

MALAWI CHALLENGES & SOLUTIONS

Activity 1: Challenges

Step 1

Split the class up into groups of three or four students. Cut out the following set of day in the life cards (appendix one) and distribute one set to each group of students. Cut out and copy the challenge card and the solution card (appendix two), giving ten of each to each group. Copy and distribute one definition card to each group for reference (appendix five).

Step 2

Ask the students to arrange the cards in order, showing the day in the life of Malita and her family. See appendix three for the correct order.

Step 3

Once the order is correct, ask the students to identify as many challenges as possible that Malita and her family face during the day. These challenges can be both related and unrelated to

water justice issues. Write the challenges down on the challenge cards, and position them at the appropriate point in the day. Discuss these challenges as a class and allow groups to identify what challenges they may have missed. Which of the challenges do they feel are related to climate change? See appendix four for ten possible challenges the students may identify.

Step 4

Everyone has the right to available, accessible, affordable, safe and acceptable water (refer back to slide seven on the PowerPoint for a reminder of what these terms mean). Refer the students to their definition card. Write these five words on the board and ask the students to link the challenges they have identified, to these five elements of the right to water and sanitation. After this is complete, ask the students the following question – Does Malita and her family have access to this right?

Activity 2: Solutions

Step 1

Ask the groups to address each challenge with a potential solution. Ask them to write their suggestions on the solution cards. Encourage the students to think about factors linked to the solution, like cost, the availability of materials, technical expertise, etc. Ask them to rank how realistic the solutions they have suggested are. (Students may not be able to come up with solutions to all the identified challenges, this is ok. Perhaps discuss the more difficult challenges as a whole class).

Step 2

Discuss with the students the importance of finding local solutions to local problems if possible, and that local people are the leaders in this process. Encourage the students to express their opinions on this, and to apply it to their own lives. How would they feel if there was a disaster or crisis in their community, and people from other countries came in and took the lead in dealing with the problems faced by the communities? What do they think is the best approach to situations like this? Is there a way to have a balanced approach, and involve everyone who needs to be involved and can help, whilst ensuring local people remain fully in control? Which of their potential solutions can be implemented locally, and which require some outside help?

Appendix one:

DAY IN THE LIFE

When we get back home, we use the water to wash and for cooking breakfast if we have enough food to cook. After that I send the children to school. I am lucky I have enough money now to pay their fees. It is 1000kw (€1/71p) per child per term and there are 3 school terms a year.

DAY IN THE LIFE

We fill up a 20-litre container of water which I carry back and two smaller containers of 10 litres which the children carry. We would try to carry more but the distance is too far. It's a 4km/2.5 miles round trip to the well.

DAY IN THE LIFE

I wake up at 6am, I light the fire and wake the children, then go to the well to get the first water of the day. This is for washing and it takes about an hour to fetch it. We go early so that we can get there before the animals, who contaminate the water. In the dry season the well dries up and we must walk to the spring further up the mountain which add another hour to the trip.

DAY IN THE LIFE

The children walk 4km/2.5 miles to school where there is a bore hole, so they have access to water and get some porridge to eat. I try to make sure they go everyday but sometimes they are sick from the dirty water and must go to hospital. And other times they don't go to school because they are too tired from fetching water all the time.

DAY IN THE LIFE

When the children leave for school, I go straight back up to the well to get more water. We need water for lots of different things so keep having to make the trip to the well sometimes up to 5 times a day. When I am on my own, I will try to carry two 20 litre containers instead of one, but this is very heavy and very tiring.

DAY IN THE LIFE

The children water the crops unless there has been a flood like when cyclone Freddy hit the area and the rain was so heavy it washed away half our maize crop. After they finish with the crops the children cook dinner while I go to fetch firewood or make charcoal, which I bring to the trading centre to sell roughly twice a week.

Appendix one:

DAY IN THE LIFE

When the children come back from the well in the afternoon sometimes the water has been contaminated from the animals. When this happens, we need to use chlorine tablets if we have them from the government to treat some of the water for drinking. The rest of the water goes on the crops. The crops need a lot of water especially when there is a drought.

DAY IN THE LIFE

The children come home from school at around 1.30pm. They do their homework first if there is time and then there are lots of chores to do around the house and some work in the field. We grow maize, casava, millet and pigeon peas which we use to feed the family and we grow tomatoes, Chinese leaves, and mustard that we eat and sell. Then I send the children back to the well for more water.

DAY IN THE LIFE

When I get back from the well, while the children are still at school. I will use the water for our animals. We have chickens' goats and rabbits which are a source of food and income for the family. I managed to buy the animals with the money I have made from gathering and selling firewood and making charcoal. I get 2000kw (€2/£1.40) for a bundle of firewood and 5000kw (€5/£3.50) for a bag of charcoal.

DAY IN THE LIFE

After dinner if it's still early enough I will go again to the well to get more water. Sometimes I have no choice to do this because the water has been contaminated by the animals. I must make sure I can get back before dark because once dusk arrives wild foxes and other animals become a danger.

DAY IN THE LIFE

When it gets dark it's time for bed. If the children have not had time to finish their homework, they will try to do it before bed, but the light from the lamp is very bad, so sometimes they don't get their homework finished.

Appendix two:

CHALLENGE

SOLUTION

CHALLENGE

SOLUTION

CHALLENGE

SOLUTION



Appendix three:

DAY IN THE LIFE

I wake up at 6am, I light the fire and wake the children, then go to the well to get the first water of the day. This is for washing and it takes about an hour to fetch it. We go early so that we can get there before the animals, who contaminate the water. In the dry season the well dries up and we must walk to the spring further up the mountain which add another hour to the trip.

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Appendix four: Possible Challenges

<p>1</p> <p>Get up early to go fetch water in the morning</p>	<p>2</p> <p>Water contamination by animals</p>	<p>3</p> <p>Distance to the water sources</p>	<p>4</p> <p>Weight of the water they have to carry back to their home</p>
<p>5</p> <p>Need to make money to pay for essentials like school fees</p>	<p>6</p> <p>Having to go a number of times to the well (up to 5 times a day)</p>	<p>7</p> <p>Not enough Chlorine Tablets</p>	<p>8</p> <p>Drought</p>
	<p>9</p> <p>Floods and extreme weather</p>	<p>10</p> <p>Safety while fetching water</p>	

Appendix five: Definition Card – The Right to Water and Sanitation



Access to safe drinking water and sanitation are internationally recognized human rights, derived from the right to an adequate standard of living under Article 11(1) of the [International Covenant on Economic, Social and Cultural Rights](#).

Key elements of the rights to water and sanitation are:
Availability, Accessibility, Affordability, Quality & Safety, and Acceptability