

# Development processes and pathways

This teaching resource introduces KS3 students to the concept of **development**. Three contrasting case study countries provide the context and content: Pakistan, Malawi and South Africa. Students will find out about the development challenge for poorer people living in these three states. Following on from this, they will explore possible pathways out of **poverty** that can assist with the development process.

The intended learning outcome is that students understand how the development process comprises of a range of human needs being met alongside income growth. Poverty reduction and the achievement of welfare and human rights are **interconnected** goals.

In geography, the concept of **scale** is important as well as the concept of spatial differences. The following inquiry questions encourage students to think spatially when investigating the development process.

- Do all local places *within* a country have the same level of development?
- Do all the people *within* a country, including women, children and people from different ethnic groups, share the same economic and social opportunities?

## Different approaches to teaching and learning about development

Some A-level and GCSE-level courses make it an explicit requirement for students to analyse development as a 'multi-strand' concept (examination candidates may need to differentiate between economic development, social development and political development). Here are three suggested approaches to KS3 teaching and learning about development, each of which supports understanding that it is a multi-strand process.

- A teacher can explain, firstly, that the development process involves meeting people's *economic needs* by increasing the money supply that is available to individuals or families – in most (almost all cases) this means that a country's economy must be growing. Secondly, it involves meeting their wider *human needs*, such as healthcare, education and human rights (which may include legal rights, the right to vote, the right to equality, etc.). In addition, the concept of sustainable development also places development within a wider consideration of whether the changes that are taking place can be sustained over the future without compromising the needs and prospects of future generations and the environment.
- Alternatively, a teacher might adopt the three criteria used by the **Human Development Index (HDI)** as a teaching framework. The HDI is a composite measure that ranks countries according to economic criteria (GDP per capita, adjusted for purchasing power parity) and social criteria (life expectancy and literacy) [Box 1]
- Finally, a teacher could use the **Millennium Development Goals (MDGs)** as a framework for inquiry (although, with eight goals to investigate, this could be a challenging number of developmental strands for some students to be asked to think about and you may wish to select a smaller range of the MDGs to focus on) [Box 2]

Whichever approach is taken, there is clear opportunity to nurture the cognitive development of learners through the **synthesis** of information and ideas. For example, an analysis of HDI scores invites some consideration of how strong the correlation is between per capita GDP size and literacy scores across a range of countries (Figure 1). Thus, students will come to recognise the **connection**

between economic opportunity and the meeting of human needs. They should come to understand that in an economically developed society:

- citizens enjoy health, long life and an education that meets their capacity for learning
- citizenship and human rights are more likely to be established and protected

