



KENYA NATIONAL
SPELLING
BEE

LEARN THAT WORD

SPELLING BEE CLUB MEMBERS

SOCIAL STUDIES STUDY MANUAL



SECTION 1

ICT

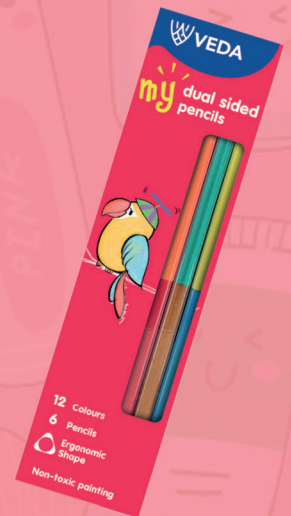
ICT plays an important role in connecting people culturally, economically and to the spread of political ideas, but there is still a Digital Divide. The learners will engage with the material in this section and demonstrate the following learning outcomes:

- Use Social Studies terminology in context.
- Demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples.
- Formulate a clear and focused research question.
- Follow an action plan to investigate a research question.
- Use methods accurately to collect and record information consistent with the research question.
- Effectively address the research question.
- Communicate information and ideas using an appropriate style for the audience and purpose.
- Structure information and ideas in a way that is appropriate to the specified format.
- Create a list of sources of information according to the task instructions.
- Analyse concepts, events, issues, models and/or arguments.
- Analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations.
- Recognize different perspectives and their implications.
- Make connections between information to make valid with well-supported arguments.

Glossary

These are the key words in this section. Start a glossary in your exercise book. Copy the words and then add the meanings as you go through the section. Add any other key words which come up in this section to your glossary.

Technology	
Digital divide	
ICT	
Network	
M-PESA	
Entrepreneur	
Social networking	
Ethics	
Leapfrogging	
Alienation	
Cultural diffusion	
Software	
Hardware	
Satellites	
Distance learning	
E-commerce	
Homogenization	
Knowledge	
Connectivity	
Media	
Cyberspace	
SMS	
Social revolution	
Consequence	
Fibre optic cable	
Information poverty	



my Fun
Pack

KES 970

- DOCUMENT WALLET
- DUAL SIDED COLOUR PENCILS
- WATER COLOUR CAKE
- TRIANGULAR PENCILS
- ACTIVITY BOOK
- ERASER & SHARPENER
- MODELLING CLAY

Activity

Read the facts below and answer the following query:

If you had to sum up in two sentences what these facts are saying, what would you say?

It took radio broadcasters 38 years to reach an audience of 50 million, television 13 years, and the internet just four. In 1998, there were an estimated 143 million internet users, with numbers expected to exceed 700 million by 2001. There were 50 pages on the World Wide Web in 1993; today there are more than 50 million pages.

It is estimated that in just over five years, some 900 million electronic devices could be connected to the Internet, equalling the number of telephones in the world. From just over twenty in 1990, there were more than 200 nations connected by July 1998. Some 88% of all users in 1998 lived in industrial countries, home to less than 15% of the world's people.

A computer costs one month's salary for the average American, compared with eight years' income for the average Bangladeshi. A quarter of the world's countries still do not have one telephone per 100 people. The United States has more computers than the rest of the world combined, and Thailand has more cellular phone than the whole of Africa.

[www.un.org/cyberschoolbus]

What were the stages in the digital revolution?

Information and communications technology (ICT) have changed the face of the world we live in. Defined as computers, software, telecoms such as mobile and fixed phones, the internet and satellite technologies, ICT enables people to communicate with family, friends and colleagues around the world instantaneously, gain access to global libraries, information and resources, and enumerable opportunities.

Research Activity

The origins of the digital revolution can be traced as far back as the invention of the abacus. Your teacher

is going to give you the name of a technology which was an important milestone in the history of the digital revolution. Your task is to do some research into your technological invention. Find out who invented it, what it looked like, and why it was significant in the history of the digital revolution: it might be that it was an important idea or a new way of doing things, or it could be that it was the first example of a particular product. Present your findings on a piece of A5 paper mounted on coloured card. Include an image of your invention. We are going to use all the A5 cards to create a timeline in your classroom to show the chronology of the Digital Revolution.

Sources: Use the following sources to research your invention;

<http://www.teeksaphoto.org/Archive/DigitalTimeline/DigitalTimeLineWeb5.html>
(best overview)

<http://inventors.about.com/library/blcoindex.htm>
(use the date to get more info)

<http://www.computersciencelab.com/ComputerHistory/History.htm> (good for pictures)

<http://www.computerhistory.org/timeline/>
(interactive timeline)

http://www.computerhistory.org/internet_history/
(History of the internet)

Discussion and reflection

Once your class chronology has been put up on display discuss the following:

- If you had to identify the 5 most important inventions, what would they be and why?
- What do you notice has happened to the rate of technological change over time? Suggest reasons for this pattern.
- Find out in which year your parents and grandparents were the same age as you. Which of the technologies do you think are really significant now and had not been invented at that time? How did this make their lives different from yours? Use the interviewing skills on the next page to help you hone your interviewing skills.

- Why do you think knowing the chronology (order in time) of events is important if we want to understand how and why things happen?
- What are the advantages and disadvantages of interviews as a technique for finding out about the past (there are some clues in the focus box to help you with this).

Focus Skill:

Effective interviewing skills

You may think interviewing someone is really just like having a chat but effective interviewing is a skill which needs to be learned.

Tips for effective interviewing:

- Start by writing down exactly what you need to find out.
- Then write your questions to ensure that these match what you want to find out. It can be easy for these sort of interviews to get distracted by reminiscences, so planning questions in advance should keep you on track.
- Some questions will be 'closed' in that you will be asking for a specific response: e.g. "do you agree with the current policy yes or no?" Open questions are likely to give you more interesting results but may mean that the interviewee goes off on a tangent. Try to have a balance of open and closed questions.
- Begin with a pre-amble, where you explain what it is that you are studying and why you need the interviewee's help. You could ask a few straightforward questions to set them at ease.
- Make notes or record their responses so you can type up a transcript (written record) of the interview later.

How useful are interviews as sources of information?

First-hand accounts are important historical sources of information. They are usually rich in detail and fairly accurate (people do forget things, but this isn't an account of a battle, it's an idea of what it was like to live daily life, so the overall picture should be fine), but remember that your interview is only one person's experience and point of view, is it representative of others?

Also, how do our present-day assumptions about how the world SHOULD work colour the way we interpret the information we get in an interview? For example, it seems impossible now that we lived without the internet, but really life seemed fine at the time!

Did people expect change to happen this quickly?

Discussion

Look at the quotes below. Would you expect these particular people to know about ICT? What were their expectations about how important computers would be or how much processing capacity they would need? Were they right? What does this tell you about our ability to make accurate predictions about the future?

- "Computers in the future may weigh no more than 1.5 tons." - Popular Mechanics, 1949.
- "I think there is a world market for maybe five computers." - Thomas Watson, chairman of IBM, 1943.
- "I have travelled the length and breadth of this country and talked with the best people, and I can assure you that data processing is a fad that won't last out the year." - The editor in charge of business books for Prentice-Hall, 1957.
- "But what is it good for?" - Engineer at the Advanced Computing Systems Division of IBM, 1968, commenting on the microchip.
- "There is no reason anyone would want a computer in their home." - Ken Olson, president, chairman and founder of DEC.

Focus

The role of technology in bringing social change. One aspect of Social education is to understand how technological change has brought benefits and stresses to society.

Consider the printing press (case study below) and the technological changes. How have these technologies affected people's lives? Have the overall benefits of these technological changes been positive or negative? You could discuss this at home or have a debate in class.

Activity

Read the case study of the printing press and then answer the questions below:

- Of all the changes brought about by the Printing press which one do you think was the most significant? Give reasons for your answer.
- What was it about the printing press that made it so influential? Not all technological inventions have such a dramatic impact (*the invention of the washing machine was not nearly so important!*)

How did the printing press affect Europe?

In Europe in the middle ages all books were handwritten. They were copied out from other works by scribes, most of whom were employed and controlled by the Catholic church. As a result of this books were incredibly expensive (they cost many years' salary for an ordinary person) and the church decided what was produced. It was very difficult for information to spread because you needed a physical copy of the book to produce another.

In the 1200s and 1300s some developments began to come together to change this. First was the spread of paper. Paper was first made in China. In 751 knowledge of how to make it had spread to the Arab world and from there it made its way into Spain and Western Europe. By 1200 it was much cheaper to make paper (which was made from rags) than it was to make parchment (that was made from animal skins). At around the same time the production of new oil-based paints led to oil-based ink that could 'stick' to metal type.

Finally, the Chinese method of printing was discovered. This was block printing where the entire

text was carved onto a single block of wood. This was still very time consuming and as the blocks wore out quickly, didn't really make things much more efficient, but it gave European inventors an idea.

