

BOTSWANA: HARNESSING THE DEMOGRAPHIC DIVIDEND TO ACHIEVE
THE U.N. SUSTAINABLE DEVELOPMENT GOALS

SUMMARY REPORT

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FULBRIGHT DISTINGUISHED AWARD IN TEACHING

Botswana
2018-2019

Submission Date: July 1, 2019

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ABSTRACT

For this Inquiry Project I explored statistics, articles, publications, websites and social media, attended meetings and seminars and interviewed representatives of government ministries, educators and Non-Governmental Organizations (NGOs). I observed teaching and learning in government and private schools, surveyed youth, and audited a Demography of Botswana course at the University of Botswana. These activities helped build a knowledge and experience base from which I created new Population Geography curriculum for high school Advanced Placement (AP) Human Geography and Geography. At the heart of the Inquiry Project are three key concepts found in the College Board AP Human Geography Course Description and the Minnesota K-12 Academic Standards for Geography: *demographic transition*, *demographic dividend* and *sustainable development*.

The first project goal is to create a case study of changing population dynamics in Botswana and Botswana's efforts to engage youth in economic and social development focused on progress toward the United Nations Sustainable Development Goals (SDGs). A second goal is to lay the foundation for a continuing online global dialogue between Botswana and U.S. learners focused on sustainable development topics.

The three major questions studied include: What has been Botswana's demographic transition experience? How are Botswana's government, educational system and NGOs working to empower youth for sustainable development? How can Botswana youth partner with U.S. youth to increase awareness and action toward sustainable development?

BACKGROUND

I was fortunate to participate in the 2011 - 2012 Teachers for Global Classrooms Program (TGC), administered by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The goal of this program was to provide a cohort of teachers from across the United States with the opportunity to explore themes and applications for global education through a rigorous online course, two Global Education Symposia and a two-week international fellowship. My international fellowship took me to the West African country of Ghana in March 2012. The TGC experience refocused my teaching in the Stillwater Area Public Schools and my work helping to design and deliver geography teacher professional development through the Minnesota Alliance for Geographic Education, with a pivot to creating more globally competent learners and educators.

The Asia Society describes the globally competent learner as able to:

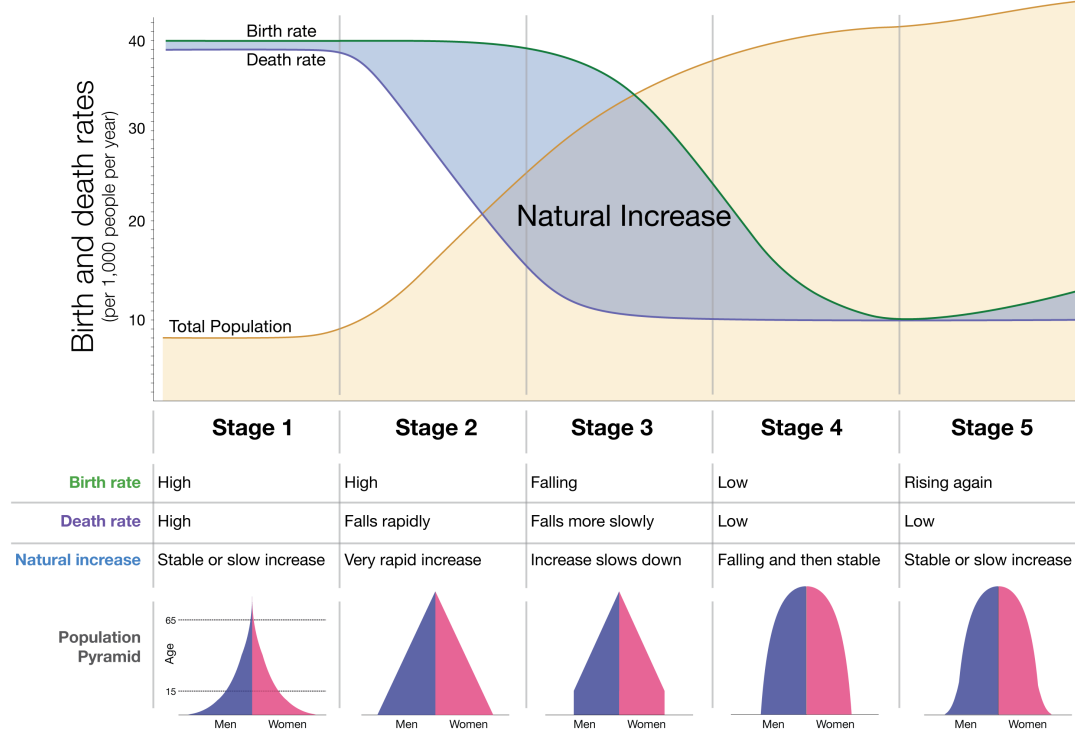
1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological and cultural barriers.
4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

