy and payment of bride price is common among the Zulu, Swazi and Ndebele
- The popular traditional food is maize meal

3. Nigeria

- It is in West Africa and borders Cameroon, Chad and Benin
- It is most highly populated in Africa
- Ethnic groups include Hausa, Fulani, Yoruba, Igbo (Ibo) and Ijaw (Ijo)
- Muslims make up 50% of the population and are found in the North. Christians make up 40% and are found in the South of the country. 10% follow indigenous beliefs (African Traditional Religion).
- It is often affected by ethnic and religious wars mostly committed by groups such as Boko Haram.
- English is the official language
- Respect for elders, kindness to others especially strangers, sharing the needy are considered virtuous
- Most Nigerians eat pounded yam as staple food
- In terms of dressing, men put on full traditional dress called Agbada.

4. Kenya

- It is in East Africa and shares borders with Somalia, Ethiopia, South Sudan, Uganda and Tanzania
- It is a multi-ethnic society with major ethnic groups such as Maasai, Kikuyu, Luo etc
- Almost everyone speaks Kiswahili (a mixture of Bantu and Arabic)
- Most people are Christians. There are also muslims and followers of the African Traditional Religion
- Ugali (nsima) is their staple food
- Each ethnic group has its own traditional practices and symbols that make it unique. However, Kitenje is more popular among all the ethnic groups
- The Maasai wear dark red garments to symbolise their love for the earth and also their dependence on it. It also stands for courage and blood that is given to them by nature

5. Democratic Republic of Congo (Formerly Zaire)

- It is located in Central Africa and borders with Central African Republic, Uganda, South Sudan, Rwanda, Burundi, Zambia and Angola
- Mostly four languages are spoken e.g. Kikongo, Lingala, Tshiluba and Swahili
- French is the official language
- Congolese are popular for their rhumba music called soukous, ndombolo and kwasakwasa
- The staple food is Fufu or Ugali (cassava or maize meal)
- Most people are Christians (catholics) while others follow African Traditional Religion
- Arranged marriages and marriages between cousins are practiced. In some cases bride price is paid
- It has many mineral deposits. However, people are poor due to frequent civil wars and corruption

Common characteristics of African Culture**1. Food and eating habits**

Food is prepared from maize, millet, cassava, yams and bananas and is eaten with some kind of relish e.g. vegetables, meat. The food is eaten using bare hands

2. Marriage

Polygamy is common. Payment of bride price is also common

3. Dressing

Most people wear traditional dress. However, western dressing has influenced the dress code of Africa

4. Musical instruments

Musical instruments are made from simple local materials. These are usually easy to manipulate using hands, mouth and feet. E.g. drums, stringed instruments

5. Language

All languages in Africa are related especially in the sub-Saharan Africa. They speak Bantu language. Bantu uses word stem –ntu or –tu for „person“ and the plural prefix ba- for people e.g. „munthu“ in Chichewa, „abanthu“ in Zulu, „watu“ in Kiswahili

6. Hospitality

It is common in Africa to offer free food, water and accommodation to strangers

7. Common moral values

Africa shares common values such as respect for elders, using both hands when receiving things from elders, not to stand when talking to elders

8. Initiation rites

Both girls and boys undergo such ceremonies to mark transition from childhood to adulthood

9. Extended family system

This provides a safety net for the disadvantaged such as orphans and the elderly particularly in the absence of state social security

10. African Traditional Religion

The common features of this religion are as follows:

- a. Belief in Supreme Being who is believed to be the creator of the world and all things. Supreme Being is known as Mwari (Zimbabwe) Chisumphi/Mulungu (Malawi)
- b. Belief in the role of ancestors as a link between human beings and the spirit world
- c. Belief that some people have the power to communicate with spirits of the dead.
- d. Religious beliefs are not written down into a book and preservation is done through oral transmission
- e. There are no missionaries to propagate (cause to spread) the religion
- f. Followers do not limit their worship to specific days of the week

Influence of the African culture on Malawian Culture

- The use of borrowed words from other African language is very common e.g. Ndege (Swahili), madala and mfana (zulu)
- Certain dressing styles have been adopted e.g. most people in Malawi dress like Nigerians
- Malawian music is being blended with music from Nigeria, South Africa, DRC

UNIT 2 – HUMAN RIGHTS IN THE CONSTITUTION OF THE REPUBLIC OF MALAWI

1. Civil and Political rights

These are rights which protect an individual's freedom to ensure that he/she participates freely in the political and civil life without discrimination.

a. Civil rights

The right to

- Life
- Fair trial
- Personal liberty
- Be protected from discrimination
- Freedom of opinion
- Freedom of expression
- Freedom of conscience, religion, beliefs and thought

b. Political rights

The right to

- Form a political party
- Vote
- Campaign for a political party
- Participate in peaceful political activities
- Freely make political choices

2. Economic, Social and Cultural rights

These are rights that guarantee citizens equal conditions and treatment

a) Economic rights

These are rights to

- Freely engage in an economic activity
- Work and earn a living anywhere in the country
- Fair and safe work
- Fair wages and equal remuneration for work of equal value

b) Social rights

The right to

- Education

- Not to be forced to enter into marriage
- A given name
- Personal privacy

c) Cultural rights

The right to

- Use the language of one's choice
- Participate in the cultural life of one's choice

3. Environmental and Developmental rights

a) Environmental rights

- The right to live in an environment that is clean and free from pollution and other forms of destruction

b) Developmental rights

- The right to enjoyment of economic, social, cultural and political development

4. Rights of children

- Convention on the Rights of the Child (CRC) was adopted by the United Nations organisation on 20 November 1989
- Malawi, which is a signatory, included the following rights in its constitution

The right to

- a. Equal treatment before the law
- b. Be given a name and a family name and the right to a nationality
- c. Know and be raised by their parents
- d. Be protected from economic exploitation or any work that is likely to pose danger or interfere with their education, health, physical, mental or social development

5. Rights of women

They have right to:

- Enter into contract
- Acquire and maintain property independently or in association with others acquire and retain ownership and nationality
- Acquire and retain custody of children
- Fair disposition of property on the dissolution of marriage

6. Human rights with regard to HIV/AIDS

- People living with HIV/AIDS are entitled to enjoyment of all rights just like any person

7. Rights of people with disabilities

- These people are also entitled to enjoyment of rights just like any other person and where need be they should be given special treatment so that they are not put at a disadvantage.

WAYS OF APPLYING HUMAN RIGHTS DEMOCRACY

a. Vertical Application

It involves citizens enforcing their rights against government only e.g. a citizen can sue government when his/her rights are violated.

b. Horizontal Application

It involves enforcement of human rights by citizens against both the government and private individuals or companies

ELEMENTS OF SUCCESS OF DEMOCRACY

1. Observance of human rights

This can allow the citizen to vote in an election, stand as a candidate, join or form a political party, campaign for a political party etc

2. Holding regular, free and fair elections

Elections that are not free and fair make citizens to lose trust in their ability to participate in any future elections. Citizens should vote for whosoever they want without fear of punishment

3. Citizens participation

Citizens should be willing to take part in decision as well as developmental activities

4. Free press (media)

Journalists should have the power to report anything whether positive or negative. This helps the public to be educated about their choices and government activities.

HUMAN RIGHTS VIOLATIONS

Violation of human rights is an infringement or breach of a person's rights. Cases of human rights violations are very common in schools, homes, work places, and elsewhere. This calls for concerted efforts to campaign for and defend human rights for all.

Some human rights violations are as follows :

1. Refusing to employ someone because she is a woman
2. Revealing somebody's HIV status without their consent
3. Teasing and bullying
4. Vendors undressing women in the streets for wearing trousers
5. Property grabbing
6. Making noise during lessons

7. Government banning a newspaper for carrying anti-ruling party messages
8. Adopting one party system of government
9. Preventing a child from going to school because of household work
10. Preventing people from holding prayers because you do not like their religion
11. Sexual cleansing (kusasa fumbi)

THE ROLE OF CITIZENS AND OPPOSITION PARTIES IN MONITORING AND ERADICATING HUMAN RIGHTS VIOLATIONS

1. Reporting cases of human rights violations to police
2. Campaigning for vulnerable groups (those who cannot speak for themselves)
3. Forming groups which can carry out civic education campaigns about human rights
4. Lobbying for the introductions of human rights in the curriculum
5. Opposition parties should ensure that oppressive laws are not passed in parliament

RIGHTS AND RESPONSIBILITIES OF CITIZENS

Human rights cannot be enjoyed without fulfilling their corresponding responsibilities as per the table below: (try

RIGHTS	RESPONSIBILITIES
Right to education	<ul style="list-style-type: none">• Attending lessons and observing punctuality• Doing all the work assigned by teachers• Observing school rules and regulations
Freedom of expression	<ul style="list-style-type: none">• Not insulting others
Freedom of association	<ul style="list-style-type: none">• Not to join groups of criminals
Right to economic activity	<ul style="list-style-type: none">• Not to engage in economic activities that endanger others
Right to life	<ul style="list-style-type: none">• To protect and defend the lives of others• By not acting recklessly
Right to food	<ul style="list-style-type: none">• Undertaking activities that enable you to have access to food
Freedom of assembly	<ul style="list-style-type: none">• Holding peaceful meetings and demonstrations

UNIT 3 – CIVIL SOCIETY

- These are organisations and associations which are formed by citizens to give voice to various sectors of the society so that they participate in democracy.

- They are formed at both local level (Community Based Organisation) and at national level (National Civil Society Organisations)
- They act as an intermediary between the individuals and the state

COMMUNITY BASED ORGANISATION (CBO)

- Area Development Committees
- Village Development Committees
- Village Health Committees
- Parents-Teachers Associations
- Farmers Clubs
- Co-operatives
- Neighbourhood Watches
- Orphanages
- Students' Clubs and Associations

NATIONAL CIVIL SOCIETY ORGANISATIONS

- Malawi Red Cross Society
- Consumer Association of Malawi (CAMA)
- Centre for Human Rights and Rehabilitation (CHRR)
- Malawi Congress of Trade Union (MCTU)
- Civil Servants Trade Union (CSTU)
- Civil Liberties Committee (CILIC)
- Tobacco Association of Malawi (TAMA)
- Civil Society Education Coalition (CSEC)
- Catholic Commission for Justice and Peace (CCJP)
- Centre for Social Concern (CSC)
- Public Affairs Committee (PAC)
- Malawi Healthy Equity Network (MHEN)
- Girls Empowerment Network (Genet)

FUNCTIONS OF CIVIL SOCIETY ORGANISATIONS

- Presenting interests and demands of citizens to appropriate authorities
- Defending citizens' rights
- Providing goods and services on behalf of government
- Raising public awareness to citizens about abuse of power
- Lobbying for good governance reforms
- Mediating and helping to resolve conflicts between groups through contact and dialogue

- Monitoring the conduct of elections by deploying neutral monitors at different polling stations to ensure that the voting and vote counting is entirely free, fair, peaceful and transparent
- Providing relief assistance to people affected by natural disasters
- Solving social problems such as rising crime, inadequate class rooms

IMPORTANCE OF CIVIL ORGANISATIONS

- It reduces citizens' dependence on government for financing local development projects
- It creates awareness among citizens about their rights and responsibilities
- It ensures peace through its involvement in resolving conflicts
- It serves as a reminder to government that citizens are watching its actions by voicing out public concern
- It acts as a bridge between people and government as well as employers and employees
- It provides future leaders with training
- It is an agent of change management through its involvement in civic education programs
- It consolidates democracy through grass root participation

WAYS IN WHICH CITIZENS CAN ACTIVELY PARTICIPATE IN CIVIL SOCIETY

- By taking part in public debate
- By becoming active members of civil organisations
- By donating materials or money towards civil society activity
- By initiating formation of civil society organisations
- By taking part in community development projects initiated by civil society organisations
- By accepting leadership positions in civil society groups when asked to do so

UNIT 4 – EMPLOYMENT

Employment is the condition of having a regular paid work.