In 1451 Johannes Gutenberg, a metal worker from Germany, invented a system where individual blocks, each printing one letter could be arranged in a frame to make a page of text. Once the page had been printed the letters could be reassembled into a different text. The letters were made of metal and so could be used many times. This was the world's first printing press. He printed 200 copies of the Bible and sold them at a book fair; around 50 still survive today! (An intact copy is worth around \$25-30million – you can see a picture of one here:

<http://www.luxuo.com/most-expensive/books.html>)

Estimates as to how quickly this new invention spread very widely but, by the year 1500, Western Europe had at least 100 printing presses. Half of these were in Italy, and Germany had 30. Smaller countries such as France, the Netherlands, Spain and England were also beginning to use the new technology. A press could produce 3,600 pages per day. There were 40,000 different books in print and over 6,000,000 printed books had been created.

The printing press had a dramatic impact on Europe:

Books could be printed more quickly and with less work. This made them cheaper and more popular.

More people had access to knowledge. It was no longer necessary to be immensely rich to be able to afford books. There were still many people who could not read, but information was still available to many more people than before.

Before the printing press most books had been about religion. The new printers found that books about Science were popular and began to print more of these. Scientists in different parts of Europe now found it easier to read each other's' ideas and to build on other people's work.

The church could no longer control the knowledge that people had access to, so new ideas began to circulate about religion. New groups who protested

about the problems within the Catholic Church used this to their advantage and spread their ideas to many more people; they became known as the 'Protestants'.

Before the printing press most books were written in Latin. Printers found that books in people's own languages were more popular and sold in greater numbers. By printing their books in these languages they encouraged the development of national languages in Europe, and the production of books led to the standardization of spelling, punctuation and grammar.

[sources http://en.wikipedia.org/wiki/Printing_press & http://www.renaissanceconnection.org/lesson_science_technology.html]

Activity and reflection

This exercise is meant to give a sense of how information technology impacts the world we live in, and how its effects might change for every individual.

- Make a list of the ways in which your community has been impacted by ICT.
- Now choose which three you feel had the most significant impact. What criteria did you use to decide if one impact was more or less important than another?
- With this list in mind, interview a friend about the ways in which she or he sees ICT as having

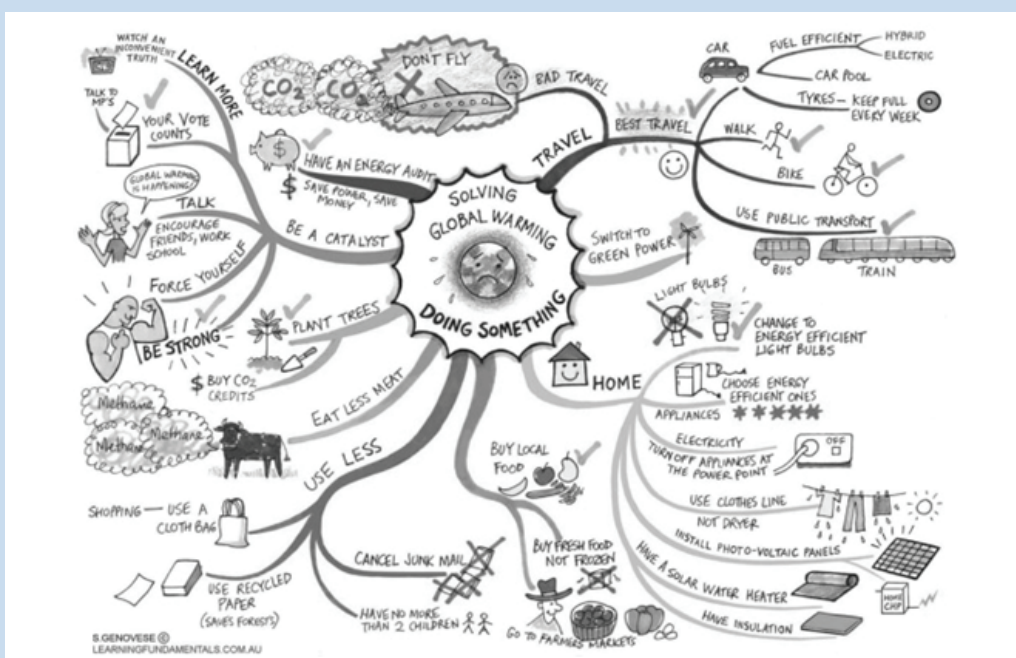
impacted the community you live in and which three she or he feels have had the greatest impact. (You might want to define ICT for the person you are interviewing & remember to use those interviewing skills you have developed!). Were your answers and those of the person you interviewed the same or different? Think about why this might be. Does ICT affect every person in the same way?

- Now interview a parent or grandparent, or a friend's parent or grandparent, and ask how ICT has impacted their lives and their community. How do their answers compare to yours and your friend's? Does the impact of ICT change by generation?

The article on the following page is a long but fascinating account of how Africa is being affected by the Digital Revolution. This article is an 'opinion piece' which means that the author will be presenting their own perspective. You could see if you can find an alternative perspective and bring it into class.

Activity

- Produce a mind map to summarize the key ideas from this article. See the focus box below for information on mind mapping.
- Use information from the article to produce an overview of the factors that help and hinder Kenyans from overcoming the digital divide.



DIGITAL AFRICA

Adapted from INTELLIGENT LIFE Magazine, Spring 2011
By J.M. Ledgard

In a continent with few computers and little electricity, a smartphone is not just a phone—it's a potential revolution.

Focus Skill:

(technical and thinking skills): Mind mapping

Mind mapping is a really useful skill for helping you summarize the key ideas in a long and complex piece of text. An example of a mind map is shown below. There are lots of ways of drawing mind maps but the main idea is you just start and then see which ideas come to you and how they link to other ideas. Annotate the mind map as you go along with thoughts and questions. It doesn't need to be too neat. It can help to highlight the text as you go along and then use the highlighted bits to produce your mind map.

In Mogadishu, you could hear the small- arms fire of the al-Qaeda fighters and the machinegun-fire from the African Union troops. Outside on the street boys were fiddling with mobile phones. I asked my Somali companion what the boys were up to. The answer came back. "They're updating their Facebook profiles."

24% of residents in Mogadishu access the internet at least once a week. This in a city in a state of war, where a quarter of the 1.2 million residents live under plastic sheeting, hungry, and reliant on aid brought in on ships that are liable to be attacked by pirates. Half the population of Mogadishu is under 18. Many of the young spend their time searching for love, following English football teams and keeping track of money transfers from relatives abroad. It takes more than war to extinguish the desire of the young to stay connected.

There are a billion Africans, and they use only 4% of the world's electricity. Yet you don't need much electricity to run a phone network. African villages have worked out how to charge mobiles and other devices using car batteries, bicycles and solar

panels. Connectivity is coming and spreading in Africa whether or not factories get built or young people find jobs. Culture is being formed online as well as on the street.

What makes this possible is a series of undersea cables which have finally hooked up Africa to the rest of the internet. EASSY (the East African Submarine Cable System) emerged from the Indian Ocean in Mombasa on July, delivering 3.84 terabits per second to 18 countries and freeing Africa from the costs and failings of the satellite internet, and for the first time making it affordable for Africans to talk online to the outside world and, crucially, to each other. Prices are down, speeds are up: it takes minutes now instead of hours to download a YouTube video.

Joe Mucheru, a Kenyan who used to head Google's Africa office, remembers the internet kicking off in Kenya in 1994. Yahoo! and Hotmail e-mail accounts became popular in 1998 but a 64k modem costs \$16,000 a month, if you could get one. By 2000, the price dropped to \$3,600. Soon after, as a result of legal challenges, the Kenyan government agreed to open up to competition. For those with the money to buy the new modems, the change was instant, both in terms of information and speed.

In 2000 Kenya's largest mobile-phone operator, Safaricom, had 20,000 customers. It now has 12m customers and is the most profitable business in east Africa. Its biggest achievement has been M-Pesa, a service which allows people to send each other money over their mobiles. M-Pesa, described as "the greatest-ever innovation in the mobile-phone industry" - will move at least \$1 billion in Kenya alone this year.

Computers are now merging with mobiles. The internet vision for the past decade was internet cafés in villages, which were supposed to make money by printing off birth certificates and CVs. That has been replaced by a new vision: a supercomputer in the pocket of every African. There are already 84 million internet-enabled mobiles in Africa. It is predicted that 69% of mobiles in Africa will have internet access by 2014. A week's worth of data can be had for \$3. That's still too much for

the majority of Africans, who earn less than \$2 a day, but it seems like a miracle to those who were shelling out \$1,500 for a sim card in 1998. And the mobile web is a more powerful communication tool than anything else in African history, because it is interactive, participatory, and to some degree democratic and anonymous. On the internet you can doubt, you can challenge, join the opposition or find fellow believers, and most of all you can be entertained and informed in those long hours in traffic jams or evenings in crowded rooms lit by a single bulb.