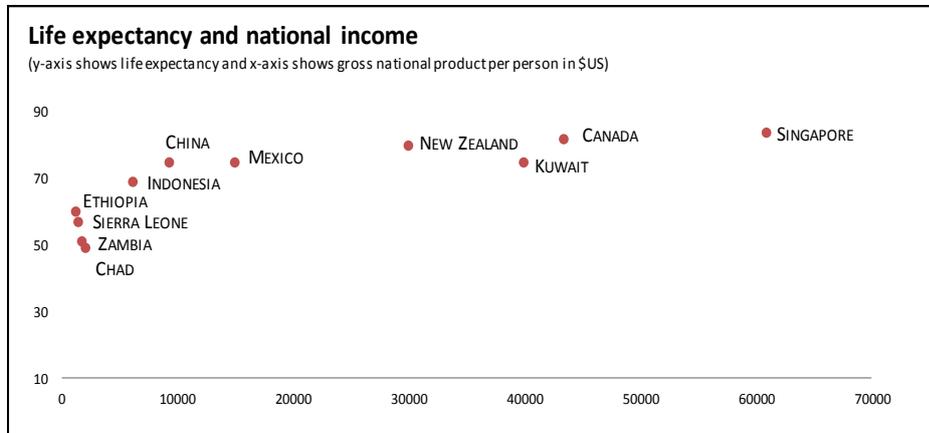
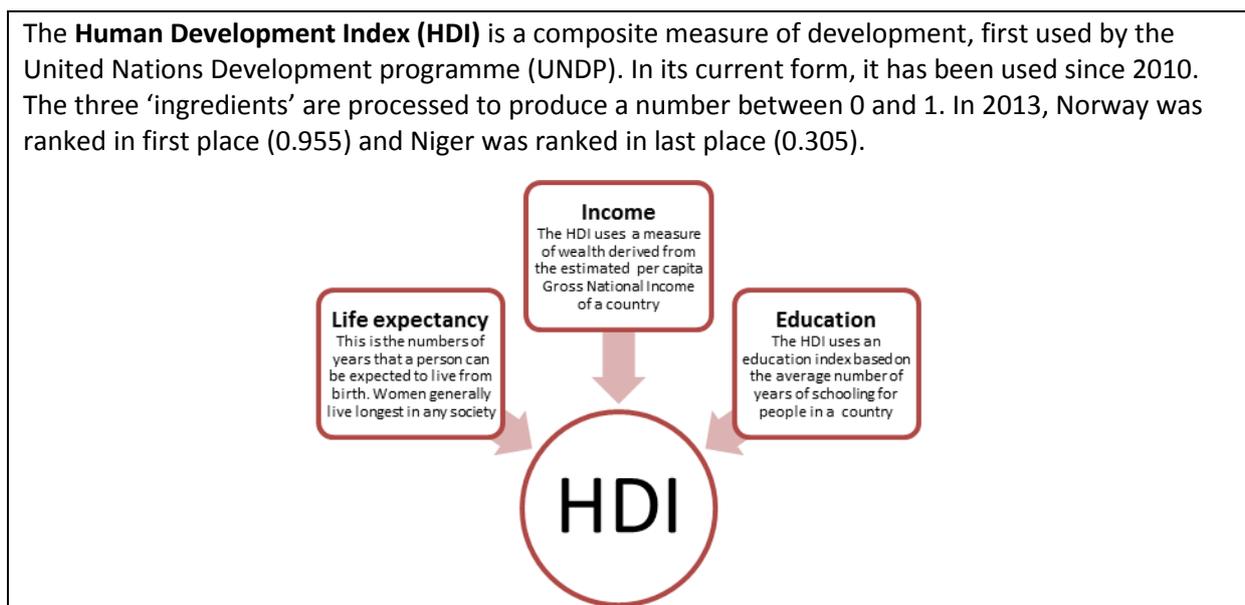


Figure 1: Investigating the relationship between economic and social development

The **Human Development Index (HDI)** is a composite measure of development, first used by the United Nations Development programme (UNDP). In its current form, it has been used since 2010. The three 'ingredients' are processed to produce a number between 0 and 1. In 2013, Norway was ranked in first place (0.955) and Niger was ranked in last place (0.305).



Box 1: The Human Development Index (HDI)

- ✓ Eradicate extreme poverty and hunger
- ✓ Achieve universal primary education
- ✓ Promote gender equality and empower women
- ✓ Reduce child mortality
- ✓ Improve maternal health
- ✓ Combat HIV and AIDS, malaria and other diseases
- ✓ Ensure environmental sustainability

✓ Develop a global partnership for development

*Box 2: Millennium Development Goals (MDGs)*

**Case studies**

Three case studies follow, each of which illustrates the holistic nature of the development process. The studies show actions being taken (in Pakistan, Malawi and South Africa) that address both the economic and social dimensions of the development gap.

**1. Fairtrade footballs in Pakistan**

*Trade is one way of transferring financial resources from richer, developed places to poorer, developing places. Most students will be familiar with the general concept of **fair trade** or the specific certification work of the **Fairtrade Foundation** (familiarity may derive from their own household's consumption of Fairtrade products, or from prior geography, PSHE or citizenship lessons).*

*The following case study shows how a broad set of development outcomes can be achieved through the application of the Fairtrade certification system. In this case study, links are clearly visible between people's economic needs and their wider human needs (health and education). KS3 students will see how increased money supply means that, in the longer-term, the capabilities of children can be raised through education.*

Sameena is a young woman who lives in a village called Chagelen, near Sialkot in the north-east of Punjab province in Pakistan. Sialkot has chilly winters (when the temperature may drop to 0°C) and hot, humid summers. May and June are the hottest months.

Sameena stitches Fairtrade footballs for a living. With the money, which is more than non-Fairtrade workers receive, Sameena has been able to improve her health by having a vital operation that would otherwise have been unaffordable. Sameena did not attend school but her younger sisters may do now that the family has more money.

In another village in rural Pakistan, Shymela is a Fairtrade rubber worker. The Fairtrade foundation has agreed to fund a local training scheme, and Shymala hopes that her family will benefit from it. She hopes to see her grand-daughter train as a nurse. Ultimately, Fairtrade is offering poor farmers in Pakistan the hope that their children may be able to choose *not* to be farmers when they grow up.