THE TWO TYPES OF EMPLOYMENT**1. FORMAL EMPLOYMENT**

This is where one works for an employer. Formal employment originates from a business or firm that is registered with the state

Examples of formal employment

- a. Teaching
- b. Nursing
- c. Journalism

- d. Driving
- e. Lawyers etc

Advantages of formal employment

- receives a regular wage or a salary
- is assured of certain benefits e.g. pension
- medical aid
- paid holidays
- has prospects of promotion,

2. INFORMAL EMPLOYMENT (SELF-EMPLOYMENT)

- It refers to working for oneself
- These require little or no capital, use traditional methods of production and provide subsistence wage
- They are usually not registered with the state

ADVANTAGES OF SELF-EMPLOYMENT:

- Income is on a daily basis depending on produce
- Proprietor is in direct control
- Employs other people in terms of need

DISADVANTAGES OF SELF-EMPLOYMENT:

- Business depends on demand
- Climatic changes can affect some business
- Income may be small
- Chances of getting bankrupt are high

CONTRIBUTIONS OF DIFFERENT TYPES OF EMPLOYMENT TO THE ECONOMY OF THE COUNTRY

- It leads to production of goods that meet demands of people
- It produces goods which can be sold to other countries thereby allowing the country to buy goods that it cannot produce on its own
- It leads to provision of services which everyone needs through such institutions such as schools, hospitals, banks etc
- It provides money for workers which enables them to support their families in various ways
- It promotes tax collection which enables government to carry out development projects
- It reduces evils that come as a result of unemployment e.g. drug abuse, crime, destruction of the environment
- It allows children of employed parents to return to school or complete more years of schooling

- It leads to increased financial security (rising income) and spending which promotes higher living standards

CITIZENS CONTRIBUTIONS TO THE ECONOMY OF THE COUNTRY

- They make more capital available in banks and other money lending institutions when they save
- They provide tax which is used to provide a wide range of services e.g. health care, education
- Some citizens create business which allow other people to get employed
- They reduce people's heavy dependence on government for assistance
- Employed citizens earn money which assists families and relatives

IMPORTANCE OF EDUCATION AND TRAINING TOWARDS EMPLOYMENT

Education and training are important tools for one to be employed in the sense that once youths have acquired education and training they will:

- Acquire knowledge and develop skills necessary for future jobs
- Assist them to set up their own businesses and create employment
- Help them to get employed in a company or government department
- Assist them so that they train other
- Improve their capacity and willingness to keep on learning to meet new challenges effectively

CONDITIONS OF SERVICE /EMPLOYMENT

- These are rules which one must agree to abide by them and that they will apply to him/her while on the job.
- All these things are set out in a contract (a formal agreement between the employer and the worker).
- Conditions of service include:
 - a. Remuneration/wage or salary
 - b. Reasonable hours of work
 - c. Location of work/distance
 - d. Terminal benefits e.g. what you should expect while working or after retirement
 - e. Job termination e.g. under which circumstances you can be dismissed from the job

It is important to study these conditions of services before taking up any job because:

- You are able to understand what the employer expects from you
- It will assist you to decide whether to accept the job or not
- It will help you to know in advance what your remuneration will be

UNIT 5 – LABOUR LAWS IN MALAWI

Labour laws were enacted to protect the workers' rights and working environment. Labour laws are also known as employment laws. They cover:

- a. **Industrial relations** e.g. collective bargaining (or negotiations) on unfair practices
- b. **Work place health and safety** e.g. is the working environment safe for the workers?
- c. **Employment standards** e.g. working hours, minimum wages, unjust dismissals

TYPES OF LABOUR LAWS IN MALAWI

- Individual labour laws
- Collective labour laws

1. INDIVIDUAL LABOUR LAWS

- These refer to body of regulations between the employer and employee
- They mainly deal with the contract that the individual employee signed with his/her employer
- It focuses on terms of contract such as wages, working hours, discipline, dismissal procedures, health and safety training, child labour, pension and payment of gratuity, promotion, as well as termination of employment etc
- **The Malawi Employment Act of 2000** – it regulates minimum standards of employment, it establishes fair employment standards such as minimum wage, hours of work, weekly rest, forced labour and employment of children, discipline and procedures of dismissal etc
- **The Malawi Government Workers compensation Act of 2000** – sets out compensation for injuries or diseases contracted by workers in the course of duty or death resulting from the injuries or the disease.
- **The Malawi Child care, protection and justice Act 2010** – it highlights issues of not employing children under 14 years of age
- **The Malawi Pension Act of 2011** – set out plans for mandatory pension to provide income for employees who leave employment and lead a better life thereafter
- **The Occupational safety and welfare Act of 1997** – they look at the safety, health and welfare for employees while at work

2. COLLECTIVE LABOUR LAWS

- These laws establish the relationship between employees, employers and trade unions. Trade unions are organisations or groups of workers which deal with resolving conflicts between employers and employees

- Trade unions ensure that interactions between the employer and the employees are fair to both sides e.g. labour contracts, fair wages, fair rules
- The Malawi Congress of Trade Unions (MCTU) is the national trade union centre in Malawi.
- Collective labour laws allow trade unions to organise strikes for workers if all possible negotiations have failed.
- During a strike, workers may employ a picket which is a tactic involving employees in a strike to convene outside their place of work, make the presence known to officials while preventing other workers from breaking or crossing the picket line to work
- The Malawi Labour Relations Act of 1996 promotes effective collective bargaining
- Ministry of Labour and Vocational Training is responsible for administering and reviewing employment related standards through enforcement of labour laws

IMPORTANCE OF LABOUR LAWS IN MALAWI

- They help to maintain peace between employees and employers by guiding both parties on options for resolving conflicts
- They help to increase living conditions of workers by negotiating for better wages
- They assist business owners to follow fair employment practices e.g. equal employment opportunities regardless of disability, national origin, sex, race
- They give peace of mind to both union and non-union workers in terms of job security
- They protect the right of employees to voice out their concerns collectively about their working conditions
- They assist businesses to focus on productivity and profitability rather than constant energy and resources to problem solving

UNIT 6 – POPULATION AND RESOURCES

RESPONSIBLE AND IRRESPONSIBLE HUMAN PRACTICES TOWARDS THE ENVIRONMENT

1. RESPONSIBLE HUMAN PRACTICES

These are those activities of people that protect environmental resources.
E.g. re-forestation, proper waste disposal, practicing crop rotation etc

Responsible practices on the environment

a. RESPONSIBLE PRACTICES ON THE FARMLAND

- Use of manure to improve soil fertility
- Planting legumes such as peas, ground nuts between crops to restore fertility
- Practicing agro-forestry e.g. growing of trees that improve soil fertility alongside other crops
- Rotating crops in order to conserve soil fertility
- Leaving fields fallow e.g. leaving a field uncultivated for a while so that the ground regains fertility
- Preventing soil erosion by planting trees and grass
- Constructing terraces on sloping land and box ridges between ridges
- Keeping recommended number of livestock so as to avoid overgrazing
- Afforestation and re-afforestation to prevent soil erosion

b. RESPONSIBLE PRACTICES ON FORESTRY

- Afforestation which refers to planting trees where trees do not exist such as marginal lands (places that are not suitable for cultivation such as river banks and hill slopes)
- Planting water-holding trees and grasses to control siltation of rivers
- Constructing fire-breaks around planted woodlots
- Re-afforestation which means planting trees where some have been cut or damaged

c. RESPONSIBLE PRACTICES TO CONSERVE AND KEEP WATER, AIR AND OUR SURROUNDING CLEAN

- Proper disposal of wastes and sewage matter to prevent them from contaminating water sources such as rivers and dams
- Conserving forests so that air and water are clean
- Reducing air pollution which results from burning garbage, plastics and other materials
- Practising good land husbandry practices in order to reduce surface run-off, siltation
- Building dams to conserve water

d. RESPONSIBLE PRACTICES ON FISH AND WILDLIFE

- Observing the closed season (time when fish are breeding)
- Using appropriate fishing tools e.g. nets with large mesh
- Advising fishing communities to start fish farming or rearing animals so that they reduce dependence on fish
- Encouraging fishing communities to engage in alternative business opportunities

- Establishing village beach communities to control fishing season
- Culling (killing wild animals that have increased much in protected areas) to control overpopulation of the animals
- Establishing game reserves and national parks to protect wildlife
- Preventing poaching (unlawful killing of animals in protected areas)

2. IRRESPONSIBLE HUMAN PRACTICES

These are those activities that cause damage to environmental resources. E.g. overgrazing and overstocking, deforestation, pollution of the environment etc

IRRESPONSIBLE PRACTICES ON THE ENVIRONMENT INCLUDE

a. Bad practices on soil/land resources

- Cultivating on steep slopes without preventive measures
- Cultivating in marginal areas which results in erosion, flooding, siltation
- Overstocking and overgrazing resulting in soil erosion, poor pasture and deforestation
- Mono-cropping where land is cultivated by the same crop every year

b. Environmental pollution

- Careless disposal of industrial, domestic wastes e.g. plastic bags
- Catching fish by using poisonous herbs or plants
- Smoking in public places, burning tyres and plastic materials
- Excessive emission of gases and fumes from motor vehicles, factories, fossil fuels and fuel wood
- Urinating along the road, behind trees and walls including defecating in water
- Loud noise from construction works, social centres, industrial areas

IRRESPONSIBLE PRACTICES ON FISH RESOURCES

- Non-compliance with the breeding season
- Inappropriate fishing methods e.g. use of small holed nets, poisonous herbs
- Introduction of non-indigenous fish and water weeds
- Destruction of fish breeding areas
- Fishing non-targeted species such as frogs

IRRESPONSIBLE PRACTICES ON WILDLIFE AND VEGETATION

- Deforestation due to need for firewood, charcoal, opening land for settlement
- Encroaching in protected areas such as Game reserves, National parks, Forest reserves which destroys habitats for wild animals
- Setting bush fires in forests

- Establishment of unplanned settlements leading to deforestation
- Poaching which may lead to extinction of animal species

IMPORTANCE OF NATURAL RESOURCES TO INDIVIDUALS AND THE COMMUNITY

- Land is a habitat for people as well as animals and plants
- Forests are sources of firewood, charcoal, timber, and poles for domestic and industrial use. They also provide the oxygen we breathe as well as protecting the soil from erosion
- Water resources are sources of water for domestic, agricultural and industrial use
- They are sources of tourist attraction e.g. lakes, national parks
- They provide water ways which facilitate transportation
- Some wildlife are sources of food in form of meat and honey
- They are sources of income for an individual as well as the nation through employment and exports
- They are sources of raw materials

EFFECTS OF POPULATION GROWTH ON NATURAL RESOURCES

a. Forestry resources

- It leads to depletion of resources through clearing of forests for settlements, road projects, housing projects
- The land is left bare and this leads to increased soil erosion and loss of soil fertility
- Loss of vegetation brings about climate change e.g. untimely and erratic rains
- It leads to energy crisis e.g. scarcity of firewood and charcoal

b. Land resources

- It leads to scarcity of land as people divide the small fields available
- It leads to overuse and exhaustion of land
- It leads to soil erosion due to bad practices such as mono cropping
- It leads to over grazing due to scarcity of pasture land

c. Water resources

- It makes water supplies drier due to increased demand for water
- It leads to increased water pollution due to poor sanitation e.g. open defecation
- It may lead to lowering of the water table to practices such as deforestation

d. Wildlife resources

- It leads to encroachment of protected areas such as game reserves and national parks. This forces animals out of their natural habitats

- Increased poaching leads to scarcity and even extinction of wild animals

e. Fish resources

- It makes people to fish even during the breeding season which makes future fish supplies not available

f. Air resources

- It causes air pollution through the use of fuel wood in rural areas and car exhaust fumes in urban areas

UNIT 7 – MORAL VALUES

Moral values are rules or standards that guide our behaviour

These are the basis on which we make decisions – right or wrong, evil or good

Moral values are derived from culture, laws of the country, religious teachings, education, peers, family values, rules of organizations and personal values

MORAL VALUES EXPECTED OF BOYS AND GIRLS IN INTERPERSONAL RELATIONSHIPS IN THE SOCIETY

1. Society expects boys and girls to maintain the moral values and to behave in a responsible manner in order to avoid negative effects that come due to loss of moral values
2. Most often boys and girls stop respecting moral values due to the negative influence of their friends (peer pressure)
3. Moral values that are required in interpersonal relationships among girls and boys may include:
 - Saying „NO“ to smoking and beer drinking
 - Abstaining from premarital sex
 - Respecting elders and those in authority
 - Being trustworthy
 - Compassion (feeling deep sympathy and sorrow) for the sick, weak and elderly
 - Saying “NO” to corruption, violence, vandalism and other forms of crime
 - Respecting life, property and the environment
 - Tolerating (accepting other people’s views) in society
 - Working hard
 - Refraining from stealing and cheating
 - Being honest
 - Humility
 - Being responsible in whatever we are doing

CAUSES OF BREAKDOWN OF MORAL VALUES IN THE SOCIETY

Moral breakdown is a situation in which there is total disregard and loss of moral values.