Three companies will dominate digital Africa for the next decade. The first is Facebook. While text messages are cheap, sitting on Facebook is even cheaper. Facebook's own numbers show growth coming fastest in Egypt, Morocco, Nigeria, Kenya and South Africa. There were about 17m Facebook users in Africa at the start of this year, and there are expected to be 28m by the end of it. That means Africa is by far the least Facebooked continent, but the growth patterns indicate that the numbers will surge ahead as mobiles and data become more affordable.

This new connectivity has consequences for African politics. About 140,000 Tunisians joined Facebook every month last year. The government censorship was such that the site served as a parallel media. When the protests that toppled the country's strongman, Zine El Abidine Ben Ali, began coverage was coming at first from posts on Facebook and Twitter, then in footage on Flickr and YouTube. Texting, phone calls on landlines, and meeting in cafés and the mosque were perhaps even more useful tools for organizing resistance. Facebook will enable African voters to ask more of their politicians. There are already plenty of examples of citizen activism. The Register Select Vote Protect campaign uses Facebook and Twitter to try and elect credible Nigerian politicians. Unfortunately, the activists often only end up talking to like-minded idealists. Some of the older politicians themselves have created their own fan pages. January Makamba, a youthful Tanzanian politician touted as a presidential hopeful, used Facebook to rally supporters and money when he won a parliamentary seat.

Where Facebook will have a bigger impact is in the way it changes the behaviour of young Africans with disposable income. "In the past", says Mucheru, "young people relied on teachers, parents and elders for advice." Where in the past a career choice would be decided by elders, now it is decided by going online. Still, there are worries here. "Violence is extremely empowering to young people," warns John Githongo, a Kenyan anti-corruption campaigner. The internet could help to organize it.

Evgeny Morozov, a Belarussian internet expert based at Stanford University argues that the internet is producing a generation of "slacktivists" rather than activists. A characteristic of Facebook in Africa, so far, is the way acquaintances who belong to different tribes and religions seldom last long as Facebook friends. Another feature is the dominance of youth culture. "Big Brother Africa", a television reality show, for instance, had 100,000 followers in December, compared with only 27 for the African Union, regarded as the continent's leading political organisation.

Still, no one can deny that Facebook allows for valuable conversations. Take the example of Shujaaz, a comic read by about half the children in Kenya. It is among the first comic-strip representations of the daily lives of African children; the slums, the villages, the schools and playgrounds. The hero is DJB, a boy who has his own ham radio station. Many of Shujaaz's storylines take on corruption and tribalism. "Hey DJB," wrote Judah Ngali, a boy from the country town of Voi, "I'm 14 years old and my dad is a chief. He discriminates and gives only the rich kids bursary funds. I showed him your story [on corruption] and he agreed with it." Together, the comic and the social network created a challenge from son to father that might not otherwise have happened.

The second company is Google. Even with the drop in prices, Africans still pay many times more for broadband than Europeans do. Google hopes to bring the price down further by establishing data caches in Africa, greatly reducing the time taken to reach popular websites—particularly those with African content. Detractors say Google is buying up

swathes of Africa's digital real estate at bargain prices. There are over 100 African languages with 1 million or more speakers, and Google wants to offer knowledge, transaction services, and entertainment in all of them. The opportunities for enhancing local cultures are innumerable. Meru is a language with 1.3m speakers centred on Mount Kenya. Google argues that websites in Meru will deepen the understanding of Meru culture: how to take care of cattle and goats, how to look at the night sky, how to get married, or buried, the Meru way. The tragedy for many African languages is that there is not nearly enough written down: millions of words of text are needed to create a database for statistical- based translation. The hope is that as the global divide is pulled down, the indigenous divide is pulled up.

The third big player in Africa's digital revolution is Nokia, the mobile-phone maker from Finland. It claims a 58% market share in Africa and vies with Coca-Cola as the continent's most recognised brand. It was Nokia's ability to distribute phones through subsidies in rich countries that allowed it to sell basic models at low prices in Africa. Nokia understands that most African customers eke out the life of a handset for years in the harshest conditions. Nokia knows that Africa is still mostly a sachet economy, where people, many of them illiterate, buy tiny amounts of soap, milk, or airtime where they can. 90% of the phones Nokia sells in Africa are at the low end like the Nokia 1100, the most popular mobile phone ever made. There are over 50 million Nokia 1100s in use in Africa. Fishermen in West Africa like the 1100 because it floats, and can be taken apart and dried in the sun and still work.

The question for Nokia is how to bring some of the features of the internet to the majority of Africans. Nokia is developing its own add- ons such as Ovi Life Tools. Life Tools aims to enhance cheap phones by providing pricing and tips for farmers, lessons for teachers, and books and games for children. So far the African peasant farmer is reluctant to part with pennies for any service. Next up are accountancy and supply-chain tools for small businesses. Nokia's market share is so big that if Life Tools does take off, and boost income and learning, it could add a point to Africa's GDP.

Perhaps the real innovation is in the hacking that goes on in Africa's informal sector. Some African inventors have hacked into their mobiles and got them remotely opening and closing doors, setting up 400-volt electric shocks on their doorknobs for burglars, and even make pots of tea.

As prices for memory cards drop, there will be a shift from hawkers selling pirated dvds to hawkers loading entertainment bundles onto memory cards for a flat fee. Games for mobiles will become more important. There needs to be a move by game-makers to embed literacy, numeracy and logic skills into games pre-installed on mobiles: a kind of mass education by stealth.

African cultures are among the most oral in the world. Storytelling under the tree is still commonplace. Speaking is still preferred to writing and Africa has timed its digital age to coincide with new voice-activated technologies. The generation gap between those who were trained to guide a fountain pen with their fingers, those whose kinetic memory is dominated by their thumbs, and those even younger who are used to the sweeping movements of the touchscreen, will give way to the return of Africa's voice.

Group activity

In groups discuss the following ideas, then share your responses with the class. Nominate someone to chair the discussion (to make sure you get through all the questions); someone to take notes and someone else to report a summary back to the class.

- Does everyone have equal access to ICT? Does this matter?
- How might some traditional communities be affected by the spread of new values through ICT?
- How might the growth of ICT be having a negative effect on our language and communication?
- How can access to information sometimes cause problems?
- Can we trust the information we get from the internet?

- What new ethical challenges / problems do we now face because of ICT?
- Are there any environmental consequences of the growth of ICT?

Environmental changes	Soft-copies and the paper-less office, obsolete technologies & waste disposal
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Group project

In groups of 3 or 4 you are going to undertake a short project into one of the following types of change brought by the Digital revolution. You are going to present your findings in a creative and effective way for the class.

The focus should be on how ICT has CHANGED life, so you will need to emphasise how the situation and opportunities NOW are different from how they were BEFORE. Use the table below to ensure you cover all the key ideas in your presentation.

Use the focus box on how to do a good oral presentation. Make sure that each person produces and presents a different section of the presentation as this is an assessed task.

Focus Skills: (Communication): Giving an effective oral presentation

Top tips:

- Begin with a hook which will grab the audience's attention
- Engage your audience: make eye contact, keep your presentation interactive, keep your voice lively – avoid talking in a monotone and create a sense of suspense
- Know your topic so that you speak with authority (and this will give you confidence)
- Use your notes as a prompt but don't read directly from the notes
- Practice out loudly so that your voice is clear and you can keep time.

TYPE OF CHANGE	MAKE SURE YOU COVER
Economic changes	e-commerce, distance-working, virtual-meetings, the 'shrinking' world globalization and outsourcing, M-Pesa, leap- frogging
Social changes	Skype, social networking, distance learning (e-learning), medical information networks, cyber-bullying, cultural diffusion, homogenization and the positive effects on culture and language, hacking,
Political changes	role of ICT in global political activism and democracy, how ideas can be shared using ICT, censorship & access to information, effects on patronage cycles



SECTION 2

TRADE

- After going through this section, learners will be able to:
- Critically examine the values that underpin economic systems.
- Explain how the production process is organized.
- Explain how goods and services are exchanged by both individuals and societies.
- Evaluate the positive and negative impact of economic activities (*production, trade and consumption*) on individuals, communities and the environment.

Statement of Inquiry

What is the best way to trade?

Modern globalization has led to greater connectivity between communities but unfair systems of trade can mean that this connectivity is not equally positive for all stakeholders.

