Tanzania
Summer 2020
Center for Global Education
Faculty-led Study Abroad Programs

Wheaton College
Center for Global Education
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Course Description
This course provides an introduction to some of the complex issues of development in Tanzania via the education system. This linguistically diverse country teaches students the national language (KiSwahili) in grade school (K-7), introducing the national language of government and trade (English) in grades 6-7. Universal primary education and adult literacy campaigns leave most students unprepared for the challenges of secondary and higher education where the medium of instruction is in English. Rural schools lack materials, supplies, books, and teachers. The course provides our students with a gradual introduction to the development challenges facing Tanzania, beginning in two capital cities with lectures from Tanzania professionals, development project site visits, and workshops. In the second half of the course students have the opportunity to live in rural household on majestic Mt. Kilimanjaro, the highest peak in Africa to and teach in an English language enrichment program in a number of public schools. Excursions to conservation areas and rural development projects provide further insight into how Tanzanians view their problems and their future.

About Tanzania
Tanzania, located in East Africa along the Indian Ocean coastline, with a population of 56 million, is roughly the size of Texas and New Mexico combined. While the country is heavily reliant on agriculture, its urban populations are rapidly expanding and it is estimated that about 68% of the population lives below the poverty line of $1.25 per day. Tanzania ranks as 159 of the 187 Least Developed Nations by the UNDP poverty index. Yet Tanzania is much more than a development statistic. It is the most ethnically and linguistic diverse country in Africa. Over 100 different languages are spoken by more than 120 ethnic groups. It is geographically diverse as well and highly biodiverse. Eighty-six percent of its land is protected and set aside for conservation, including the Ngorongoro Crater, the Serengeti, and Gombe Stream Reserve. Tanzania made the transition from British colonial rule to independent rule without bloodshed and has never had an ethnic or religious civil war. It was a frontline state in the fight to end the apartheid regimes in S. Africa and Zimbabwe and was home to the first Hague tribunal that prosecuted the war criminals of the Rwandan genocide. One of its regional capitals, Arusha, now houses the Organization of African Unity’s African Court of Human and Peoples Rights and is the seat of the East African Community. It is where our Wheaton program begins its journey.

Program Highlights
Highlights include: tours/lectures in two cities in Northeast Tanzania; Wildlife safari, weekend homestay with rural family, weekend excursions and hikes, training in qualitative field research, site visits to urban and rural development projects, two weeks volunteer teaching.

Program Costs
Estimated program fee: $5,150 (subject to change)
Program fee will be charged to Wheaton fee bill upon confirmation of participation.
Program fee includes: airfare, accommodations, guides, field trips, in-country transportation.

Application Information
Apply online at globaled.wheatoncollege.edu
Complete applications must be submitted by the application deadline in order to be considered.
Applications may be reviewed and students accepted on a rolling basis.
Accepted students will be expected to confirm participation within two weeks of notification of acceptance.
Application deadline: December 1, 2019
### Sample Itinerary

| Day 1-3 | Depart from Boston on Day 1, arriving in Arusha on Day 2  
Day 3: Orientation |
| Day 4 | Day-long safari to Tarangire National Park |
| Day 5-6 | Transfer to Moshi—Moshi Cooperative College & Business University  
Lectures: Tanzania History & Culture and Tanzanian Education: Past and Present  
Development project site visits  
Transfer to Ushirika |
| Day 6-7 | Methods workshop on Market; Market observations with partner  
Transfer to Rongai—Rogai SnowCap Cottages & Orientation to Rongai program |
| Day 8-10 | Visit Tarekea Secondary Schools  
Orientations to homestays  
Weekend with homestay families  
Recap of homestays experiences with group |
| Day 11-15 | Teaching EFL classes  
Evening work on lesson plans |
| Day 16 | Visits to local development projects  
No Talent Talent Show in evening |
| Day 17 | Safari to Lerang’wa Maasai conservation corridor  
Orientation with village elders; meet women’s coop members; Le’rangwa maternal/infant hospital |
| Day 18-22 | Teaching EFL classes  
Evening work on lesson plans |
| Day 23 | Day safari to Cornell Ngelecku Children’s Home  
Lake Chala |
| Day 24 | Editing and final paper write-up  
Celebration for homestay families and teachers |
| Day 25-26 | Student Presentation Seminars |
| Day 27-28 | Transfer to airport via Marangu for lunch  
Depart on Day 27, arriving in Boston on Day 28 |

**NOTE:** Dates and itinerary are subject to change by the Center for Global Education and the Faculty Director.
Course Goals

Develop critical thinking skills in the area of development studies by—
* Reading interdisciplinary source materials on the impact of colonization on the political economy of local cultures in East Africa
* Attending lectures by Tanzanian scholars and the course instructor on the historical and contemporary dimensions of development
* Conducting an in-depth labor history interview with a member of either their host family or a member of the host family’s village and writing it up as analytical paper
* Keeping a field journal

Be exposed to the grammar and basic vocabulary of Kiswahili with—
* Several immersion classes exercises and language tapes during orientation
* Pre and post trip on-line quiz assessments of basic fluency
* Cultural immersion in the Rongai community

Learn the rudiments of EFL tutoring by—
* Gaining some familiarity with rudiments of EFL tutoring during orientation
* Practicing what they have learned in a local secondary school
* Reflecting on that practice by keeping a teaching journal and presenting a teaching portfolio for grading

Students will achieve a understanding of the importance of education in the development equation by—
* Conducting an education history interview with local teaching staff and writing it up as an analytical paper
* Working in a local secondary school and residing in the host community

Student Assessment:
1. Fieldwork Journal: 10%
2. Homestay Interview with Family Member 15%
3. School Interview with student or teacher 15%
4. Development Project Site Visit Reports 15%
5. Lesson Plans for EFL Teaching 15%
6. Final Report and Presentation 20%
7. Program Participation Grade 10%