The following are some of the causes of moral breakdown:

- Influence of the media
- Influence of drugs and alcohol
- Peer pressure
- Lack of decision-making and problem solving skills among people
- Lack of sound moral and ethical code of conduct
- Lack of self-discipline and assertiveness
- Lack of guidance and counseling

EFFECTS OF BREAKDOWN OF MORAL VALUES

The effects that come with breakdown of moral values do not only affect the individual but also others in the society.

These effects include:

- Many young people get involved in premarital sex
- Contraction of STIs including HIV and AIDS
- It leads to teenage pregnancies
- It can lead to infertility (sterility in males and barrenness in females)
- It can lead to poverty especially when a family member spends a lot of money on beer drinking or drug and substance abuse
- It can also lead to accidents since one loses sense of judgment when drunk
- One can die due to excessive beer drinking, abortions as a result of unwanted pregnancies from premarital sex
- Destruction of the environment through lack of respect for the environment
- Killing fellow human beings for money and other things due to lack of respect for life
- Retarding development due to corrupt activities

WAYS OF AVOIDING MORAL BREAKDOWN IN THE SOCIETY

- People should maintain moral values in order to avoid the negative effects that arise due to loss of moral values.
- Moral values promote understanding, co-operation, co-existence and development in society
- They also help young people to set realistic goals and to achieve them and become reliable citizens.

WAYS OF AVOIDING BREAKDOWN OF MORAL VALUES

- Seeking guidance and counseling
- Setting goals in life

- Respecting elders and those in authority
- Applying moral principles when making decisions
- Exercising self-control and assertiveness
- Respecting human rights
- Learning to protect your integrity
- Seeking peaceful ways of resolving conflicts
- Make use of problem solving and decision making skills when in a difficult situation

UNIT 8 – VITAL CITIZENSHIP REGISTRATION

VITAL REGISTRATION

- This is a record of very important acts and events that countries keep about their citizens.
- Vital acts and events have something to do with an individual's entrance and exit from life e.g. birth, death, marriage etc
- Vital registration is also referred to Civil registration

VITAL REGISTRATION AND THEIR IMPORTANCE

1. NATIONAL IDENTITY REGISTRATION

This is registration of citizens for the purposes of issuing National identity cards so that they can be easily identified as a genuine citizen. Some information that is included on the National identity card is date and place of birth, sex, ethnic group, race, religion, language(s), fingerprints, nationality and photograph. The body which is responsible for this is the National Registration Bureau (NRB).

It is important because:

- Helps to prevent the entry of illegal immigrants
- It provides authenticity (truthfulness) of citizenship of a person
- It helps to identify real beneficiaries of relief items during disaster
- It helps to identify beneficiaries for national programs such as a Farm Input Subsidy Program (FISP)
- It provides every citizen with an identification to access services in bank and other institutions
- It provides identification in circumstances such as death and accidents
- It makes it easy to prevent foreigners from unfairly benefiting from national social services such as health and education

2. MARRIAGE REGISTRATION

Registering of marriages is done at the church, mosque, Magistrate court, Registrar General's offices, District Councils. The newly-weds are issued with a marriage certificate.

The importance of this are:

- It makes it easy to know the number of households to receive relief items
- Government is able to estimate the number of household to benefit from its programmes
- Government can easily plan for national development e.g. additional schools, clinics etc

3. BIRTH REGISTRATION

- This is registering newly born babies in hospitals, clinics etc. The information is sent to the District Commissioners office to issue a certificate of the child. The information recorded includes: sex, date and place of birth, religion, etc.
- When a birth certificate is lost or destroyed in fire, one can be issued with an affidavit of birth upon request from magistrate or District Commissioner.
- An affidavit of birth is not a birth certificate. An affidavit is a legal document given to an individual who lost her or his original birth certificate.

IMPORTANCE OF AN AFFIDAVIT OF BIRTH

- It provides evidence which helps to curb cheating cases in activities such as sports
- It helps with information which can help to curb child trafficking
- It provides evidence of one's citizenship when applying for other important documents such as passport or national identity
- It provides important information on population changes for government to appropriately plan for national development.

4. DEATH REGISTRATION

Deaths are registered in the hospitals, mosques and churches. It contains information such as date and place of death, cause of death etc. This is important because:

IMPORTANCE OF DEATH REGISTRATION

- It provides information on major causes and frequency of death in society
- It helps government to know the types and quantities of drugs to be supplied in hospitals
- It helps government and other stakeholders to find ways of dealing with the causes of death in society

5. VOTER REGISTRATION

It is a requirement by law that a person eligible to vote registers before he/she is entitled or permitted to vote. A registration certificate is issued to the person who has registered as a voter.

IMPORTANCE OF DEATH REGISTRATION

- It helps to prevent those who do not qualify
- Helps to ensure that all eligible voters cast their votes
- It helps to ensure that nobody votes more than once in an election

6. BUSINESS REGISTRATION

Once a business is registered with a government department responsible for registration of business, a business licence or permit is issued.

IMPORTANCE OF BUSINESS REGISTRATION

It is important because:

- a. Government is able to keep a record of type and sizes of business operations in the country
- b. It is easy for government to estimate the amount of tax revenue to be collected
- c. It helps government to protect local businesses from competition with foreign investors

UNIT 9 – TAXATION

- Taxation is the compulsory financial contribution to support government
- A tax is a legally imposed financial contribution to government revenues
- It is charged on people, property, income and transactions
- Payment of taxes is one way in which a citizen can help financing public services

TYPES OF TAXES

1. DIRECT TAXES

- These are paid directly to government by the individual taxpayer
- They are levied on individual taxpayers incomes and charged at source (where the money is earned E.g. income tax, estate duty)

2. INDIRECT TAXES

- These are taxes which are collected by intermediaries who turn over what they have collected to government.
- They are levied on traders e.g. wholesalers, retailers, exporters, importers who in turn direct the proceeds to government. E.g. Value Added Tax (VAT)
- They are imposed on expenditure e.g. customs and excise duty

- Indirect taxes are not actually paid by the traders but by the consumers. E.g. The trader increases commodity price to include duty or VAT which they have been charged in the first place and pass on this to the final consumer

TAXES LEVIED IN MALAWI

1. Income tax

It is paid by a citizen on the income that they earn through employment or business

2. Property tax

It is paid by anyone who owns property such as land, house

3. Value Added Tax (VAT) or Surtax

It is charged on goods and services for their value addition

4. Capital gains tax

It is charged on the profit realised on the sale of a non-inventory asset that was bought at a lower price such as real estate, bonds, and stocks

5. Payroll tax

It is charged on salaries and wages of employees

6. Estate duty

It is imposed on the wealth of an individual after his or her death. It is the only tax that becomes due as a result of death

7. Fringe benefits

It is charged on fringe benefits paid by the employer to its employees such as soft loans. When an employee gets a soft loan from employer at a interest lower than the commercial rate the resulting interest difference is considered to be a saving and therefore a fringe benefit.

8. Provisional tax

It is an advance tax estimated at the beginning of the year of assessment and payable by every business person

9. Assessment tax

It is paid by limited companies, sole traders and partners at the end of the year and it is determined by tax assessments made after the end of the year of assessments on persons in business to show the balance of tax payable.

10. Withholding tax

An advance tax deducted from any payments on persons who cannot be traced after payment is done. It is applicable on royalties, rents, commissions, payment to contractors, bank interest etc

11. Non-resident tax

It is final tax payable by persons not resident in Malawi on any income arising from a source within Malawi

12. Business profit tax

It is payable on profits made in a business. Where the business makes a loss, the laws in Malawi allows carry forward of the loss (the tax is claimed when business makes profit)

13. Customs duty

It is paid on goods that are imported into the country. In some cases it is paid on exported goods

14. Excise duty

It is imposed on selected goods to discourage their consumption such as cigarettes, alcohol, gambling, airtime

REASONS WHY EXCISE DUTY IS LEVIED

1. To control consumption and prevent abuse of certain substances such as tobacco and alcohol
2. To punish those spending on luxuries e.g. excise duty on gambling
3. To raise money needed for extra healthcare on which excise duty is charged. E.g. treatment for lung cancer as a result of smoking
4. To raise money needed for the rehabilitation of the environment as a result of pollution or damage caused by activities on which excise duty is charged e.g. mining

NON-TAX REVENUES

These are revenues or receipts obtained by the government from other sources other than tax.

SOURCES OF NON-TAX REVENUES

1. Foreign grants
2. Loans obtained from lending institutions and other governments
3. Revenue from state owned enterprises such as ESCOM, Water Boards, ADMARC
4. Profits or interests from funds invested by the state
5. Revenues from sale of state assets
6. Fees from issuance of licences or permits
7. Receipts from court fines
8. Revenue collected from payments for the use of public services
9. Levies (charges imposed to raise money for specific activities) e.g. Road levy (for construction and maintenance of roads), Malawi Bureau of Standards levy (to support operations of MBS) etc

MALAWI REVENUE AUTHORITY (MRA)

- It is an agency of Malawi government responsible for assessment, collection and accounting for tax revenues
- It was established by an Act of Parliament of 1998 to carry out functions formerly done by Department of Customs & Excise and Income Tax

MRA REVENUE DIVISIONS

1. Customs & Excise Division : responsible for

- Administration and enforcement of Customs & Excise Act
- Collection of import and excise duty and import VAT (Value Added Tax)
- Protection of the community from entry and exit of prohibited goods and facilitates trade

2. Domestic Tax Division: responsible for

- Collection of direct income taxes from individuals and corporations
- Collection of domestic Value Added Tax (VAT) and domestic taxes

FUNCTIONS OF MALAWI REVENUE AUTHORITY

- Assessment, collection and receipt of specified revenue
- Promoting voluntary compliance to tax payment
- Improvement of the standard of service given to taxpayers with a view to improving efficiency and effectiveness and maximising revenue
- Countering fraud and other forms of fiscal evasion
- Advising the Minister of Finance on matters of revenue policy
- Performing any other duties as directed by the Minister of Finance

PRINCIPLES OF TAXATION

These are values and responsibilities that guide how a tax system should operate

1. **Principle of adequacy** – it emphasises on the fact that taxes should only be enough to generate revenue required for provision of essential public services
2. **Principle of broad basing** – taxes should be spread across the population to minimise heaping taxes on few individuals
3. **Principle of convenience** – taxes should be deducted in such a way that the deduction does not cause any disturbance to the taxpayer
4. **Principle of earmarking** – tax from specific source should be dedicated to a specific purpose only when there is a direct cost and benefit link between tax source and expenditure e.g. use of fuel tax for road maintenance
5. **Principle of efficiency** – tax collection costs should not exceed the revenue obtained

6. **Principle of equity and fairness** – taxes should be related to the ability of the taxpayer e.g. people with same economic circumstances should pay the same tax.
7. **Principle of neutrality** – taxes should not give special treatment to any group of people
8. **Principle of certainty** – a taxpayer has to know how much tax he or she has to pay, when it is to be paid and how it must be paid.
9. **Principle of restriction or non-exemption** – tax exemption must only be for a specific purpose (such as to encourage investment) and for a limited period. The poor should not be exempted (excluded) from taxation because there is dignity in paying taxes
10. **Principle of simplicity** – a tax code must be formulated in simple language to be understood by an average taxpayer
11. **Principle of impartiality** – all persons in the same position should pay the tax. E.g. non-imbibers do not have to pay tax on beer, but all those who drink beer should
12. **Principle of adjustability** – a good tax system should be capable of variation that is both up and down according to changes in policy
13. **Principle of productivity** – a good tax system should encourage productivity. Rates of tax should not discourage people from working overtime in fear of being taxed more.