This section will focus on the concept of Global interactions and sustainability. The concept will be explored through Global Economics and ethics lenses. The learners will be able to develop the following approaches to learning:

- Thinking skills
- Social skills
- Communication skills
- Self-management skills
- Research skills

Inquiry questions

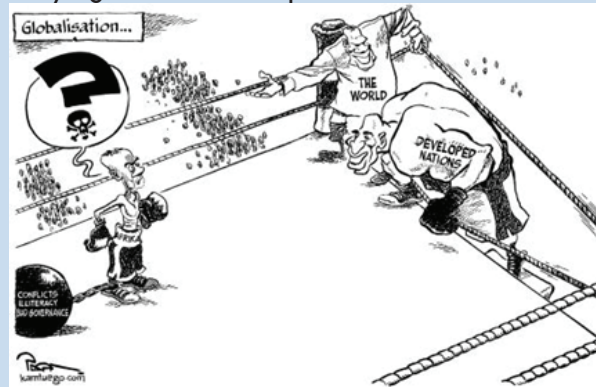
- What is fair trade?
- What are the different views on globalization?



What are the different views on Globalization?

Discussion

Look at the images showing different aspects of Globalization. Discuss what each cartoon is saying about the process of Globalization.



Skills Focus

Research Skills: Information Literacy

Critical assessment of information from cartoon sources, and exploring human bias in documenting Social Studies topics.

The cartoons are political cartoons. Political cartoons are different from ordinary cartoons because they are trying to get across a particular message.

What central image/metaphor does the cartoonist use to communicate an idea? If you can explain the metaphor you will find it easier to interpret the cartoon.

Cartoons are effective because they can make you laugh but also make a point. This is called satire. Cartoons are often used by people trying to criticize something that a lot of other people think is true. When analysing a cartoon, ask yourself, what 'accepted truth' is being questioned?

Remember that cartoons reflect an opinion. They are one sided and only tell part of the story. To be 'balanced' you should always look at a range of evidence before you make up your mind on an issue.

[Sources: Toonpool.com and fathom.com]

What is Globalization?

Some terms in Humanities have short definitions but other concepts are more complex. They may involve lots of different ideas or different people may have conflicting views on what they mean. Globalization is one of these contested ideas. Contested ideas require us to think in more depth and to discuss our thoughts before we can try to write down our definition. It means that everybody in the class may end up with a slightly different definition written down.

In pairs sort the statements below into 2 groups. On your copy of the table below use 2 different colours to show the positives and negatives of the world becoming more globalized.

1.	More trade leads to greater prosperity and wealth for everyone
2.	Many cities are starting to look the same.
3.	Some countries (usually More Economically Developed Countries (MEDCs)) run the big companies whilst others (usually Less Economically Developed Countries (LEDCEs)) make the goods – those in charge make the most money.
4.	Increased interconnectedness means greater exchange of ideas and knowledge.
5.	Increased transport of people and goods and increases in consumption of products uses lots of fossil fuels and has a negative impact on the environment

6.	People who work in the factories which produce all the world's products often earn low wages and work in poor conditions. Children may also have to work.
7.	Not all countries have equal access to trade, e.g. many African countries are fighting for 'fair trade'
8.	Many products like branded clothing, restaurants, electronics and cars are available throughout the world, wherever you live.
9.	Increasing the exchange of culture and language allows more people to communicate with each other and promotes global understanding and peace.
10.	Tourists from rich countries travel to poorer ones and spend money – this can help LEDCs to develop.
11.	The exchange of ideas and technology (e.g. sanitation, water works etc) can help improve living conditions in the poorest areas.
12.	Some parts of the world like the US & Europe dominate world trade.
13.	Multinational Corporations (MNCs) are very powerful because of the economic impact they have on people's lives but the people who run them are not elected, so this could be a problem for democracy.
14.	People have increased freedom to travel, be flexible in how they work, explore new ideas and cultures. Globalization can increase people's quality of life.

Activity

You've identified POSITIVE and NEGATIVE effects of globalization. Can you think of any other categories into which you could sort the statements?

Now as a group brainstorm what you think Globalization means. Look up 2 other definitions of Globalization and write them down (*together with the sources*). How are they similar to and different

from your definition?

What examples of Globalization can you think of that are happening in Kenya?

How does trade work?

Activity

Think about all the items you may have at home: your clothes, watch, shoes, computer (if you have one), books, electronics, car, food items etc. Do all these items come from Kenya? If not, where were they made? List some of these places in your note book.

Skills Focus:

Self-Management Skills - Reflection: How to think critically about your learning

Learners often think reflection just means 'write down what you think about....' but CRITICAL reflection means much more than this. It is an active process in which you articulate your views, try to analyse why you feel as you do, but also question your assumptions, and try to see how others might see things differently. Include examples which illustrate a point you are trying to make and questions that come to you as you are thinking about your learning. Reflections are an opportunity for you to think critically about ideas, not just a chance for you to express your opinion.

How does the Global Trading system work?

Activity

Read the following passage and fill in the missing words choosing from the box below. Then use the passage to help you fill in the meanings of any key words from your glossary.

No country is _____ in the full range of _____ (food, minerals and energy) and manufactured goods that are needed by the people that live there. To try to achieve this, countries must trade with one another. _____ is the flow of goods from the people who produce them to the people who want to consume them. It is very important for the development of a country. Countries which trade with other countries are said to be _____.

Raw materials, goods and services bought by a country are called _____, and those sold by a country are called _____. The difference between a country's imports and exports is known as its _____. One way for a country to grow wealthier is to sell more goods than it buys. Unfortunately, if several countries export more than they import, then other countries will have to import more than they export. The result of this is that some countries will have a _____, allowing them to become richer, while others will have a _____, making them poorer and likely to fall into _____.

Trading has taken place for thousands of years, but it was only in the 19th century that large-scale trade between countries began. At that time more economically developed countries (MEDCs) like France, the UK and Germany took control of the government of many LEDCs and turned them into _____. These colonies became suppliers of raw materials eg. cotton and iron ore to their colonial powers. Companies based in the colonising MEDCs used the raw materials to make manufactured products eg. cloth and steel. These manufactured products were worth much _____ than the materials from which they were made.

trade	exports	colonies	more	debt	imports	goods
trade deficit	trade surplus	interdependent	self-sufficient	raw materials	manufactured	

Who trades what?

Activity

Use an atlas or world map to locate and label the following countries onto your copy of the world map.

- USA
- Brazil
- Kenya
- UK
- Japan
- Ghana
- South Africa
- China
- Sudan
- Germany
- Saudi Arabia
- Bangladesh

Now for each country go to the CIA world fact book ([Google it](#)) to find out the main goods it imports and exports. Copy and complete the table below in your exercise book. One example has been done for you.

How to use the CIA world Fact book

Choose a country from the scroll down list. Then click on 'Economy' for that country. Look for Exports commodities and Import commodities to find which items are imported and exported for each country. You only need to write down the main ones.

	MAIN IMPORTS	MAIN EXPORTS
Kenya		
Brazil		
USA		
Germany		
China		
Ghana		
South Africa		
Saudi Arabia		

Bangladesh	machinery, chemicals, iron and steel, textiles, foodstuffs, petroleum products, cement	garments, seafood, jute, leather
UK		
Sudan		
Japan		

Activity

Look at all the goods in your table. Apart from dividing them into imports and exports, can you think of any other ways they can be grouped?

One way in which they could be divided is shown below:

- Primary goods or Raw materials – materials in their raw form as they are grown or come out of the ground
- Secondary goods or manufactured goods – goods which have been processed or manufactured in some way

Add these definitions to your glossary and include some examples of each type of good from your table.

Classify the countries in your table as ones which export mainly raw materials, and ones which mainly export manufactured goods. Use two different colours and add a key to say what each colour represents.

What's wrong with primary goods?

