

East African History, Geography, and Sustainability: Tanzania and Kenya

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AP Human Geography Lesson: Sustainable Economic Development in East Africa

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Teaching Global Focused Courses, Partnered Learning and Curriculum Development in East Africa, and Developing Natural Resource Human Capacity

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World History and Geography
(Modern/1500 C.E.- Present):

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Background

- This lesson is a product of the East Africa Summer Institute for Educators, funded by a Fulbright Hays grant from the U.S. Department of Education.
- Virginia high school teachers and Virginia Tech professors last summer spent 3 weeks in Tanzania and 1 week in Kenya engaging with specialists and field visits to schools, colleges, and agriculture and natural resource sites.
- Goal to incorporate in curriculum so to raise awareness of East Africa





SDG	Indicator	2020	2025	2030	2035	2040
SDG 1: No poverty	Reduce global poverty (living on less than \$2.15 a day)	100%	100%	100%	100%	100%
SDG 2: Zero hunger	Reduce frequency of going without food	100%	100%	100%	100%	100%
SDG 3: Good health and well-being	Reduce frequency of going without medical care	100%	100%	100%	100%	100%
SDG 4: Quality education	Increase proportion with secondary/ post secondary education	100%	100%	100%	100%	100%
SDG 5: Gender equality	Gender equality in technology use Gender equality in financial control	100%	100%	100%	100%	100%
SDG 6: Clean water and sanitation	Reduce frequency of going without clean water Increase % with access to safe and clean toilet or compound	100%	100%	100%	100%	100%
SDG 7: Affordable and clean energy	Increase reliable connections to the grid	100%	100%	100%	100%	100%
SDG 8: Decent work and economic growth	Reduce unemployment	100%	100%	100%	100%	100%
SDG 9: Industry, innovation and infrastructure	Reduce gender gap in unemployment Increase infrastructure reach of electricity, land, rail, ports, roads, health care, internet	100%	100%	100%	100%	100%
SDG 10: Reduced inequalities	Decrease % experiencing high levels of poverty Decrease % housed safely due to affordability	100%	100%	100%	100%	100%
SDG 13: Climate action	Increase % who have heard of climate change Increase sustainability of negative impacts of climate change	100%	100%	100%	100%	100%
SDG 16: Peace, justice and strong institutions	Increase trust in public institutions and rule of law Reduce perceived corruption in public institutions and rule of law	100%	100%	100%	100%	100%

[Source](#)

Learning Objectives

By the end of this lesson, AP Human Geography students will be able to:

- Describe social and economic measures of development (SPS-7.C)
- Explain how and to what extent changes in economic development have contributed to gender parity (SPS-7.D)
- Explain how sustainability principles relate to and impact industrialization and spatial development (IMP-7.A)

Right: Topics in the AP HuG CED addressed in the lesson

UNIT 7
Industrial and Economic Development Patterns and Processes

~18-20 years of time 12-17% of exam weighting

SPS 4 7.1 The Industrial Revolution

SPS 2 7.2 Economic Sectors and Patterns

SPS 3 7.3 Measures of Development ←

SPS 3 7.4 Women and Economic Development ←

SPS 1 7.5 Theories of Development

PSO 5 7.6 Trade and the World Economy

PSO 4 7.7 Changes as a Result of the World Economy

IMP 5 7.8 Sustainable Development ←

Hook

As geography teachers, we strive to challenge students' preconceived notions of people and places. To challenge students' stereotypes of Africa, students will analyze the following photographs from Kenya, Tanzania, and the U.S. Students will look for clues in the pictures to categorize them according to place: Kenya, Tanzania, or the U.S.?

East Africa or the U.S.?

Directions: Look at the following photographs and decide if they are from East Africa or the U.S. Mark your answers on the graphic organizer.

Image 1



Image 2



Image 3



Image 4





Image 6





Image 8



Image 9



Image 10



Three Approaches to Teaching About East Africa

1. AP Human Geography/ Student Simulation Research Project
2. World History & Geography / Inquiry Design Model
3. Education abroad



Frances Coffey

Level & Course: High School; AP Human Geography

Title: Research and Grant Proposal Project: Sustainable Development Projects in East Africa

Timeframe:

National Standards:

Learning Targets:

Institute Format: Sustainable Development Projects in East Africa

Step 1: Formation of groups of 4-5 students

Step 2: Project selection

- Each group will select one of the six development projects listed below.
 - Elephant orphanage in Kenya
 - Shanga in Tanzania
 - Faraja Center in Tanzania
 - Power Women Group in Kibera, Kenya
 - Biogas in Tanzania
 - Practical Permaculture Institute of Zanzibar

Step 3: Research

- Use the provided information as a starting point for your research.
- Conduct in-depth research on your selected development project.