MAIN PURPOSES OF TAXATION (FOUR R'S OF TAXATION)

1. **Revenue** – to raise money which is spent on public services such as health, education, security etc
2. **Re-distribution** – taxes help to transfer money from the rich to the poor
3. **Re-alignment** – taxes are levied to address externalities e.g. taxing beer to discourage its consumption, removing tax on animal fees to encourage animal production
4. **Representation** – taxes are levied to encourage citizens to demand accountability and better representation from their leaders

IMPORTANCE OF TAXES

1. Redistribution of wealth

- To make the poor benefit from the wealth of the rich

2. Encouraging or discouraging certain activities

- Protecting local business from foreign competition
- Discouraging consumption of certain undesirable goods e.g. cigarettes
- Facilitating trade by removing certain taxes

3. Expenditure control

- If government feels that the level of spending is high it can deliberately increase taxes to curb inflation.

4. Raising revenue for government for

- Provision of infrastructural development
- Provision of safe drinking water
- Provision of public security
- Serving both domestic and foreign debts
- Payment of civil servants salaries
- Financing elections

PROBLEMS/CHALLENGES FACING THE TAXATION SYSTEM IN MALAWI

- Lack of adequate taxpayer civic education which results in many people not accepting to pay tax
- Small tax base resulting in high tax rates
- Lack of taxation in the informal sector
- Some traders evade and avoid paying tax e.g. not issuing receipts to customers to avoid payment of VAT

TAXPAYERS RIGHTS

- Be informed and assisted at voluntary compliance so that tax can be assessed, settled on time
- To know your tax obligations in advance
- To pay correct amount of tax and be refunded for any excess amount paid
- Taxpayer information be treated as confidential
- To complain, object and appeal where not satisfied with your tax liability
- To be treated with respect
- To apply for help if you cannot pay in full
- To challenge decisions/actions made by MRA
- To seek relief from a spouse's debt

TAXPAYERS RESPONSIBILITIES

- To register and obtain a tax identification number and notify MRA of any change in your tax details
- Be honest and truthful in declaring your tax liability.
- Co-operate and assist MRA officers in tax matters
- Provide relevant documents e.g. receipts, profit and loss statements etc as the law requires
- Understand and appreciate the risks of non-compliance or tax evasion

- To report about tax evasion to MRA

PENALTIES FOR FAILURE TO PAY TAX

- Goods may be seized
- Goods may be forfeited
- Imprisonment
- Detention and disposal of seized goods

UNIT 10 – GOVERNMENT

Government is machinery for running the welfare of the country, headed by one person or a group of people.

TYPES OF GOVERNMENT**1. DICTATORSHIP**

- This is a type of government in which only one person or group of people rule with **absolute power** (without limits to what the person or the group of people can do)
- Decisions are made without consulting anyone
- Laws in dictatorship are made without any regard to the people that are governed
- Dictators rule for life e.g. they hold on to power as long as they can
- Dictators do not allow any criticisms and this makes them to violate human rights of their subjects e.g. censoring the press, banning other political parties, imprisoning or even killing political opponents

2. AUTOCRACY

- This type of government is ruled by one person or group of people with strong powers
- The ruler might be legally elected but as time passes by, she or he does not allow others to challenge him or her in elections

3. MONARCHY

- This type of government is where rulers acquire their positions through inheritance from their father, mother or other relative
- In **traditional or absolute monarchies**, the monarch exercises ultimate governing authority as head of state and head of government and their powers are not limited by constitution/law and turn out to be autocrats.
- In traditional monarchy, the parliament (if one exists) merely stamps the monarch's decrees.

- Examples of traditional or absolute monarchies are : Brunei, Qatar, Oman, Swaziland, Saudi Arabia, United Arab Emirates
- In **Constitutional or Limited monarchies**, the queen or king is head of state but does not run the government. The government is run by a parliament and cabinet elected by the people.
- Examples of constitutional monarchies are : Great Britain, Lesotho, Sweden, Japan
- Monarchies stop ruling when they die or give up the throne or position (abdication)

4. MILITARY GOVERNMENT

- This refers to the type of government that takes power by force
- They do this by overthrowing legitimately elected leaders in what is referred to as **Military coup** or **Coup d'état**
- E.g. in Guinea after the death of president Lansana Conte in 2008 a coup which was led by captain Moussa Camara took place
- E.g. in 2013, Egypt's first democratically elected president, Hosni Mubarak was also overthrown

5. REPUBLIC

- This is a form of government in which the affairs of the state are open to all citizens of the country and that the people are actively involved
- A republic is controlled by people through their elected representatives through parliament
- There is a constitution which remains the most important tool for both rulers and their subjects
- The head of state is referred to as president and heads the executive arm of government.
- E.g. United States of America, Malawi, France

6. DEMOCRACY

- This is a type of government in which supreme authority is with the people who have power to determine their own affairs
- The rulers are put in positions through a popular vote and exercise their authority on behalf of those that elected them
- The leaders continue to rule based on the trust and confidence from those that elected them
- In democracy, leaders make decisions based on peoples' wishes while in a republic, leaders can make some determinations on their own on the needs and interest of the country

TYPES OF DEMOCRACY

A) DIRECT DEMOCRACY

- This is a type of democracy in which every citizen has a chance to participate personally in the process of government
- In this type, decision making is based on equality among the participants at each and every stage
- This system ensures that people do not hold office for a long time to become corrupt
- However, it is disadvantageous since it does not allow people to become experienced
- It works better in countries where the population is usually small thereby allowing all members to voice their opinions and vote for or against an opinion.

B) REPRESENTATIVE DEMOCRACY

- To “represent” means to speak or act for someone.
- In this type, the elected leaders carry out the day to day running of the government on behalf of a citizens that elected them
- Citizens in Malawi elect representatives at national and local levels called Members of parliament and councillors respectively. At the next election the citizens can decide to vote for a different representative based on performance of representatives
- Malawi is an example of a country which follows this type of democracy

TYPES OF REPRESENTATIVE DEMOCRACY

1. PARLIAMENTARY DEMOCRACY

- In this type, elected representatives form part of the legislative body called parliament or congress
- The MPS elect one of them to be the Prime Minister who runs the Executive branch of government
- In this type, the prime minister and the cabinet stay in power until the next election or may resign from their position before an election through vote of “No confidence” if they lose support of parliament
- E.g. India, Spain, Israel, Italy

2. PRESIDENTIAL DEMOCRACY

- In this type, the president who is head of the executive and members of the legislative body are elected at once.
- Examples of countries having presidential democracy include: Malawi, Botswana, Zambia, Mozambique, USA, Kenya, South Africa

3. COMBINED PARLIAMENTARY AND PRESIDENTIAL DEMOCRACY

- In some countries there is a president elected by the people and a prime minister chosen by a legislative body e.g. France

CAPITALIST AND SOCIALIST GOVERNMENTS

These terms are not actually types of government but rather a set of ideas of how to develop a country

A) CAPITALIST

- Capitalism/Free Market economy emphasises on individual or private ownership of property
- This means that owners of the capital own trade and means of production with emphasis on making profits
- This system of government does not impose heavy taxes on its citizens but promotes individual initiative
- It also promotes and protects individual rights and this leads to economic success
- However, this system exploits workers and leads to increase in poverty, crime rate and inequality

B) SOCIALIST

- This system is where there is a belief that government should play an important part in the economic development of the nation
- It emphasises on state ownership of firms which is referred to as **nationalization** of industries
- The government provides adequate social services to its people and this results in the people being heavily taxed
- This system is advantageous in the sense that there is equality in the provision of needs to the people such as medical care, housing, education free of charge
- It also reduces unemployment and poverty
- However, socialism reduces creativity among people as they wait for government to do everything on their behalf. It also follows a long chain (bureaucracy) in communication from the grassroots to the top management

C) MIXED ECONOMY SYSTEM OF GOVERNMENT

- This system strikes a balance between capitalism and socialism
- It allows private ownership
- E.g. Blantyre Water Board, ESCOM

ROLE OF POLITICAL PARTIES IN A DEMOCRACY

- Ruling party's role is to govern the country
- Ruling party comes up with policies on how to deal with political and socio-economic issues e.g. food insecurity, poverty, climate change, HIV/AIDS etc
- Opposition parties promote good governance
- Opposition parties act as watchdogs of politics by monitoring actions of government
- Opposition parties make sure government respects rule of law, constitution and human rights
- Opposition parties act as critic of the ruling party by pointing out mistakes of ruling party
- Opposition parties are the mouthpiece of the people as they express the opinions of those who elected them
- Opposition parties provide people with a choice from among many parties, policies and candidates

GOOD GOVERNANCE

Good governance is a system of rules, processes and structures that brings about efficiency equity and prosperity. It also about representatives doing a good job of which they were elected for.

THE MAIN PRINCIPLES OF GOOD GOVERNANCE

These are actually the values or features of democracy and include the following:

1. Transparency

- Transparency implies openness through sharing and exchanging information, views and opinions on various dissenting views necessary and it demands tolerance of such views and opinions.
- It requires unrestricted access to public information and includes free circulation of and acceptance of diverse views and opinions one sign of transparent government is the holding of public meetings which citizen can attend and have a chance to voice out their opinions.
- The leaders must also explain what decisions are being made by whom and why.

2. Accountability

- Accountability means to be answerable.
- When representatives make decisions they express the will of the people and therefore the representatives must be held accountable
- For elected officials (leaders) to be held accountable, the people must be informed about what is happening.

- This means that the elected representatives have a duty to answer to the public for their decisions, policies and actions

3. Observance of human rights

- All genuine democracies strive to respect, promote and protect human rights for its entire people.
- Malawi constitution has a whole chapter on human rights called the *Bill of rights* which offers constitutional protection of human rights
- The constitution clearly states that each individual has these rights regardless of status or condition
- This, therefore, promotes equality (treating every person on an equal basis) which is at the centre of non-discrimination principle.

4. Rule of law and predictability (Due process of law)

- It implies that firstly, there is the existence of law and that the law must always rule. This is called **Rule of Law**.
- Secondly, the law is the basis of governing it and it states that nobody (not even the president, prime minister, chief) is above the law and all people are equal before it. This is called *Due process of Law*
- Democracy requires that the law must be applied equally, fairly and consistently on all people without any distinction including their status. This helps to promote the principle of equality
- When applied impartially, it helps people to know what to expect should something happen or should they break the law.

5. Constitutionalism (supremacy of the constitution)

- In democracy leaders also need to observe the supremacy (importance) of the constitution
- E.g. respecting the law, the human rights of all citizens and terms of the constitution
- Every section of the constitution was written for a purpose and that it needs to be read, interpreted and applied to reflect that purpose

6. Free and fair elections

- One way in which citizens participate in democracy and express their views is through elections when they choose their leaders.
- Elections are supposed to be regular, free and fair. Which means citizens are not supposed to be intimidated, threatened, forced or bribed before, during and after the elections

- Elections need to be conducted on periodic basis in order to assess the performance of the leaders. Based on the performance the leaders, they are voted back or removed from leadership positions
- Once elections are pronounced free and fair, the loser has to accept and congratulate the winner and help him or her in serving the nation.