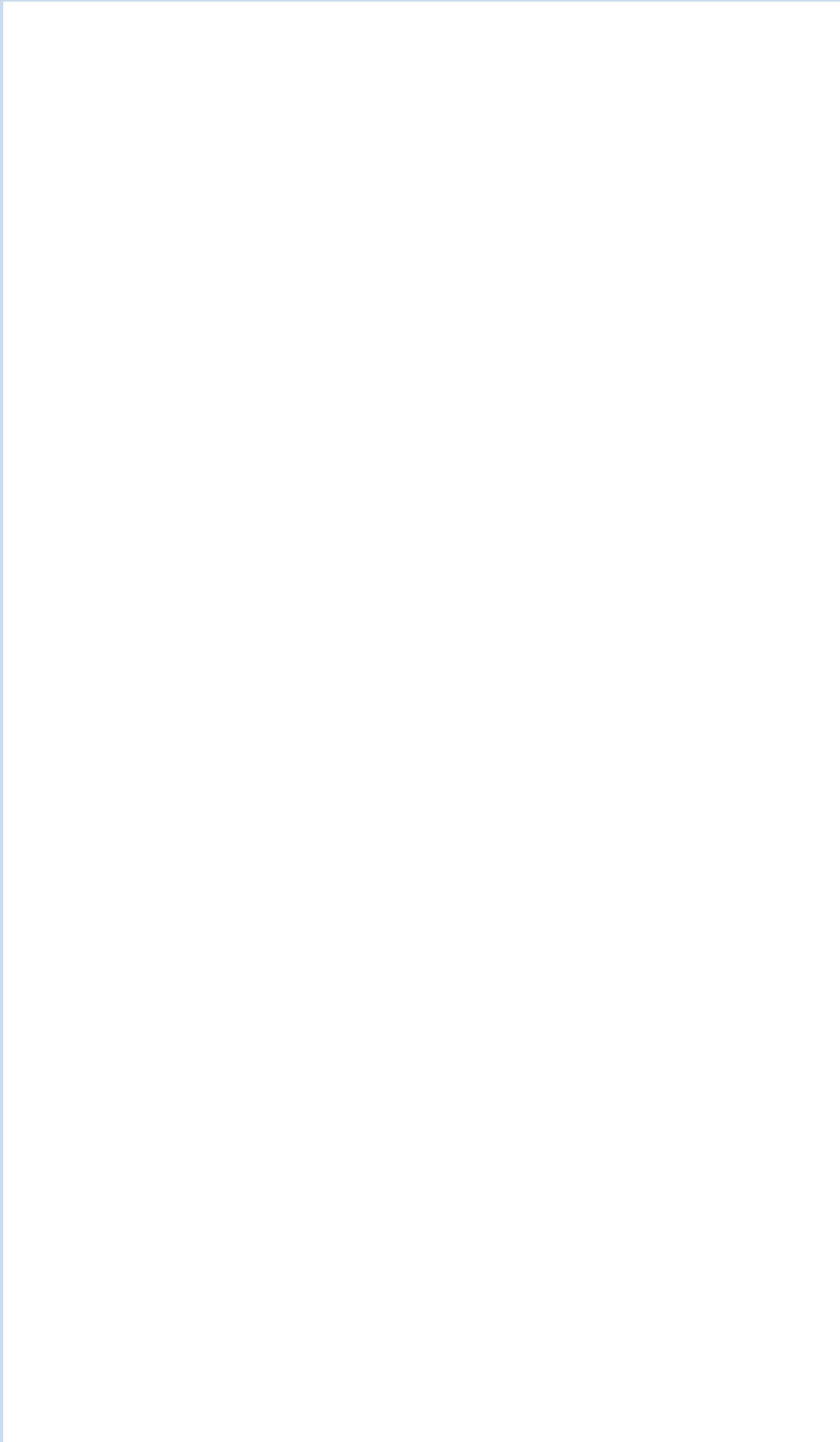
Raw materials are sometimes referred to as primary goods.

The table below shows many countries where one or two products account for more than half of all exports.

World Map

Countries where one or two products account for over half of all exports

Algeria	Cuba	Egypt	Bangladesh	Honduras	Laos	Kenya	Zambia	Nigeria	Ghana
97% oil and gas	77% sugar and tobacco	77% oil and cotton	64% jute and textiles	78% bananas	76% timber	54% tea and coffee	86% copper	97% oil and gas	75% cocoa



Source IGCSE Geography Textbook 2009

Case Study: Kenya

Many people in Kenya are farmers or work to process goods produced by farmers: maize and wheat are made into flour, cotton is spun and woven into cloth, sugar cane is refined, and coffee and tea are dried and packaged. As in many other LEDCs, when these goods are exported they are sold at quite low prices. Exports of raw materials like food products and minerals do not go up much in price, but prices of manufactured goods like machinery, vehicles and chemicals are often high. Most of Kenya's exports are raw materials, and it has to import most of the manufactured goods it needs. This means it has to pay a lot for the goods it imports, but does not earn so much money from the goods it exports. This means Kenya has a trade deficit.

Discussion

- In pairs think of some of the reasons why overdependence on the export one or two primary goods might cause problems for a country.
- Now feedback your ideas to the group. Your teacher will summarize the ideas as a spider diagram on the board. Use the class spider diagram to explain in your own words why overdependence on the export of one or two primary goods might cause problems for a country.

What is Fair Trade?

Discussion

What would you do if you were going to make Global Trade fairer? Come up with three ways in which you would change the system.

History of Fair trade

The idea of Fairtrade began in 1988 in the Netherlands when Dutch consumers, led by Max Havelaar, decided to support coffee farmers in Mexico by paying them a higher price for their coffee than was available from the traditional buyers. These coffee growers, like the producers of other crops in LEDCs, suffered from low prices for their products because of the world's trade system.

What is fair trade?

The concept of fair trade recognizes that consumers of products can directly help to improve the lives of producers. They can do this by buying directly from producers at better prices than the producers normally receive. To be able to use the Fairtrade label, producers aim to join one of two fair trade groups. One of these is the Fair Trade Labelling Organisations International (FLO), which is based in Germany. The other is the International Federation for Alternative Trade (IFAT). So successful is the concept of fair trade that there are now 800,000 producers worldwide in 50 countries that benefit from the fair trade concept.

Fair trade differs from standard trade in six main ways:

- Focuses on trading with poor groups, to help them develop skills and sustainable livelihood through trade.
- Pays fair prices that cover the full cost of production and provide a living wage for the producers.
- Provides credit (loans) for producers so they have the funds to cover costs. This allows a steady flow of goods so orders can be fulfilled on time.
- Provide funds for social development work (e.g. Schools or clinics) in communities where the producers live.
- Encourages the fair treatment of all workers and ensures healthy and safe conditions in the work place.
- Allows for the development of long term trading relationships that will benefit the producers rather than short term contracts.

Discussion

How many Fair trade products have you seen in your city/town/market? So who buys them? Who are the consumers of Fair Trade products? Why do you think Fair Trade is something that people in wealthier countries do?

- Using your power as a consumer to effect change can be a powerful tool, but only when you have choice (and information). Are there ways in which Kenyans can effect change as consumers?

Activity

- Find out the names of some of the products that are produced under the Fairtrade label in Kenya.
- Fairtrade is growing but far more trade is still done in the traditional way. Explain why this is.
- Design a poster to advertise fair trade products to customers. Think about the reasons why people might not buy Fair trade goods in a supermarket. List as many reasons as you can. Find some examples of powerful/convincing posters. List what it is about these posters that make them so effective for initiating change.
- Your poster must address the reasons why people might not buy Fair trade goods, and showcase some of the features of effective posters.

FOCUS

Economics for Development

This focus addresses suggestive ways of using resources more equitably or efficiently. Its key questions include: How do we make choices about the use of resources in society? How can we use resources more sustainably, or more equitably? How do economic activities impact people's quality of life?

- How can we apply these questions to the Fair Trade Case Study?

How Sustainable is the Flower Industry in Kenya

Flower growing is part of Kenya's booming horticulture sector. Flowers can be very profitable, and the industry is now one of Kenya's biggest employers. The number of people living within five kilometres of the shores of Lake Naivasha has exploded from 50,000 to 250,000 as they seek work either in the fields, greenhouses or packing houses.

After tea and tourism, horticultural produce like cut flowers are now Kenya's biggest export earner. But how sustainable is Kenya's trade in flowers?

Activity

10 years ago, Kenya's flower industry was known for poor workers' conditions and environmental degradation. What is the situation now?

Kenya's flower industry shows budding improvement

This article was published in 2012 in a British newspaper.

Felicity Lawrence in Naivasha, Kenya

Friday 1 April 2012 14.20

H3O Pink is the formula to remember if you are looking for a commercial way to express love on Mother's Day on Sunday. It is the name given by hi-tech breeders to one of the roses being imported by the million this week from Kenya's leading flower company, Flamingo Home grown, as shops such as M&S gear up for a peek in sales.



Flamingo's warm pink rose, marketed as symbolizing a gentler love than the red-blooded passion of crimson Valentine's blooms, will be M&S's top seller this weekend. Most of Britain's flowers are imported by air from water-scarce countries in Africa. Flamingo's farms and those of the other large flower multinationals are concentrated around one of the few freshwater lakes in Kenya, Lake Naivasha. As climate change threatens more frequent droughts, and with population growth adding to pressure on resources, the water footprint of this kind of trade is again under scrutiny.

Flowers are one of Kenya's main sources of foreign currency earnings, bringing in more than £300m a year to the economy, but questions are also being asked about how much of that money stays in Kenya. The head of the Kenya Revenue Authority, John Njiraini, has announced that he is investigating the flower sector, including the three largest multinational exporters, because he suspects they are shifting profits to other jurisdictions and not paying their fair share of tax in Kenya.

The flower business has been controversial for other reasons. In 2003, campaigners raised the alarm about conditions for workers on some of the flower farms and in pack houses. An investigation made public serious concerns about health and safety arising from chemical spraying, long working hours and instances of harassment. So, have conditions changed?