In closing, students may be interested to reflect on the fact that in some other parts of remote rural Pakistan, including the Swat valley where Malala Yousafzai was shot in 2012, cultural attitudes against education for girls may pose a greater obstacle to development than low incomes do.

**Questions for discussion**

1. How is the Fairtrade foundation helping the development process in Pakistan?
2. Are there limits to what Fairtrade can achieve?

<http://fairtraderscooperative.wordpress.com/2012/01/31/fairtrade-fortnight-take-a-step-with-a-fairtrade-football/>

<http://www.thefaircorp.com/producer-story/sameena-nyaz-decent-healthcare-through-ethical-projects>

## 2. Marvellous microloans (for subsistence farmers)

*Change and development has been hard to achieve for Malawi's **subsistence farmers**. Traditionally, they have had little or no money. This is because they have only ever been able to grow enough food for their own needs, and have had little left over to trade with. Yet only a very small amount of money is needed to buy the new seeds and fertilisers needed to increase production from the land in order to generate surplus food. Surplus food can be sold to generate an income that will pay for the education of children and for family healthcare, thereby breaking the **cycle of poverty**.*

*The following case study shows how **microloans** are providing Malawi's farmers with the vital injection of cash that families need if they are to escape the cycle of poverty. A microloan is not a 'free hand-out', it is the loan of a small amount of money at a scale which is useful to an individual. It must be paid back in time. An advantage of a small commercial loan, when compared with charitable aid, is that poor people can stand on their own two feet instead and be supported to make their own decisions instead of being dependent on others.*

Many people still work as subsistence farmers near the shores of Lake Malawi, in the Republic of Malawi, a land-locked country in Southeast Africa. Malawi is among the world's least developed countries, with a low life expectancy and a high infant mortality rate. The climate is tropical, with high rainfall and humidity from November to April.

Recently, microloans have been used to help Malawian farmers buy new seed types that yield more crops, and fertiliser too. The loans are small enough that people can safely repay them in instalments, provided the money has been wisely invested.

For instance, Mercy Kamphoni lives in Chamtulo Village. Unit three years ago, she was a subsistence farmer. When the Farmers' Union of Malawi offered Mercy a microloan she took it and invested it in her farm. Now she is able to send all her children to school and provide for her family's needs while also paying off the loan. The family even owns a television set, refrigerator and radio! Mercy was able to start commercial farming and abandon subsistence farming, all thanks to a microloan.

In another example, Duncan Parker's 'mega-farm' project in Malawi is helping subsistence farmers by offering them microloans as part of a wider business opportunity. By growing improved red pepper crops, the farmers have food for themselves *and* can sell a large surplus to Duncan. In turn, Duncan takes the red peppers the farmers sell to him and makes paprika, which he sells to Nando's restaurants in Europe.

In time, people will repay their entire microloan through trading with Duncan. Thereafter, they will be given a larger share of the profit. Duncan's mega-farm has helped 8,000 small farms in this way. He says: 'We've noticed a real difference in the local economy. Now money is changing hands. People dress better. They are making decisions to send their children to school or add a room to their house.'

### Questions for discussion

3. How are microloans helping Malawi's farmers to develop?
4. How are subsistence farmers being linked with the global economy?

<http://allafrica.com/stories/201205300109.html>

<http://www.newstatesman.com/africa/2009/01/farm-malawi-crops-local>

<http://www.irinnews.org/report/95363/malawi-without-land-reform-small-farmers-become-trespassers>

### 3 Tell it to Tesco: South Africa's fruit farmers

*Globally, many people still live in desperate poverty, despite the vital role they play in providing food for major supermarkets. Large retailers source their food from commercial farms in many thousands of different places around the world, as part of **globalisation**. Sometimes, farm labourers at the bottom of the **supply chain** receive very low wages in relation to the work they do.*

*The following case study shows how one charity helped Tesco's owners to learn about the working conditions experienced by workers on a South African farm that supplies Tesco with fruit. The investigation led to the supermarket telling the farm to improve conditions and pay for its workers.*

Gertruida works on a farm in Cape Town, South Africa, which supplies fruit to Tesco. Although it is relatively well-off when compared to some of its poorer neighbour countries, South Africa is still poor when compared with European countries and there is a significant difference in wealth across South Africa's population. Black South Africans are, on average, much poorer than white South Africans. According to one survey, life expectancy in 2009 was 71 years for a white South African and just 48 years for a black South African. Women's pay is lower than men's in South Africa, making black women, like Gertruida, a particularly disadvantaged group.