OTHER PRINCIPLES OF GOOD GOVERNANCE INCLUDE THE FOLLOWING:

- Citizen participation in public affairs
- Responsiveness of government
- Multi-party politics system
- Tolerance of views of both the majority and the minority
- Limited terms of office of leaders
- Checking abuse of power of the elected officials
- Legitimacy and mandate of leaders to govern
- Separation of powers among the three branches of government; executive, legislature and judiciary

THE ROLE OF CITIZENS IN PROMOTING GOOD GOVERNANCE

- By standing as a candidate in national or local elections
- By taking part in discussions with fellow citizens
- By attending community or civic meetings
- By learning about important issues through newspapers, radios etc. This helps to stay informed about important issues that face the country such as climate change, poverty, conflicts etc. For democracy to work, citizens should have knowledge of democracy
- By becoming involved in a voluntary organisation and performing volunteer work aimed at making community and neighbourhood good to live.
- Organizing peaceful demonstrations
- Expressing opinions through the news media. Utilise free press to speak out on local and national issues
- Joining the labour unions, community groups and business associations

UNIT 11 – CONFLICT RESOLUTION

In Malawi conflict resolution institutions operate at both local and national level. These include:

1. **Traditional leaders** – chiefs, village heads deal with community problems such as family and land disputes. They also settle minor civil cases.

2. **Courts of law** – courts settle both civil and criminal cases. Criminal cases may include armed robbery, corruption, rape. The Industrial Relations Court deals mainly with breach of contract and labour related issues
3. **Malawi Congress of Trade Union (MCTU)** – This is a national organisational which links all trade unions.
4. **Public Affairs Committee (PAC)** – It is an organisation which comprises Protestants and Catholic Churches as well as the Muslim community which aims at improving living standards of the people, advises government on national issues.
5. **Catholic Commission for Justice and Peace (CCJP)** – It promotes peace and justice by investigating violations of human rights.

CAUSES OF CONFLICTS IN AFRICA

1. Land disputes

- Most countries in Africa quarrel over land or areas of economic benefit such as minerals.
- Examples of countries experiencing land disputes are
 - a. Ethiopia and Eritrea have fought over border issues.
 - b. In Western Sudan (Darfur), Kenya and Rwanda there have also been land disputes.
 - c. In DRC conflicts spread of their mineral rich land in gold and diamond.
 - d. Currently, there is a dispute between Malawi and Tanzania over ownership of Lake Malawi.

2. Ethnic rivalry

- These are quarrels which result from differences in cultural beliefs. Such differences have a great impact in most African countries where political parties are aligned to particular tribes.
- E.g. the mass killings in Rwanda and Burundi between the Tutsis“ and Hutus“ were purely ethnic.

3. Class of ideas (or differences in political ideologies)

- This was traced during the cold war between USA and the former Soviet Union. USA believed in democracy and capitalism while Soviet Union believed in socialism.
- These countries supported different sides in African conflicts. E.g. the communists supported FRELIMO in Mozambique

4. Economic and social differences

- In most African countries, there is a big gap between the rich and the poor. This creates hatred among the poor towards the rich. E.g the Xenophobic

attacks in South Africa were as a result of foreigners being hated for prospering while indigenous South Africans were suffering.

5. Outside interference

- Sometimes outside groups have caused problems in countries due to interest for resources in those countries E.g. in DRC and Mozambique

6. Sale of arms

- Countries which produce weapons deliberately promote conflicts in other countries so that they sell their weapons.

7. Religious differences

- They become serious more especially when religions are dominated by particular ethnic groups. E.g. in Nigeria Boko Haram (muslim organisation) trying to impose Islamic religion in the Northern part of Nigeria. Muslims dominate the northern part while Christians dominate Southern states

8. Racism

- The behaviour that occurs when one group of people considers itself to be more superior to the other and is often biased on the colour of a person's skin.
- E.g. in South Africa there was racial segregation that separated whites from Asians, coloured and black people. Each racial group lived separately in terms of job opportunities, housing, education and other services.
- This caused violent racial conflicts

EFFECTS OF CONFLICTS IN AFRICA**a) Economic hardships**

- Conflicts lead to destruction of property, infrastructure such as bridges, roads, schools. When this happens, it becomes expensive to reconstruct them.
- It also scares away people who want to open their businesses (investors) and this negatively affects the economy of the country.

b) Creation of refugees /(displacement of people)

- People become homeless because of conflicts.
- In the host country, create pressure on natural resources as well as social services (e.g. schools, hospitals)

c) Death and injury of both civilians and soldiers

- During conflicts, many people lose their lives. Others are injured.
- Even when the war is over, landmines cause permanent injuries.

d) Epidemics and malnutrition

- Conflicts cause severe shortage of food which eventually results into malnutrition and epidemics (diseases which spread quickly)

e) Social and political anarchy

- In areas of conflicts, nobody respects the rule of law. As a result there is total confusion which in other countries makes the army to take over.

STRATEGIES FOR CONFLICT RESOLUTION**a) Negotiation**

- In this process, the groups that are in conflict directly talk to each other about their problem so that on their own they can find a solution

b) Mediation (assisted negotiation)

- In this process, a third person is invited to facilitate the resolution process.
- The mediator, however, does not say who is right or wrong. He/she remains neutral
- The mediator should therefore be trusted by both parties with a great deal of influence.

c) Arbitration (adjudication or conciliation)

- In this process, the disputing parties choose someone to be a judge. The arbitrator in this case acts as a decision maker on behalf of the disputing parties.
- Arbitrators are mostly legal institutions and the arbitration process is mainly a legal process although not always.
- The chosen person must be accepted by both parties

CONFLICT RESOLUTION PROCESS**1. Setting up conditions for resolving the conflict such as :**

- Identifying an arbitrator or mediator
- Choosing the place for discussion
- Choosing whether the discussion will be in public or private

2. Introduction/ opening remarks

- The mediator or arbitrator needs to create a friendly atmosphere so that the disputing parties can talk freely.

3. Telling the story

- Both parties should be allowed to tell their story without any interruptions. During this time, the mediator/arbitrator needs to summarise the main points after which he/she should give an opportunity for question time in order to clarify their statements.
- Arguments should be expected during the questioning period.

4. Identifying facts and issues

- At this stage, skills such as paraphrasing, outlining and clarifying points are necessary so that they arrange the points to be resolved in order.

5. Identifying alternative solutions

- The mediator/arbitrator should ask the disputing parties to suggest possible solutions so that he/she avoids imposing anything on them.

6. Discussing and revising solutions

- At this stage, various options are evaluated so that the most workable ones are identified.

7. Reaching an agreement

- This is the final stage of conflict resolution. This is often written down with details about what to do if either party fails to uphold its part in the agreement.

CONFLICT HANDLING SKILLS

1. **Active listening** - This is the ability to hear with understanding. One needs to be alert and attentive so that he/she shows interest in the issue.
2. **Feedback and ability to summarize** - Feedback means reacting to the situation in which the listener is seeking clarification and summarising involves taking down important points. These should not be judgemental but be based on what disputants say.
3. **Adopting to the disputing parties** - This means that the mediator/arbitrator should use the language that is simple to both parties.
4. **Impartiality (not taking sides)** - The person handling the dispute should look at the case on the basis of facts and not side with any group.
5. **Empathy** - This means putting yourself in the shoes of the other party
6. **Non-judgemental attitude** - Let both sides see each other as equals and show willingness to negotiate
7. **Demonstrate interest** - Concentrate on areas of common interest and areas which can be addressed easily.
8. **Demonstrate patience and respect for both parties** - This is done to ensure lasting peace or permanent solution

REGIONAL ORGANISATIONS THAT ASSIST IN CONFLICT RESOLUTION

- Africa's Regional Economic Communities (RECs) were established with economic goals in mind, including trade, developments and enhancing economic integration
- Later, the RECs added peace and security because of pressing and unavoidable matters
- The international community pays attention to the roles and contributions of RECs in peace maintenance.
- Regional organizations include :

1. African Union (AU)
2. Economic Community for West African States (ECOWAS)
3. Southern Africa Development Community (SADC)
4. Common Market for Eastern and Southern Africa (COMESA)

WHY ARE THE REGIONAL ECONOMIC COMMUNITIES ARE ABLE TO FORGE PEACE

It is because of the following reasons:

1. Geographical and political proximity (nearness)
2. They have capacity to respond quickly
3. They understand better the actors at play
4. They can put up acceptable ways of resolving conflicts because of having a better understanding of cultural sensitivities

STRATEGIES THAT ARE USED BY THESE ORGANISATIONS TO SOLVE CONFLICTS

1. **Contact and dialogue** – this involves engaging the parties in conflict to sit down together with the facilitator who will assist how to end the conflict.
2. **Embargo** – this is a partial or complete prohibition (ban) of trade with a particular country
3. **Sanctions** – these are forceful measures adopted by a country or a group of countries against another country or individual in order to influence change of behaviour
4. **Peace Keeping** – it refers to activities which ensure that long lasting peace is achieved.
5. **Peacemaking** – it is the last strategy after the peace keeping

IMPORTANCE OF PEACEFUL CONFLICT RESOLUTION

- It establishes and maintains long lasting peace or genuine reconciliation
- It helps to avoid war and outside interference
- It reduces loss of life, suffering as well as destruction of infrastructure
- It promotes co-operation and unity among people
- It promotes a culture of tolerance among people

WAYS OF AVOIDING NATIONAL CONFLICTS

- **Transparency and accountability** - People should be made aware of whatever is happening in their society
- **Inclusion** - Everyone must participate in the political life of the society
- **Mutual respect and tolerance** - Views of other people need to be considered
- **Contact and dialogue** – people should always negotiate whenever there is a disagreement

- **Making laws that guarantee equal rights and freedoms for all** – it helps to minimise discontent among people
- **Promoting good governance that ensures equal distribution of resources** – government needs to put the welfare of people first in provision of basic needs
- **Electing effective democratic leadership** – people should suggest ways of managing the society and electing leaders that are responsible
- **Controlling/restricting the sale of arms** – it should be done because fire arms threaten the peace and security
- **Definition of borders** – when two nations share a common border, agreed by both parties, it assists in preventing border disputes which may lead to armed conflicts.

UNIT 12 – INVESTMENT

Investment refers to the production of capital goods which are not consumed but instead used in future production. Examples of investment include:

- Putting money in the bank so that it earns interest
- Lending money to someone so that it earns interest
- Buying a building, renovate it then sell it at a profit
- Buying shares to be sold later at a profit
- Buying commodities such as precious minerals like gold or farm products such as maize to be sold later when prices have increased
- Buying collectibles e.g paintings, coins to resell at a profit

Investment aims at making profitable returns. e.g. interest, income, appreciation (increase in value)

TYPES OF INVESTMENT

1. Physical investment

This includes items such as Real estate (e.g. land, house) and precious stones. Precious objects are items which are generally small in size but highly valuable in monetary terms

2. Financial Investment

These are further divided into:

- **Marketable investments** – these include shares, bonds and government securities
- **Non-marketable investments** – these include bank deposits, pension funds, insurance certificates etc

FINANCIAL MARKET

- This is a specialised market that is responsible for transferring financial resources from surplus units (savers) to deficit units (those who need additional funds) so that they carry out some economic activities.
- The financial market is divided into **Money Market** and **Capital Market**.