Flying out of Nairobi as you pass over the huge geological fault line of the Great Rift Valley, its floor opens out in front of you with Lake Naivasha gleaming like a sheet of glass below. Originally Maasai grazing land, this was one of the first areas settled by white farmers. Today huge stretches of white plastic reflect back the equatorial light. These are the greenhouses of the intensive farms.

In 2009 the industry had a wake-up call. The lake, on which the flower farms depend for irrigation, shrank dramatically after a prolonged drought, putting the whole business under threat. A flash storm then washed untreated sewage from Naivasha town and, it is suspected, chemical residues from some of the farms into the lake, killing large numbers of fish. The population of the town has grown from about 6,000 people in the early 1980s to approximately 240,000, according to its mayor, Paul Karanja, largely thanks to an influx of migrants drawn to the farms for work. Its infrastructure has not been able to keep up. On top of the sewage problems, the schools are struggling to cope with classes of up to 80 children, and patients in the hospital sometimes have to share beds, he told us.

The crisis has, however, accelerated efforts to make the area more sustainable. Big companies such as Flamingo have invested millions of pounds to

minimize their water use and maximize recycling and rainwater harvesting. Flamingo's general manager, Craig Oulton, told us it had cut its water use in half in 10 years by completely rethinking its growing practices. But perhaps more significant is that businesses such as Flamingo now acknowledge that cutting their own water use is not enough if they do not help with the wider needs around them. Flamingo's head of sustainable business, Richard Fox, told us: "In the last two years the water dropped to levels not seen since the 1940s. We've had to take our programmes outside our gates. Social equity now has to be part of the equation if we want our business to survive."

Horticultural companies agreed last year to pay a new tax to the town, based on acreage, to tackle infrastructure problems. Regulation of water use has been weak, so Marks & Spencer has put up funding to help develop a democratic system of negotiating how all the groups that depend on the lake will share its water and cut back in times of drought. These include Maasai pastoralists, smallholders, fishermen and hotels as well as big horticulture firms.

Louise Nicholls, M&S's head of sustainable sourcing, said: "As climate change impacts us, we will have to make some difficult choices about where we source food and flowers, especially if it's a water-vulnerable country. If you want a mandate to supply from a particular country, it will be very important to show the wider benefit of your trade there."

The bad publicity in 2003 has driven other changes too. Roses are a luxury feel-good purchase. If consumers feel bad about how they are produced, they may not want to buy, so companies have had to respond to criticism. All Flamingo flowers are produced to Fairtrade standards.

The company has also slashed its pesticide use. The most toxic class-1 chemicals are no longer used, and most pests are treated with biological controls instead, including the deployment of ladybirds and other predators cultivated in specially built bug-harvesting greenhouses.

Labour conditions on Flamingo's farms have also improved, as workers who we interviewed

independently away from the farms confirmed. Overtime is voluntary, casual contracts have mostly been replaced with permanent ones and a real effort has been made to train and promote women supervisors and eliminate harassment. Gender and welfare committees deal with any problems swiftly.

The agricultural workers' union, which has not yet won recognition at the company, would like to see a greater distribution of profits in the form of higher wages, but wages and benefits are at least above average. Most of the workers from other big firms we interviewed said they were glad to have the jobs but it was a struggle to survive on £50 to £60 pay a month.

Rachel English is the co-ordinator for Women Working Worldwide, which blew the whistle on working conditions. She said, "They've made progress on labour rights, but ... are the workers earning a living wage? What's fair? The big farms may pay more, but it's nothing like enough to live on decently. That's the next challenge."

Now in your note books answer the following questions

- 1) What are the main arguments for and against the Kenyan Flower industry? You could represent this information as a table. Back up each argument with facts or figures.
- 2) What progress has the industry made over the last 10 years?
- 3) Should British people continue to buy flowers from Kenya? Is it ethical to buy flowers from Kenya? Give reasons for your answer.

Word guide: 300 – 400 words.

What happens when East meets West?

People and cultures are shaped by their diverse environments. The interaction of diverse cultures is a catalyst for the spread of ideas, beliefs and the development of technology and a better understanding of the world.

Inquiry questions:

- 1) What makes up my cultural identity?
- 2) How can I understand and learn from the cultures of others?
- 3) How does culture change over time?
- 4) What happens when cultures interact?
- 5) How do I build meaningful relationships with people who are different from me?
- 6) How can I learn from other cultures to expand my understanding of myself?
- 7) How can I help people to work collaboratively together to achieve a goal?
- 8) How does a pluralistic disposition lead to an improved quality of life for individuals or communities?

The Himalayan Mystery

The highest mountains in the world are also some of the youngest? Layers of rock tilted until they are nearly vertical? Ammonites – the fossilized remains of ancient sea creatures are found in the homes of many villagers who live in the Himalayan Mountains? How can we explain these apparent contradictions?

The answer is that these are not contradictions but pieces in a great puzzle which was solved relatively recently by Geologists when they discovered the mechanism by which some of the world's greatest landforms (such as the Himalaya and our own Rift valley) were formed.

Activity: Plate jigsaw

The secret to explaining these landforms is understanding that the world's surface is made of giant pieces of crust called plates. These plates are floating on the mantle.

The plates are moving due to convection currents underneath. In some places the plates are converging (moving together) in others they are diverging (moving apart). Diverging plate boundaries have led to the formation of rift valleys like the East African rift valley and Converging plate boundaries have led to the formation of fold mountains.

Discussion

- Have you ever entered an environment where you weren't aware of someone else's cultural norms? How did you feel? How did you communicate?
- Have you ever had to learn the customs of another culture or society? How did you try to do so?
- When different customs conflict with the way you believe you should act, what do you do?

Reflection

Choose one cultural group with which you have interacted (**the other culture**)

- Describe your first impressions of the other culture?
- Did your impression change after several meetings? If so, how?
- How do you think the other culture operates?
- What seems to be the structure of their society?
- Were you able to discern any of the rules of the other culture?
- If you could select three adjectives to describe the other culture, what would they be? Give a brief explanation of why you chose each adjective selected.

Language diversity in Kenya

- What is language?
- Where does language come from?
- This is a picture of the mythical tower of babel. What do some Christians believe about the origin of different languages?
- What about other religions?

Language is a specific human capacity for acquiring and using complex systems of communication. The scientific study of language in any of its senses is called linguistics. Human language is thought to be fundamentally different from and much more complex than those of other species. Human language is based on a set of rules relating symbols to their meanings, thereby forming an infinite number

of possible things which could be said from a finite number of basic elements.

Language is thought to have originated when early people first started cooperating, adapting earlier systems of communication which were based on expressive signs. The use of language has become a deep part of human culture and, apart from being used to communicate and share information, it also has social and cultural uses, such as signifying group identity and status.

Languages evolve over time. A group of languages that descend from a common ancestor is known as a language family. The languages that are most spoken in the world today belong to the Indo-European family, which includes languages such as English, Spanish, Russian and Hindi; the Sino- Tibetan languages, which include Mandarin Chinese and, Cantonese; Semitic languages, which include Arabic, Amharic and Hebrew; and the Bantu languages, which include Swahili, Zulu, Shona and hundreds of other languages spoken throughout Africa. There are approximately 3000–6000 languages that are spoken by humans. The English word derives from Latin *lingua*, “language, tongue” and this metaphorical link between the tongue and language reflects the historical importance of spoken languages.

[source adapted from wikipedia]

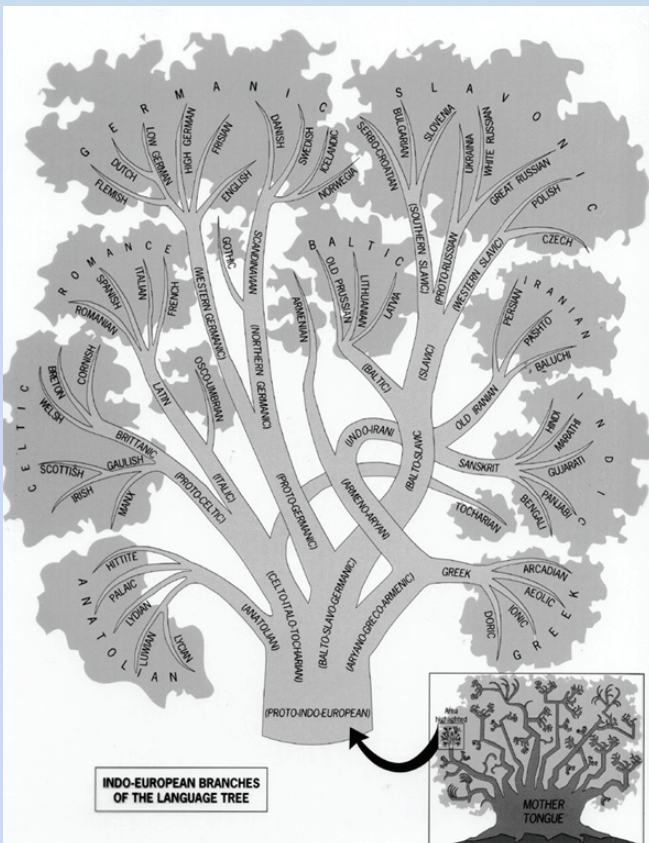
A linguistic tree can show how languages have evolved over time. Below (next page) is a tree to show the Indo-European Branches.