Step 4: Create a Google Slides Presentation to accompany your oral presentation. Include the following:

Section 1: Introduction (1 slide)

- Introduce your group and the selected development project.

Section 2: Background (2-3 slides)

- Provide an overview of the current development level in your selected country.
- Explain the specific problem your development project aims to address.
- Clearly articulate a grant proposal, including a brief timeline and expected outcomes.
 - Ex: We're requesting \$X to do Y, which will allow us to achieve our mission of Z. We anticipate that the proposal will take A months/years and will result in B.

Section 3: Social and Economic Development (2-4 slides)

- Discuss how your development project will contribute to measures of social and economic development.
- Address applicable indicators such as GDP, GNP, GNI per capita, informal and formal sectors of the economy, income distribution, fertility rates, infant mortality rates, access to health care, use of fossil fuels and renewable energy, and literacy rates.

Section 4: Gender Equality and Human Development (2-4 slides)

- Explain how your development project will advance gender equality and/or human development.
- Discuss the [Gender Inequality Index \(GII\)](#) and [Human Development Index \(HDI\)](#)

Section 5: UN Sustainable Development Goals (2-4 slides)

- Describe how your development project aligns with and supports the [UN SDGs](#).

Step 5: Oral Presentation/Competition

- Each group will have approximately 5-10 minutes to present their slides and make their case during class.
- Be concise and focused on the key points of your proposal.
- Keep in mind that you are competing against other proposals for limited funding.

Lisa Gibson

Level & Course: High School; World History & Geography (1500 +/- Modern)

Title:

Timeframe:

National Standards:

Learning Targets:

The centrality of sustainability in Kenya and Tanzania

- Sustainability is enshrined in Tanzania's [Constitution](#)
 - "Therefore, the state authority and all its agencies are obliged to direct their policies and programmes toward ensuring
 - that public affairs are conducted in such a way as to ensure that the national resources and heritage are harnessed, preserved and applied for the common good and also to prevent the exploitation of one person by another
 - that the use of national resources places emphasis on the development of the people an in particular is geared toward the eradication of poverty, ignorance and disease."
- The preamble of Kenya's [Constitution](#) states that Kenyans are "respectful of the environment, which is our heritage, and determined to sustain it for the benefit of future generations."

How would you set up a study abroad experience in East Africa?



Ensuring a quality study abroad experience

1. Stating your goals, and details - advertize
2. Application review - criteria
 - What makes the application stand out?
1. Selecting appropriate collaborators - communication is key
2. Working with program facilitator
 - Who handles on-the-ground logistics? communication is key!
1. Reports/reflections based on the experience
2. Next steps - building on what you learned
 - Students seek other courses, work opportunities

What steps would you take to organize a productive study abroad experience?



East Africa Summer Educators Institute: Planning and getting ready

- 1. Included appropriate examples
 - Everyone is connected to the land (agriculture, natural resources)
- 1. Webinars: 4 content-focused and 1 pre-travel logistics
- 2. Reading in *Mistaking Africa*; a discussion prompt
- 3. Organized homestays; language classes
- 4. Developing multi-discipline cohort for 9-12, and for higher education
- 5. Formed small groups; worked on curriculum projects
- 6. Build a cohort of participants



How might you prepare students a study abroad experience in Africa?



Sketch map by Rory Hillocks

Pre-Trip Planning:

- To **create** a venue for developing goals (they evolve)
- To **engage** educators, students & community leaders from both East Africa & Virginia educators
- To **learn** about what inclusivity & equitability looks like in East Africa
- To **gain understanding** about education in East Africa
- To **organize** a plan for engagement of partners in East Africa
- To **understand more** about the elements of implementation in East Africa for universities & NGOs
- To **explore** sustainable opportunities/options in East Africa

Underlying questions for East Africa included:

What opportunities & challenges do you think about or anticipate in relation to integrating *learning about Africa* and/with the Sustainable Development Goals (SDGs) in education?

Program results

Goals

- 1. Swahili language learning/homestay
- 2. Educator development (increased awareness)
- 3. Curriculum development to enrich African area studies
- 4. Incorporated SDGs in curriculum development

Partnerships/collaborators

- 1. Department of Education & Bureau of Cultural Affairs' Fulbright-Hays Group Projects Abroad (GPA)
- 2. Expanding connections with University of Dar es Salaam (UDSM), Sokoine University of Agriculture (SUA), and Arush University (ARU) in Tanzania, and Egerton University in Kenya
- 3. EDU Africa - logistic support



Reflections

- Well suited examples
- Participants were agile; adapting to sites and specialists
- Focus on many topics, many of participants' needs
- Prep needed for webinar
- Post program research and writing
- Organized outreach efforts
- Visits w/collaborators were short



What are reasonable and practical next steps?



Thank you for your attention and participation today!

Questions? Comments?

Contact us::

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