MONEY MARKET

- This is a segment of the financial market in which short term funds are traded.
- It assists in borrowing and lending short term funds
- E.g. Treasury Bills, Reserve Bank of Malawi Bills, Commercial papers, Repos

TREASURY BILLS (TBS) AND RESERVE BANK OF MALAWI BILLS (RBM BILLS)

These are money market instruments which represent short term borrowings of government.

a) Treasury Bills

- TBs are issued only by the Reserve Bank of Malawi
- They are transferrable
- They have high degree of liquidity (easily changed into cash)
- Issued at a discount from par (face value)
- Have nil credit risk
- They mature in 91 days, 182 days and 364 days

b) Reserve Bank of Malawi Bills

- They are sold at a discount
- They are redeemable at face value on maturity
- They mature in 63 days and 91 days

CERTIFICATE OF DEPOSITS (CDS)

- This refers to short term deposits which are transferable from one party to another
- They are issued by banks and financial institutions to raise sums of money for their economic activities. They are :
 - a. Issued at discount to face value
 - b. Repayable on fixed date without grace days
 - c. Offer higher rate than TBs
 - d. Risk free

COMMERCIAL PAPERS

- It is a short term money market instrument
- It is used at a discount to face value and has a maturity of 90 to 180 days
- Can be issued with maturities tailored to match the cashflow of the company (flexibility)
- Provide higher return

REPOs

- REPO (Repurchase Agreement) involves “sale and repurchase” agreement in which securities are sold to lender and agrees to repurchase them at an agreed future date and price.
- The cost of borrowing is called “Repo Rate”

CAPITAL MARKET

- These are institutions which are involved in the buying and selling of long term debts.
- These markets transfer surplus funds to those who can put in long term productive use.
- E.g. stocks, Treasury Notes, Bonds

STOCKS

- These are shares (equal parts into which the capital of a business company is divided, giving the holder the right to a portion of the profits) in the company
- When one buys shares in a company, it means that he/she owns the company
- He or she bears the risk and enjoy the rewards of ownership
- Stocks increase in value when the company makes money
- Shareholders have a right to cast vote and elect Board of Directors at the Annual General Meeting (AGM)
- Shareholder has a right to additional (bonus) shares if they are issued

TREASURY NOTE

- Have maturity of over 1 year but up to 10 years
- Are transferable and negotiable
- Holder receives half yearly interest

TREASURY BONDS

- Have maturity of 10 – 30 years
- Holder receives half yearly interest
- They are risky due to default or bankruptcy
- Interest rate is called “coupon rate”

KEY PLAYERS IN THE CAPITAL AND MONEY MARKETS**1) Stock brokers/dealers**

- A stock broker is an agent who buys and sells securities on behalf of investors
- He or she charges a fee for carrying out this task of selling or buying
- A dealer on the other hand enters the market as a buyer or a seller of securities using his/her own financial resources

- In a situation where an individual or an institution can act as a broker and a dealer, it is called a **dealer-broker**

2) Registrar

- These are a group of operators in the money and capital market that keep records on ownership of a company's securities

3) Mutual funds/ Investment Managers

- These reduce the risk of investors by diversifying investment from a pool of funds into various securities

4) Accountants (Auditors) and Solicitors

- Accountant and auditors authenticate financial statements of an organisation
- Solicitors interpret the legal implications of some of the rules of organisations

5) Investing Public

- The investor can be an individual or institution that buys financial securities in order to make financial returns
- An investor buys securities through the stock broker

6) The stock exchange

- It is a licenced non-bank financial institution involved in buying and selling of security in the secondary market e.g. Malawi Stock Exchange
- It guides investors in choosing securities by supplying daily quotations for the securities

7) Mutual funds (collective investments schemes)

- A form of mobilising investment from small investors. The investment is managed by a qualified organisation
- It is popular because :
 - a. It has high return
 - b. Has lower cost
 - c. Has diversified risk

INVESTMENT OPPORTUNITIES

- They are favourable circumstances that can allow investors to make more money from their investment
- Investors look for ways of making attractive returns without risking their money
- E.g. shares, commercial papers, REPOs, Treasury notes, Treasury bonds, Treasury bills etc

TERMS AND CONDITIONS OF VARIOUS INVESTMENT OPPORTUNITIES IN CAPITAL AND MONEY MARKETS

- **Investment maturity period** – the time for which a financial instrument ceases to exist and the principle is repaid with interest
- **Interest rate** – the amount that is charged on top of the money that is borrowed
- **Investment yield** – the interest that a person receives from an investment
- **Management fees such as Withholding Tax (WHT)** – the fees that an investor pays to his investment advisor for service rendered

IMPORTANCE OF CAPITAL MARKETS AND MONEY MARKETS IN ECONOMIC DEVELOPMENT

- Creates strong incentives and also fosters trade and business linkages
- Stimulate investment in human resources
- Channel resources to more productive uses
- Help to finance long term development projects in a country e.g. construction of buildings, introduction of new technology
- Provides reasonable access to users of short term funds to meet their requirements quickly.

UNIT 13 – ECONOMIC DEVELOPMENT

Economy

- the different ways a family or community or a country earns money
- the state of a country's poverty or wealth

Economic development

- It is the improvement in the living standards of the people
- It is the change for the better in the lives of citizens and that the people can afford a higher standard of living
- Economic development leads to greater access of goods and services produced in their own country

SECTORS OF THE ECONOMY

These are ways in which people or a country earns money. People and countries earn money differently. The sectors are as follows :

1. AGRICULTURE

- The biggest sector of Malawi economy
- Agricultural crops e.g. tobacco, tea are important for exports
- Most people work in this sector to grow crops for food and cash crops
- Offers employment to people e.g. in the farms or to process cash crops such as tea in factories

2. TRANSPORT

- Crops and animal products or manufactured goods are transported within and to outside countries
- Common transport in Malawi is road. It is supplemented by rail, air and water transport
- People work in transport sector e.g. driving bus, taxi, trucks

3. POWER

- Provides electricity to homes and factories
- Electricity is produced using fast flowing water
- E.g. in Nkula, Tedzani

4. FORESTRY

- People work in forestry sector to plant and care for trees for timber production
- Others work in saw mills (plank production) for building and furniture making. Others work in pulp mills (turning wood to paper)

5. Fishing

- People living near lakes or rivers are engaged in fishing
- Others are engaged in fish selling in markets
- Others work in fish processing industries

6. Industry

- Are involved in producing, processing or manufacturing of products
- People work in industries where raw materials are processed
- Others work in factories

a) Primary industry

- Involves production of goods with the help of nature
- It involves producing, retrieving or harvesting or drawing out goods from soil, air, water e.g. quarrying, hunting, mining, forestry, fishing

B) SECONDARY INDUSTRY

- Manufactures raw materials from primary sector into finished and usable products with the help of machines and manpower.
- Construction, manufacturing, processing lie within the secondary industry
- Things manufactured include cosmetics, books, paints, bicycles etc
- In Malawi this industry is small but growing

7. TERTIARY OR SERVICE

- Provision of services to people and to businesses
- It is a growing industry in Malawi.
- It includes media, tourism, banking, insurance, healthcare, law, education

CONTRIBUTION OF DIFFERENT SECTORS TO THE ECONOMIC DEVELOPMENT IN MALAWI

Every sector is important to the development of Malawi.

- Production of goods needed by everyone and the country e.g. from agriculture, fisheries, forestry, industries
- Foreign exchange when other goods are exported
- The country uses foreign exchange to import other goods e.g cars, medicine
- Provision of services e.g. schools, banks, hospital
- Employment to people in the various sectors
- Improved living conditions for those employed which leads to economic development

UNIT 14 – SOCIAL SKILLS

- These are abilities necessary to get along with others and to create and maintain satisfying interpersonal relationships
- It is also about making sound judgement and taking appropriate courses of action for your life
- They are attributes that a person needs to have in order to deal with everyday life challenges
- Social skills can be taught, practices or learned.

The following are some of the important social skills:

1. Cultural competence

- Ability to interact effectively with people from different cultures
- It is mostly learnt rather than acquired from birth
- It comprises :
 1. Awareness of one's culture
 2. Having positive attitude towards cultural differences
 3. Having knowledge of different cultural practices
 4. Cross cultural skills

Its advantages are:

- It is easy to work with people from other cultures
- Better chances of securing a good paying job
- One is able to comfortably work in a multicultural environment

2. Assertiveness

- It means knowing what you want and why and being able to take necessary steps to achieve it.

- It involves being able to say your feelings without being aggressive or getting personal

Characteristics of an assertive person include:

- Expressing one's views freely
- Disagreeing without being angry
- Resisting peer pressure
- Asking for help when in need
- Setting realistic goals and striving to achieve them

3. Self- esteem

- The way we value and feel about ourselves
- High self esteem makes you confident, optimistic, determined to achieve what you want.
- **High self esteem is important because:**
 1. It makes you value your safety
 2. It helps you feel good about yourself
 3. It gives you courage to try new things
 4. Low self esteem causes :
 5. Depression
 6. Poor performance in school
 7. Vulnerability to peer pressure

4. Decision Making and problem solving

- It is a process of making choices from a list of options
- It involves weighing alternative solutions to a problem based on advantages and disadvantages
- It helps in dealing with challenges such as HIV/AIDS, abortion, premarital sex, drug and substance abuse, peer pressure among adolescents

Steps to be followed in decision making and problem solving :

- Identifying the problem
- Defining the problem
- Explore possible solutions and their outcomes
- Selecting one alternative that best addresses the problem and implementing the choice
- Evaluate the decision e.g. if chosen alternative has yielded desired results

5. Empathy

- Putting oneself in somebody's position

- Empathetic skills include : noticing other people's feelings, expressing concern at other's distress, ability to recognize what others are feeling in a given situation
- Empathy helps in building relationships, motivating us to assist others, in giving proper guidance and counseling, communicating effectively with others.

6. Conflict resolution skill

- Helps resolve conflicts peacefully
- Helps to discuss a conflict calmly and come to an agreement
- Helps to avoid fighting and war
- Helps to preserve or keep friendships

7. Conversation skill

- Helps to make a conversation which enables one to make friends easily
- It involves :
 - a. Taking turns when talking
 - b. Listening and showing interest in what the other person has to say
 - c. Nodding and smiling to show that you are following
 - d. Knowing when to disclose personal information and when not to

8. Stress and anxiety management

- Stress is natural human response to pressure when faced with challenging and sometimes dangerous situations
- Anxiety is a feeling of worry and uneasiness in response to stress
- The following may lead to stress and anxiety : poverty, poor health, examination, job interview, unplanned pregnancy, rape, death of loved one, teasing, hunger etc

HOW TO MANAGE STRESS AND ANXIETY

- Using problem solving and decision making skills to deal with the issue
- Doing physical exercises to reduce stress
- Seeking guidance and counselling
- Sharing the problem with trusted friend/relative
- Having prayers to renew hope
- Seeking medical attention

CHARACTERISTICS OF SOCIAL SKILLS

They are :

- Goal oriented
- Interrelated – one can use more than one social skill for same goal
- Taught, practiced and learnt

- Situational – use of appropriate skill for a given situation

ADVANTAGES OF HAVING WELL DEVELOPED SOCIAL SKILLS

- One has more and better relationships and friends
- Better communication is developed
- One is able to make informed choices in life
- It is easier to get a better job

UNIT 15 - CORRUPTION

Corruption is the misuse of official power or position for illegitimate personal gain

- The act of offering or receiving money or some other thing in return for the receiver to take or not to take a particular action
- A **bribe** is something of value given to somebody with the hope of a future benefit or influence
- A **gift** is something of value given to somebody without expecting a benefit

FORMS OF CORRUPTION

1. Bribery

- Giving or offering money or something of value in order to obtain favour
- E.g. giving a bribe in order to allow illegal goods to pass through a police check point

2. Extortion

- It involves getting money or other resources using force, violence, threat
- E.g. police may use force in order to release a suspect on bail yet police bail is free

3. Embezzlement

- It is theft by those entrusted with resources
- E.g. a treasurer of an association stealing money meant for membership fees for his own personal needs

4. Abuse of office (or abuse of power)

- Using official position for personal gain, to exploit others or oppress others.
- E.g. a boss harassing a junior, a teacher asking for sex from a student

5. Conflict of Interest

- Happens when a person in charge of deciding on a specific matter has some interest in the same matter.
- E.g. a person in approval committee applying to supply text books using his company
- In this case he may favour his company to supply text books even when it does not meet requirements

6. Influence peddling

- Where a person in an influential position uses his or her powers to change the manner in which decisions are made.
- E.g. a politician may use his position to influence which magistrate judges a court case in which the politician has an interest

7. Nepotism

- An office holder prefers to give undue advantage to friends, relatives and people of the same ethnic group by giving them good jobs, better services

8. Favouritism

- The practice of giving special treatment to a person or a group of people
- E.g. promotion, giving a contract a friend who drink with you, opportunities for further education

FACTORS THAT PROMOTE CORRUPTION IN A COMMUNITY

- Absence of strong institutions of accountability (e.g. media, anti-corruption body) to control abuse of authority by public officials
- Administrative delays – people may be encouraged to pay bribes for quicker services if it takes longer to make decision in a company
- Desire to live an expensive lifestyle – a lifestyle that doesn't match one's income
- Greed and selfishness – wanting to have more and the best for themselves without caring of others
- Lack of moral values e.g. the values for hard work, honesty etc
- Lack of stiff punishment for those involved in corruption
- Poverty – when people can't support themselves they engage in corruption in order to survive
- Having leaders who are corrupt – ordinary people may think corruption is a normal way of life.