Discussion

- Why do you think some languages are easier for certain people to learn than others?
- What does the tree show about what has happened to the diversity of languages over time?
- How and why do languages spread?
- There are many ‘dead’ or ‘extinct’ languages. Why might a language ‘die’?
- Which belief systems do you have in the area where you live? Where did these different religious belief systems come from?

- If you have a religious belief, where does it come from? Why do you hold these religious beliefs and not others?
- What are the different ways in which people get their religious beliefs?
- What are the different kinds of Religious beliefs?
- There are many ways of classifying (grouping) religious beliefs but one way is to divide them into Proselytizing and non- proselytizing religions.

Can you find a language tree which contains Kiswahili?

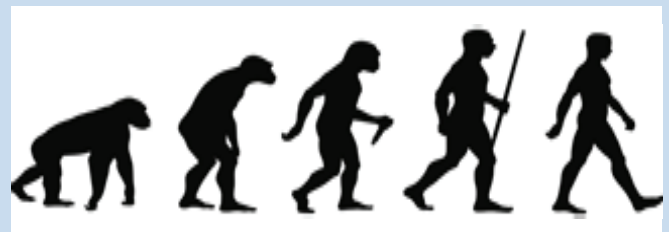


Divide the cards into two different piles and then use them to complete a copy of the table below in your exercise books.

Conversion often only occurs when a person marries into a faith.	Do not actively seek to recruit new members to the religion from outside the current membership group.
Actively seek to recruit new members to the religion from outside the current membership group.	Membership of a religion often coincides with membership of an ethnic group.

Ethnicity, language, colour and other differences are thought to be not very important compared to the idea that all people share a common humanity.	Believe that the faith (and its beliefs, forms of worship and promises of salvation) are available to all humans everywhere.
Christianity, Buddhism, Zoroastrianism, Manichaeism and Islam	Membership is a birth right and not a matter of conversion.
Hinduism, Judaism, Shinto	More likely to spread very far
In extreme cases conversion is not allowed	Less likely to spread very far

THE EVOLUTION OF MAN



The theory of Evolution (also known as scientific or Darwinian named after Charles Darwin) by Natural Selection, Charles Darwin (1809-82), is the process of gradual change over millions of years as a result of inheritable changes, physical or behavioural traits. The first human fossils were first discovered in Africa in the early 1930's by Charles Leakey and his wife Mary Leakey among others. The main archaeological sites in East Africa included the Olduvai Gorge in northern Tanzania, Fort Ternan in Kenya, Koobi Fora in Northern Kenya etc. The classifications (stages of man's evolution) include:

1. **Egytopithecus** a fossil (ancient remains of man and plants) found in Fayum depression in Egypt
2. **Dryopithecus/Southern ape** was first found in South Africa.
3. **Kenyapithecus/ Ramapithecus**. Kenyapithecus was discovered at Fort Ternan (east of Lake Victoria) in 1962, by Leakey's team. It was the first fossil to be found in Kenya. This link between apes and early man lived about 14 million years ago. It had a flat face walked on four limbs and had small canines normally associated with the genus Homo. Those that have been found in Asia are known as **Ramapithecus**.

4. **Australopithecus**: The first fossil of this species was uncovered at the site of Kanapoi in northern Kenya in 1965. They lived in Africa between 4 and 1 million years ago. They were bipedal and had an upright posture. Their teeth were more humanlike than ape like, but their brains were small and not very different from those of living apes. They weighed between 36 and 66kgs and were 1.5 meters tall. Species of Australopithecines that are generally recognized include:

i. **Australopithecus Afarensis** – Discovered in 1974 at Hadar, Ethiopia. It had a flat nose, a strong projecting lower long jaw, strong arms with curved fingers adapted for climbing trees.

ii. **Australopithecus Africanus** – Discovered in 1924 in South Africa. It had a larger brain capacity and smaller teeth, but it also had some apelike features including relatively long arms and a strongly sloping with a pronounced jaw.

iii. **Australopithecus Anamensis** – Discovered in 1965 by Bryan Patterson at the site of Kanapoi in northern Kenya. They were characterized by long forearms & regular bipedal walking.

iv. **Australopithecus Boisei** – Discovered in 1959, by Mary Leakey. Also known as Zinjanthropus Boisei. Had the absolute largest teeth found in any hominid group & concave face

v. **Australopithecus Robustus** – Was first discovered in 1938 by Dr. Robert Broom, South Africa. They had large jaws & post-canine teeth.

5. **Homo Habilis - (means able man)** – Remains were first discovered in 1959 at Olduvai Gorge in northern Tanzania; then in 1960 at Koobi Fora in the Lake Turkana region of northern Kenya by Jonathan Leakey. They walked upright, however, it had a less protruding face than the Australopithecus. Homo Habilis were able to make and use crude tools referred to as the **Oldowan tools**.

6. **Homo Erectus (upright man)** – Louis Leakey discovered a Homo erectus skull at Olduvai Gorge in 1960. Homo erectus is best presented by a specimen commonly referred to as the 'Turkana boy' which was found by Kamoya Kimeu. It is a nearly complete skeleton of an approximately

9-year-old Homo erectus child that lived 1.6 million years ago. This species was found on the western part of Lake Turkana.

It had a brain size approaching that of modern humans, a wide fleshy nose, flat face, shorter arms & longer legs better suited to running and walking long distances. **He invented fire**

7. Three **Rhodesian man** found in Southern Rhodesia (Modern day Zimbabwe), Neanderthal Man found in Neander Valley and Cro-Magnons found in Europe.

8. **Homo sapiens** – Homo sapiens (intelligent or thinking man) refer to a species in which all modern human beings belong. The oldest known fossil remains of Homo sapiens date to between 120,000 and 400,000 years ago.

The fossil remains of Homo sapiens have been found in Eliye Springs near Lake Turkana in Kenya. Homo sapiens is distinguished (special traits) from earlier species of Homo by characteristics and habits such as bipedal stance, higher brain capacity, smaller forehead, smaller teeth and jaw, defined chin, construction and use of tools.

9. **Homo Sapiens Sapiens (Very wise)** – He Invented sophisticated weapons and had control over the environment

10. **Paranthropus Aethiopicus (Black skull)** – The fossil was discovered in 1985 by Alan Walker and Philip Leakey. It is referred to as the Black Skull because when it was unearthed, it had been darkened by manganese minerals in the soil. It is believed to have existed 2.5 million years ago, with a strongly protruding face, large teeth, robust jaws and a well-developed crest on the skull to support chewing muscles.

Assessment Questions

1. Name the first three stages of man's evolution?
2. A place where remains of plants and animals are found is called?

3. Which fossil was found at Fort Ternan?
4. What special traits are associated with Homo Sapiens?

KENYA

KNOW YOUR COUNTRY

“We are like birds which have escaped from a cage. Our wings have cramped. For a while we must struggle to fly and regain our birth right for the free air.”

Mzee Jomo Kenyatta on December the 12th, 1963.

Kenya, officially known as the Republic of Kenya, it is found on African continent, the East African region and a founding member of the East African Community (EAC). Its capital and largest city is Nairobi. Neighbouring countries include; Tanzania to the south & southwest, Uganda to the west, South Sudan to the north-west, Ethiopia to the north and Somalia to the north-east.

Kenya covers 581,309 km², and has a population of approximately 48 million people with 73% of its population aged below 30 years. There are an estimated 43 tribes (Ethnic communities), Bantu speakers are the highest (67%), followed by Nilotes (30%) and Cushites are ethnic minority. Ethnic refers to a group of people with shared culture and historical background. Races (people who share inherited physical characteristics such as skin colour and facial features, these are Arabs, Indians (Asians) and Europeans/whites.

Kenyan History

On 1st June, 1963, Kenya attained internal self-government and on 12th December, 1964 the Republic of Kenya was proclaimed and Jomo Kenyatta became Kenya's first president.

The following is the Speech made by Mzee Jomo Kenyatta on December the 12th, 1964

(The Burning Spear).

“December the 12th, 1964!

This is the happiest, the most wonderful day in my life, the day our beloved Kenya becomes free.