Until a few years ago, Gertruida earned £97 a month: 'My four children do go hungry but I try my best. I have to pay school fees and sometimes that's a struggle because the fees are high. The school uniforms are expensive for me too and I don't have money to buy them shoes.' To make matters worse, the fruit farm did not provide female employees with a toilet, making working conditions harder still.

Recently, with assistance from the campaigning charity ActionAid, Gertruida was flown to the UK. There, she attended a Tesco meeting. Tesco's shareholders (owners) were shocked by what they heard when Gertruida told them about working conditions on the farm. After the meeting, Tesco insisted that the farm give a pay rise to its female workers and provide toilet facilities, or else risk losing the supermarket's custom.

Gertruida's children are more likely to succeed at school now. This is because they will not lose concentration through hunger as often, now that the family is receiving more money. In time, they may have career choices that Gertruida did not, due to her poverty, race and gender.

#### Question for discussion

5. How have Gertruida, ActionAid and Tesco worked together to help the development process in South Africa?
6. How do levels of development vary for different groups of people within South Africa?

<http://www.guardian.co.uk/business/2009/may/15/tesco-south-africa-workers-conditions>

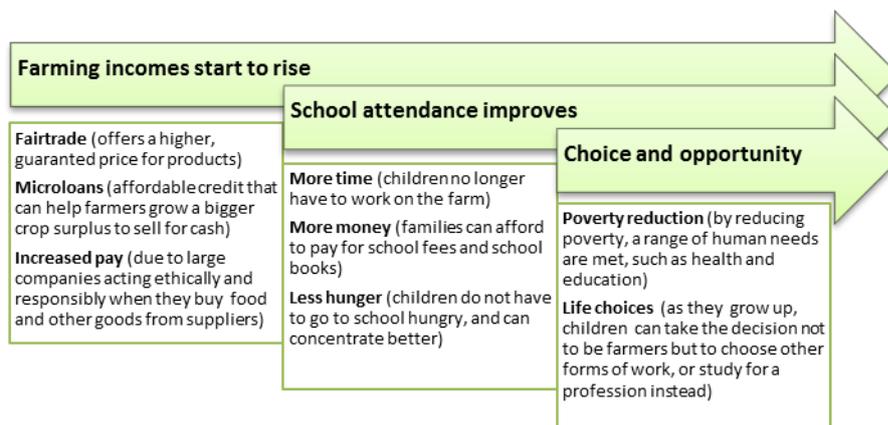
<http://www.guardian.co.uk/business/2009/may/15/tesco-south-africa-living-wage>

<http://www.actionaid.org.uk/news-and-views/gertruida-is-back-south-african-fruit-picker-takes-on-might-of-tesco>

### Conclusion: breaking the cycle

In each of the three case studies presented here, local people have taken a small but significant step out of poverty. Economic gains have brought a range of associated social benefits for families, both in the short-term and in the long-term. From Pakistan to South Africa, we have seen families:

- ✓ breaking the cycle of poverty (which otherwise traps children in the same low-income work that their parents have endured)
- ✓ working in **partnership** with businesses and organisations that want to help
- ✓ sending their children to school (schooling develops a set of skills that widens people's employment opportunities)



### Stretch and challenge opportunity: sustainable development

Students may question the extent to which the development of countries is compatible with the long-term environmental protection of these places. When introducing students to the concept of **sustainable development** for the first time, it is important to sketch out a full portrait, albeit in simplified form. Sustainable development is an ambitious, holistic vision *that combines economic, social and environmental goals*.

Sustainable development is an approach which pledges that future generations of people should have the same economic and social opportunities as those alive today, while protecting the environment too.

Sustainability can be explored through a case study of **responsible ecotourism**, showing how indigenous people secure employment and education through the local adoption of nature conservation goals.

Students can find out more about this (in the context of saving Kenya's wildlife) at:

<http://www.ecotourismkenya.org/> (an overview)

<http://www.savetheelephants.org/news-reader/items/poachers-turned-gamekeepers-protect-kenyas-elephants.html> (the 'poachers become gamekeepers' transformation)

Students can investigate how the success of wildlife conservation projects can be affected by the extent to which local people become involved and are able to gain jobs from protecting nature.