CONSEQUENCES OR EFFECTS OF CORRUPTION

- It endangers public security e.g. if illegal immigrants are corruptly allowed entry it can increase armed robberies.
- It may lead to political instability e.g strikes, protests
- It increases poverty by denying the poor access to economic opportunities
- It leads to loss of government revenue for social services
- It leads to low productivity because competent people are left out
- People lose confidence in public social services
- If discovered, corruption leads to arrest, dismissal from work

- It retards development due to loss of public money meant for development projects
- Death of many people as a result of scarcity of drugs due to corruption
- It demoralises hard workers, thus promoting laziness

WAYS OF ERADICATING (UPROOTING) CORRUPTION IN THE COMMUNITY

- Providing civic education to the public on the evils of corruption and how to detect and report corruption to the ACB
- Encouraging people to form anti-corruption groups to check corrupt practices at the local level
- Teaching anti-corruption messages in schools in order to mould a future generation that will not condone corruption
- Giving heavy punishment to those found guilty of corruption (according to the laws)
- Simplifying bureaucratic (administrative) procedures to speed up decision making processes to ease access to services. This can discourage payment of bribes
- Encouraging people to report all corrupt practices and protecting the identity of those that have reported
- Strengthening the anti-corruption agency, the media and civil society groups to monitor activities of public officers
- Making public officers more accountable by empowering people through decentralization

THE ANTI-CORRUPTION BUREAU (ACB)

It was established in 1995 by an Act of Parliament and its functions are :

- Taking necessary measures for prevention of corruption
- Receiving complaints of alleged or suspected corrupt practices
- Investigating complaints of alleged or suspected corrupt practices
- Prosecuting offences under Corrupt Practices Act
- Investigating any public officer whose conduct is connected or conducive to corrupt practices

UNIT 16 – LAW AND ORDER

- Law and order refers to the state of society in which people respect the rule of law leading to absence of violence, theft and others
- It is the state where laws are generally accepted and obeyed so that the society functions normally

Maintaining law and order is dealing firmly with violence, theft and other forms of crime

THE ROLE OF CITIZENS IN MAINTAIN LAW AND ORDER

- Reporting law breakers to police
- Abiding by the laws of the land
- Answering police questions honestly and properly
- Forming neighbourhood watches to work hand in hand with providing local security (community policing)
- Testifying in a court of law when asked to do so in order to secure convictions for criminals
- Adhering to police security tips to curb crime
- Avoid keeping and hiding criminals

THE ROLE OF THE POLICE IN MAINTAINING LAW AND ORDER

- Guarding police suspects in police cells
- Tracing stolen property for recovery and using it as exhibition in court
- Testifying in court on behalf of victims
- Providing escort and protection to senior government officials e.g. president
- Controlling traffic and enforcing traffic laws
- Aiding people who are in danger of physical attack
- Controlling riots using minimum force
- Assisting accident victims by facilitating their evacuation to hospital
- Resolving conflicts between individuals or groups
- Protecting life and property through daily patrols
- Controlling crowds during social and political gatherings e.g at weddings, matches
- Investigating traffic accidents
- Tracing those reported missing

UNIT 17 – SOCIAL SERVICES

Social service institutions provide various services which members of a community need in their daily lives.

SOCIAL SERVICE INSTITUTION	SOCIAL SERVICE OFFERED
Airtel Malawi	Communication
ESCOM	Electricity for domestic and industrial use
Hospitals or clinics	Healthcare
Water Board	Safe water for domestic and industrial use
Day Care centre	Provides care to children whose parents work away from home (they are mostly located in

	towns)
Malawi Broadcasting Corporation (MBC)	Information, communication, entertainment and education
Schools	Education
Police	Security

IMPORTANCE OF SOCIAL SERVICES

1. Security

- Encourages foreign investment as investors are assured of their business safety
- People spend time and energy on development because they are not worried about safety for their life and property
- Protects life and property of citizens in a country

2. Education

- It helps in producing skilled workforce that can contribute to national development
- It helps people to know how to read and write
- Helps people to be well informed and to become active participants in a democracy
- Improves living standards of an individual

3. Healthcare

- It is only healthy people who are able to work and earn a living and also contribute to national development
- Healthy children are active in class

4. Recreation

- Enables people to relax and have some fun

5. Guidance and counselling

- Removes stress and anxiety
- Enables individuals to make informed choices in life

6. Communication

- Enables people to be in touch with family and friends
- Enables delivery of messages on health education, counselling etc

7. Transportation

- Enables the movement of people, goods and services from place to place

8. Spiritual guidance

- Provides emotional relief when individuals encounter problems
- Encourages moral uprightness

9. Peace, calm, & law and order

- People concentrate on developing their areas due to absence of violence
- Crime rate is very low and people go about their business without fear leading to more economic development
- Reduction in cases of human rights violation because most of the people respect the law

IMPORTANCE OF STANDARDS IN THE PROVISION OF SOCIAL SERVICES

Standards are the principles and practices or guidelines which define the desired quality for social services.

Standards are important for the following reasons

Education

- High quality education
- Improved pass rate in national examinations
- Absence of cheating during national examinations
- Production of graduates who have expected skills and knowledge

Health

- Most diseases are treated and deaths prevented
- Resources are saved because of absence of disease re-infections in hospitals

Roads

- Resources are saved due to reduced maintenance costs and re-construction
- Reduced road accidents
- In general, standards are important because:
- Delivery of high quality social services leading to improved standard of living for people
- The social services are durable hence saving public resources and time for doing other projects
- The social services are reliable resulting in increased willingness of people to use them
- It ensures that service providers ensure accessibility of their social services
- It leads to certification that can compete favourably on the international market
- There is efficiency and effectiveness in the delivery of the social services e.g. people receive timely and satisfactory services
- It ensures that people get services that are valuable

EFFECTS OF POOR STANDARDS IN THE PROVISION OF SOCIAL SERVICES

1. Poor standards in education

- Poor pass rate in national examinations because of low quality teaching
- Increase in cases of cheating in national exams due to lack of confidence in quality of teaching
- Wastage of resources due to lack of durability of school infrastructure
- Production of half-baked graduates who cannot cope with market demands

2. Poor standards in health

- Death of patients
- Health facilities may turn into places where people get diseases instead of cure
- Wastage of resources due to lack of durability of health infrastructure

3. Poor standards in communication services

- Late delivery of messages
- Loss of information

In general, poor standards in provision of social services result into :

- Delivery of poor quality services
- Lack of reliability of the social services
- Lack of efficiency and effectiveness in the delivery of the social services
- Loss of public confidence in the social service
- Wastage of public resources due to poor infrastructure that may need frequent maintenance or reconstruction
- It leads to certification that cannot compete on international market

EFFECTS OF RAPID POPULATION GROWTH ON SOCIAL SERVICES

If not controlled, population growth can lead to:

- Overcrowding in schools and hospitals
- Overcrowding of buses due to increased pressure on public transport leading to increased risk of accidents and uncomfotability
- Shortage of drugs in hospitals
- Increased pressure on communication system due to congestion of the lines
- Overstretching of security agents e.g. police leading to inefficiency
- Shortage of water and intermittent power supply due to increased demand
- Congestion in markets leading to street vending in cities or towns

IMPORTANCE OF CARING FOR SOCIAL SERVICES

- It helps to ensure continued use of the social service (sustainability)
- It reduces further damage to social service therefore reducing maintenance costs (cost saving)

- It helps to ensure services are accessible when people need them (accessibility)
- Social services that are cared for and in good condition help to improve standards of living

ROLES OF CITIZENS IN THE PROVISION OF AND CARE FOR SOCIAL SERVICES

- Participating in community development work
- Making financial and material contributions towards community development projects
- Reporting cases of vandalism and theft to authorities
- Paying taxes to government to enable it to provide various social services
- Being responsible for maintenance of the available social services
- Carrying out awareness campaigns on importance of caring for social services

UNIT 18 – GENDER AND SUSTAINABLE DEVELOPMENT

Gender equity

- It means fairness and principles of justice
- It calls for males and females being treated fairly e.g impartial distribution of benefits and resources regardless of whether one is male or female
- Gender equity leads to gender equality

Gender equality

- It is the state of being equal in opportunity, status and rights
- Males and females being treated in the same way
- This implies that gender equality is having :
 - a. Equal opportunities in education, employment or business world
 - b. Equal status, enjoying the same privileges in society
 - c. Respect, having the same respect as all persons in society
 - d. Rights: no double standards in treatment
 - e. Equal shares and control of benefits for development activities
 - f. Equal access and control of resources

GENDER ROLES, RIGHTS AND RESPONSIBILITIES IN THE TRADITIONAL AND MODERN MALAWIAN SOCIETY

RESPONSIBILITIES OF FAMILY MEMBERS IN TRADITIONAL FAMILIES

- Responsibilities of family members in rural families are different among males and females
- E.g females : prepare food, mop the house, wash clothes, bath children
- E.g. males : fishing, building a house, digging graves

RESPONSIBILITIES OF FAMILY MEMBERS IN URBAN FAMILIES

- Usually there is no distinction or separation of activities
- Women can challenge most of the work performed by men
- E.g. women also earn money by working in offices. Men also help in food preparation

Gender rights of family members

- In traditional society, gender rights are influenced by culture. E.g.
- **In matrilineal system**
 - a. Husband has little control over his children
 - b. Land passes from mother to daughter
 - c. Brothers of woman have authority and rights over her children

In patrilineal system

- a. Land and property pass from the father to son
- b. Males have the control over children
- c. However, in a modern society it is being realised that all family members have rights

SOME GENDER RIGHTS IN A FAMILY AND COMMUNITY ARE :

- Right to education
- Right to employment
- Right to own property
- Right to associate with others
- Right to security
- Right to freedom of choice and decision-making
- Freedom of expression
- Freedom from torture

GENDER BIAS IN MALAWI

Gender bias

- It is discriminatory attitudes, practices and policies based on socially constructed beliefs about male and female roles
- It is when one gender receives better treatment than the other

There are several attitudes about gender roles common in Africa including Malawi that lead to gender biases, such as:

- Men own land and women work on the land
- Women are weak physically and are not creative
- Only men possess reason, intellect, logic and strong will
- Women should not stand and talk or preach before men
- It is good for a girl to marry early
- It is good for a woman to have many children

- The main aim for a girl is to marry and have children
- The main aim for a boy is to do well at school and earn money

FACTORS THAT INFLUENCE GENDER BIAS**a) The family, work place and school**

- Males are prepared to be leaders by training them to take risks, be brave
- This makes males to take decision making roles and dominate over females

b) Social and cultural practice

- Communities define gender roles and this affects children's behaviour and practices in society
- E.g. females taught to be submissive to males

c) Education

- Education strengthens social norms and values by preparing the future role of boys and girls.

d) Religions

- Some faith-based practices encourage males to dominate in decision making situations than females E.g. females not allowed to preach, males are heads of families. This leads to males to control decisions in their families.

e) Proverbs

- Some sayings in communities encourage males to take a leading roles in many issues

f) Political

- Government policies and laws for a long time hindered development of women

EFFECTS OF GENDER BIAS

- Unequal distribution of resources and benefits
- Unequal representation between males and females in decision making positions
- Oppression and unfairness
- Unfair division of labour in the homes, communities and in work places
- Unequal pay for similar jobs
- Persistence of harmful cultural practices e.g. wife inheritance
- Gender based violence e.g. psychological, social, sexual and economic violence

WAYS OF ACHIEVING GENDER EQUALITY IN MALAWI**a) Gender empowerment**

- Females should be empowered through the acquiring of knowledge or skills the same as males. This helps them to make important independent decisions.