It is a day which can come only once in a lifetime – the day when a lifetime's effort is suddenly fulfilled. For a moment it is hard to believe that it is true. For this day has been won with such long effort, such sacrifices, such sufferings...Now at last we are all free, masters in our own land, masters of our destiny...FREE!

What shall be my message to readers of PAN AFRICA? First: Enjoy yourselves! Be happy! Breathe deeply this sweet, pure air of freedom! This freedom is yours – yours for the rest of your lives, to pass on to your children and your children's children. Freedom! The most glorious blessing of mankind. Let us share together this great day of joy.

Today our national flag, the flag of free independent Kenya, flies proudly, gaily in every corner of our land. Today, we may stand in reverence to the music of our own national anthem.

These are the symbols of our hard-won rights. Treat them with respect, Honour them.

The second part of my message is this. Treat this day with joy. Treat it also with reverence. For this is the day for which our martyrs died. Let us stand in silence and remember all those who suffered that our land might be free, but did not live to see its fulfilment. Let us remember their great faith, their abiding knowledge that the victory would be won.

We are like birds which have escaped from a cage. Our wings have cramped. For a while we must struggle to fly and regain our birth right for the free air.

We shall make our mistakes, but these will be only like the temporary fluttering of the escaped bird. Soon our wings will be strong and we shall soar to greater and greater heights.

This freedom has not come easily. Nor must we expect the fruits of freedom to come easily.

This nation – Kenya – will be as great as its people make it. So I ask you to make this day of freedom a

day of dedication.

I ask you to dedicate yourselves to the memory of those who have gone before us and to those who must follow us. I ask you to resolve to put aside all selfish desires and to strain every ounce of muscle and brain to building a nation which shall honour our dead, inspire our living and prove a proud heritage for those who are yet to come. In the name of all these – HARAMBEE!!

Answer the questions below based on the speech given on Jamhuri day 1964 by the first President of Kenya Jomo Kenya

1. What does IBEA mean?
2. What brought early visitors to the Kenyan Coast?
3. What did the first president mean by “We are like birds which have escaped from a cage”?
4. What is the importance of the speech to Africans?
5. What was the founding president's key message to Pan-Africanists?

EDUCATION

With the completion of the Railway from Mombasa to Uganda, the missionaries expanded their work into Kenya's interior setting up schools, hospitals and Churches. The main emphasis was on helping Africans to attain skills in reading the Bible, writing, numeracy and vocational training. The few African elites demanded for quality education for Africans so that they could be prepared for white collar jobs. This led to formation of African independent schools and churches.

The current education system is called 8-4-4 which stands for eight years primary level, four years secondary and four years at university. Though, Early childhood education (ECE) was recognized, it was not fully entrenched in the structure.

Changes internationally and at national level, specifically in the Constitution (2010) and Basic Education Act, (2013), curriculum reforms have become necessary leading to a new education system 2-6-6-3, that emphasizes on learners

attaining knowledge, skills and attitudes/values. The new curriculum will focus on acquisition of seven competences such as communication and collaboration, critical thinking and problem solving, Imagination and Creativity, citizenship, digital literacy, self-efficacy and Learning at all levels from pre-primary, lower and upper primary, Junior and Senior secondary.

Assessment Questions

1. What was the emphasis of missionary education?
2. Which competences will be enhanced in the new curriculum?

COUNTY GOVERNMENTS

County Government is headed by Governor as the leader of the County executive. Each county has its own semi-autonomous governments. The County governments consist of the County Assembly and the County Executive. They are responsible for county legislation, executive functions and establishment and staffing of a public service. There are 47 counties in Kenya.

The County governments of Kenya are geographical units envisioned by the 2010 Constitution of Kenya as the units of devolved government (delegation of powers from the central government). The functions of County governments as stipulated in Constitution of Kenya are:

- Agriculture
- County health services
- Pollution, Licenses and Advertising Control
- Cultural activities, public entertainment and public amenities
- County transport
- Animal control and welfare
- Trade development and regulation
- County planning and development
- Education and Childcare
- Policy Implementation
- County public works and services
- Firefighting services and disaster management

- Control of drugs and pornography
- Coordination

DEVOLUTION IN KENYA

Devolution in Kenya is the pillar of the Constitution and seeks to bring the government closer to the people, with county governments at the centre of dispersing political power and economic resources to Kenyans at the grassroots.

ECONOMIC DEVELOPMENTS AND CHALLENGES

Economic Developments – refers to gradual growth/progress. Kenya is a capitalist state which means the state owns or controls most of the means of production and other capital. Kenya is one of the fastest growing economies. It is generally perceived the economic hub in Eastern and central Africa due to:

1. Rapid infrastructural development, like the Super Highway, Standard Gauge Railway
2. Investment opportunities in ICT and technological advancements and Agriculture
3. Untapped oil deposits in Turkana
4. Many experts for different fields
5. Increased access to electricity and other sources of energy in rural households and urban areas
6. Attractive tourist destinations (Places) and beautiful sceneries

Economic Challenges – refers to something that tests strength, skills or requires great effort and determination

There are a number of economic challenges facing the national and county governments:

1. High unemployment rates among the youths
2. Increasing /escalating foreign debt
3. Corruption and misappropriation (misuse) of funds
4. Increasing cost of living

Solutions/remedies to economic challenges- refers to ways or measures or steps taken to address economic challenges

1. Promote entrepreneurship skills

2. Promote agriculture and provide farm inputs like fertilizer
3. Harsh penalties/punishment for corrupt individuals

Assessment Questions

1. What is the meaning of capitalism?
2. Which infrastructural facilities have promoted economic growth in Kenya?
3. Which industry generates more revenue (money) from Kenyan Coast?
4. Which economic challenge affects the youth?

KENYA'S CLIMATE AND SEASONS

Kenya's Climate

Kenya lies on the Equator, but with the land rising from sea-level to over 5,000 metres, climate varies across the country. Broadly, there are four main land-types and climate zones:

- a) **Central Highlands and Rift Valley** – Most of Kenya's agricultural output – especially tea – is grown in this region, which has fertile soils and a high annual rainfall in the mountains (up to 3,000mm.
- b) **Western Kenya** – Western Kenya is hot and wet throughout the year, with annual rainfall over 1,000mm and average daytime temperatures in Kisumu of 27-29°C.
- c) **Northern and Eastern Kenya** – Here the land is hot and arid, with vast 'lake' beds/ deserts of lava, sand, salt and soda. Average annual rainfall is less than 510mm and daytime temperatures are mostly in the 30s°C, soaring to 39°C in some desert areas.
- d) **Coastal Belt/Region** – Kenya's beaches are hot and humid, but tempered with cooling sea breezes. A narrow plain of land along the coast is suitable for crops such as fruits, nuts and cotton, before the terrain becomes semi- desert. Annual rainfall is usually over 1,000mm and daytime temperatures in Mombasa average 28-31°C

Kenya's Seasons

Kenya boasts as one of the nations with best climate on the African continent. It's comfortable and pleasant during the day, with variations in

temperature due to altitude (height above sea level) and terrain (landscape). The coolest season falls between July and August with temperatures dropping to the low 50's(°F). In as much as Kenya does not have summer in particular, the months between February and March are known to be the hottest season with temperatures going as high as 93°F.

January to February is calving season for wild beasts to migrate and some hoofed species like Zebra for tourist attraction locally and internationally. Intermittent (first rain) rains start in March, however, climate change which is a global phenomenon (occurrence) has contributed to unpredictable weather patterns as a result of de-forestation, weapons of mass destruction and global warming. April and May, long rains set in, it's considered wet season and a period for planting in Western and North Rift regions.

The month of June –October, Kenya has cooler-dry season, which also excellent for tourism industry though most roads are dusty. November, short rains begin with springing up of beautiful green plants and new bird arrive from other parts of the world. However, due to global warming it's not easy to determine(predict) what happens.

Questions

1. Why is Kenya's climate enjoyable during the day?
2. Which season do wild beasts migrate?
3. What are the causes of climate change?

VISION 2030

The Vision 2030 is Kenya's current blue- print for the future of economic growth. The long-term goals of this vision are to create a prosperous and globally competitive nation with a high quality of life by the year 2030. The main objective (aim)to transform the Kenyan industry, all the while creating a clean and secure environment.

The Vision 2030 requires that education sector is transformed/reformed to produce required labour manpower/ force for middle level income country. The on-going curriculum reforms are emphasising acquisition of skills such as innovativeness, creativity,

critical thinking, problem solving and inquiry based learning necessary for the success of this vision. The senior secondary education as envisaged (factored) in the new curriculum learners will pursue various specializations such as STEM (**Science, Engineering, Mathematics and Technology**)

The vision is anchored (based) on three different pillars: economic, social, and political governance.

Questions

1. What is required for the attainment of vision 2030?
2. Name key pillars of vision 2030?
3. "What is the major reason for coming up with Vision 2030?

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