The following are also strategies for empowerment

- a. Taking part in income generating activities
- b. Providing health services in the community
- c. Participating in political and civic activities
- d. Participating in development initiatives and faith-based activities

b) Engage men and boys on gender issues

- Men and boys should be involved in new initiatives that promote gender equity and women empowerment
- This helps to increase men's sense of ownership over new initiatives that promote gender equity and women empowerment

c) Legislation of the rights of women

- This means making laws that protect and promote the rights of women
- Reviewing policies/laws that are gender biased e.g. National Gender Policy, Wills and Inheritance Act (1998)
- National Gender Policy ensures women have better access to reproductive health etc

d) Normative action or Affirmative action

- This means policies (plan of action) that governments adopt in order to promote access to education, employment and other opportunities
- It is discrimination which is carried out deliberately to reverse a negative trend
- the underprivileged sex is offered more opportunities in the non-traditional roles such as bricklaying

e) Education for all

- Education opportunities should be available to all people e.g. males and females inclusive
- For example, girls who fall pregnant are encouraged to go back to school after giving birth

f) Eradicating retrogressive cultural practices

- All cultural practices that promote gender bias need to come to an end
- E.g. arranged/forced marriage, kulowakufa, dust cleansing, sex preference

UNIT 19 - INTERDEPENDENCE OF NATIONS

Organizations decide to co-operate through organisations to promote various reasons such as:

- International trade
- World peace
- Human rights
- Good governance
- Development
- Poverty eradication

ORGANISATIONS THAT PROMOTE CO-OPERATION AMONG NATIONS

This is done at regional level or international level

Regional organisations

Examples of these are COMESA, SADC, COSAFA, ECOWAS, AU, EU, ADB

A) COMMON MARKET FOR EASTERN AND SOUTHERN AFRICAN (COMESA)

- It started in 1994. It is made up of 19 countries
- The main aim of COMESA is forming a free trade area. E.g countries remove tariff (duties or taxes) on goods
- Other functions are : improving transport, improving communication, promoting peace, security and stability
- Its headquarters is in Lusaka, Zambia
- Members are : Burundi, Comoros, Dr Congo, Djibouti, Egypt, Eritrea, Ethiopia, Kenya, Libya, Madagascar, Malawi, Mauritius, Rwanda, Sudan, Seychelles, Swaziland, Uganda, Zambia, Zimbabwe

B) SOUTHERN AFRICA DEVELOPMENT COMMUNITY (SADC)

- It is an organisation of Southern African countries
- It was originally called Southern Africa Development Co-ordination Conference (SADCC)
- It changed from SADCC to SADC in 1992
- Its headquarters is in Gaborone, Botswana
- The countries that attended the first SADC conference are known as "Frontline States". These are Angola, Botswana, Mozambique, Tanzania and Zambia
- Members are : Angola, Botswana, DR Congo, South Africa, Madagascar, Mauritius, Seychelles, Swaziland, Zambia, Zimbabwe

MAIN OBJECTIVES OF SADC INCLUDE

- Encouraging employment opportunities
- Promoting economic growth
- Promoting peace and security

- Strengthening the historical, social and cultural links among people within the region
- Reducing poverty and improving quality of life of the people in the area
- Ensuring sustainable use of natural resources

SECTOR RESPONSIBILITIES OF SADC MEMBER STATES

- Angola – energy
- Botswana – agriculture research, livestock and animal disease control
- Malawi – Fisheries, forestry and wildlife
- Zimbabwe – crop production, food agriculture and natural resources

WEAKNESSES OF SADC INCLUDE

- Big gap between developed countries and African countries economies
- Continued dependence on international partners
- Inadequate socio-economic infrastructure
- High poverty levels
- Land lockedness

C) COUNCIL OF SOUTHERN AFRICA FOOTBALL ASSOCIATIONS (COSAAFA)

- COSAFA is an association of football playing nations in Southern Africa
- It is affiliated to Confederation of African Football (CAF) and Federation Internationale de Football Association (FIFA)
- It organises tournaments in Southern Africa and the most renowned tournament is COSAFA Cup
- Members of the Executive Committee (except Chief Operations Officer) are elected among members from football governing bodies of member states
- E.g. Football Association of Malawi (FAM) president Walter Nyamilandu-Manda was elected a member in 2008.
- Members : Angola, Botswana, Comoros, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, South Africa, Seychelles, Swaziland, Zambia, Zimbabwe

RESPONSIBILITIES OF COSAFA INCLUDE :

- Holding football tournaments for its member states
- Assist its members to develop teams that would qualify for FIFA World Cup tournaments
- Organise workshops for referees and coaches in the region.

D) THE ECONOMIC COMMUNITY OF WEST AFRICA (ECOWAS)

- It was founded in 1975 by the Treaty of Lagos. It began to work in 1977
- It has 16 member states all from West Africa
- Its secretariat is in Lagos, Nigeria

- It aims at encouraging economic, social and cultural development in West Africa
- It also concentrates on energy, transport, agriculture, natural resources, commerce and telecommunication
- Members : Benin, Burkina Faso, Cote d'Ivoire, Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Togo, Cape Verde

ECOWAS ACHIEVEMENTS INCLUDE:

- Promoting liberalised trade evidenced by reduced restrictions on the movement of goods, services and people between states
- Improving interregional communication and transport
- Setting up means to settle disputes between members

CHALLENGES OF ECOWAS

- Conflicts still taking place in some member countries e.g. Ivory Coast (Cote d'Ivoire), Nigeria, Mali

E) AFRICAN UNION (AU)

- It was established in 2001 in Addis Ababa (Ethiopia) and launched in 2002 in South Africa
- The AU replaced the Organisation of African Union (OAU)
- AU's secretariat is in Addis Ababa, Ethiopia
- It consists of 54 African states except Morocco
- The highest decision making organ is the Assembly. It is made up of all heads of state of AU states
- The Pan African Parliament is the AU representative body

SOME OF AU OBJECTIVES INCLUDE:

- To promote peace, security and stability of the continent
- To promote democratic principles and institution, popular participation and good governance
- To achieve greater unity and solidarity between the countries and people of Africa
- To defend the sovereign, territorial integrity and independence of its member states

F) EUROPEAN UNION (EU)

- It is an economic and political union of 28 member states in Europe

ACHIEVEMENTS OF EU

- Introduction of single currency (the Euro) in 2007
- Establishing a Free Trade Area in 1993

- Promoting peace and stability in Europe and throughout the world
- Common commercial and agricultural policies

WEAKNESSES/FAILURES OF EU INCLUDE :

- Economic recession
- Worsening fiscal conditions
- High unemployment in the Euro zone

IMPORTANCE OF EU TO DEVELOPING COUNTRIES

- Dealing with issues which are critical for all people such as developing liberty, prosperity, education, peace, justice, protecting the environment
- Provide economic aid to developing countries to meet these human values

G) AFRICAN DEVELOPMENT BANK (AFDB)

- It was founded in 1964
- It comprises three entities : The African Development Bank (ADB), the African Development Fund (ADF) and the Nigeria Trust Fund (NTF)
- The headquarters of the bank was originally Abidjan, Cote d'Ivoire but moved to Tunis, Tunisia during Civil war in Cote d'Ivoire
- Its mission is to fight poverty and improve living conditions on the continent
- The NTF assists in the development efforts of the poorest AfDB members
- All member countries of the AfDB are represented on the AfDB Board of Executive
- NTF lends at 4% interest rate with 25 year repayment period.

INTERNATIONAL ORGANISATIONS

1. THE UNITED NATIONS (UN)

- It was founded in 1945 after World War II
- It replaced the League of Nations
- It believes that all problems that may lead to conflicts (such as violation of human rights, arm sales, corrupt governments, poverty) should be solved by the world community
- The UN works to:
 1. Protect the environment
 2. Promote development
 3. Promote respect of human rights and democracy
 4. Reduce poverty
- The UN headquarters is in New York. Other main offices are in Geneva, Nairobi and Vienna

THE UN HAS SIX MAIN PARTS OR ORGANS

These include

1. **General Assembly** – this is where all the member states meet in regularly yearly sessions under a president elected from among the member states
2. **Security Council** – this is the most powerful organ of the UN. It tries to prevent conflicts between member countries.
3. **Secretariat** – It is chaired by the UN Secretary General. It looks at administrative work e.g. organising conferences, writing reports.
4. **International Court Of Justice** – It is a universal court that settles disputes between states. It is made up of 15 judges
5. **Economic and Social Council (ECOSOC)** – It is responsible for raising the general standards of living, solve economic, social and health problems, promotion of human rights etc. It has 54 members elected by the General Assembly. Members serve a 3 year term.
6. **Trusteeship Council** – it administers trust territories. It is currently not active since 1994

SPECIALISED ORGANISATIONS AND AGENCIES OF THE UNITED NATIONS

1. **World Food Programme (WFP)** - it provides food and works to help people who are unable to produce or obtain enough food for their families. It is the largest humanitarian organisation addressing hunger.
2. **World Health Organisation (WHO)** – it is concerned with international public health e.g. HIV/AIDS, tuberculosis
3. **United Nations Educational, Scientific and Cultural Organisation (UNESCO)** – It contributes to peace and security through education, science, culture
4. **The United Nations Children's Fund (UNICEF)** – it provides long-term humanitarian and development to children and mothers in developing countries

OTHER UN AGENCIES ARE :

- a. FAO – Food Agriculture Organisation
- b. UNHCR – United Nations High Commissioner for Refugees
- c. IMF – International Monetary Fund
- d. World Bank
- e. ILO – International Labour Organisation
- f. WTO – World Trade Organisation
- g. UNFPA – United Nations Population Fund

2. WORLD CUSTOMS ORGANISATION (WCO)

- It was formed in 1952
- The headquarters is in Brussels, Belgium
- It has 180 member customs administrations

- It promotes member customs administration for national development through revenue collection, collection of trade statistics

3. THE COMMONWEALTH OF NATIONS

- It was established in 1949
- It has 53 sovereign states that were mostly territories of the British empire
- Other countries that were not under British empire joined later. E.g, Rwanda, Vanuatu, Cameroon, Mozambique
- The head is the British Queen
- Member states are united by language, history, culture and shared values
- Commonwealth games are done once every four years
- They are committed to ;
 1. Fight racial discrimination
 2. Promote world peace
 3. Promote peace and tolerance
 4. Work against poverty and injustice

4. The Federation Internationale de Football Association (FIFA)

- It was founded in 1904
- Its headquarters is Zurich, Switzerland
- It has 209 national associations
- It is a governing body of football, futsal, and beach soccer
- The laws that govern football are known as Laws of the Game

WAYS IN WHICH INTERNATIONAL ORGANISATIONS PROMOTE INTERNATIONAL CO-OPERATION

- They strengthen trade e.g. SADC, COMESA, EU, WCO, ECOWAS, Commonwealth
- They remove tariffs through agreements to create Free Trade or Customs Union e.g. SADC, EU, ECOWAS, COMESA
- Through military assistance e.g. ECOWAS, UN, AU
- Through economic assistance e.g. AfDB, EU, World Bank, IMF, Commonwealth
- Organizing sporting activities e.g. COSAFA, FIFA, ECOWAS, Commonwealth
- Dealing with environmental and health problems e.g. HIV/AIDS, Climate change, environmental degradation

HOW MALAWI BENEFITS FROM REGIONAL AND INTERNATIONAL ORGANISATIONS

- Economic aid
- Easy access of Malawian goods to world market
- Fair trade

- Security through concerted efforts to combat crime and terrorism

INTERNATIONAL ORGANISATIONS

Examples are UN,WCO, FIFA, Commonwealth of Nations, IMF, World Bank

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