In 2018, I pledged to join other global educators committed to teaching about the United Nations Sustainable Development Goals (SDGs) through a movement called #TeachSDGs. The advocacy and outreach efforts of #TeachSDGs support the work of the United Nations by facilitating communication and collaboration among educators and providing access to relevant resources, curriculum and projects.

As an outcome of this Fulbright Inquiry Project, U.S. learners will have the opportunity to increase their global competence by investigating Botswana’s population and development dynamics, exploring diverse perspectives on sustainable development, dialoguing with Batswana using digital technologies and taking personal and collective action for the SDGs.

PROGRAM DESCRIPTION

The demographic transition in 5 stages



The author Max Roser licensed this visualisation under a CC BY-SA license. You find more information at the source: <http://www.OurWorldInData.org/world-population-growth>

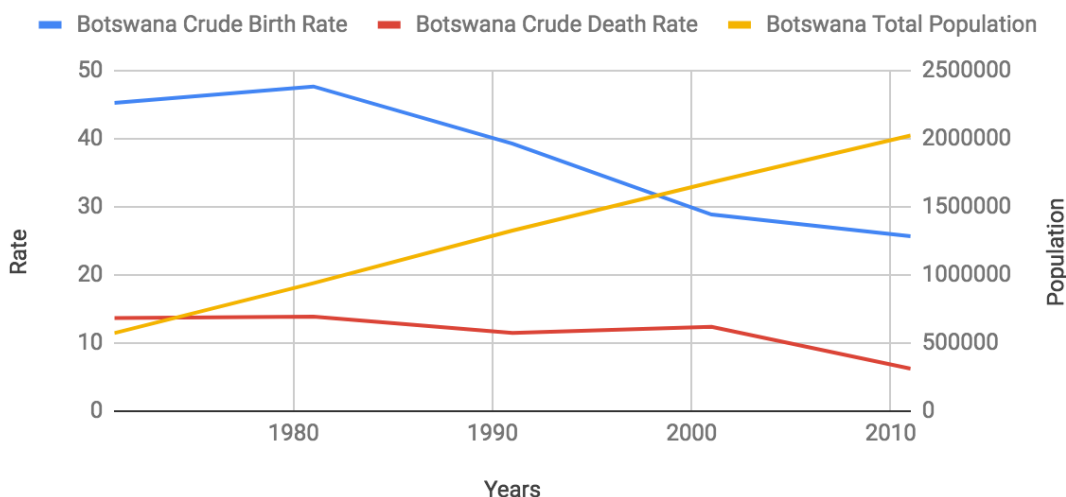
The demographic transition is the change from high birth and death rates to low birth and death rates that typically happens over time as a country (or region) develops economically and socially. As a country moves through the stages of the demographic transition, its population composition, or population structure, changes. In Stages 1 and 2 a country will have a fast-growing population dominated by younger age groups. Stage 2 is the stage of “population explosion” as death rates begin to fall, yet birth rates remain relatively high, contributing to a high rate of natural increase. In Stages 3, 4 and 5 death rates and birth rates continue to decrease, population growth slows and the population ages.

A population pyramid is a horizontal bar graph that illustrates population composition in a given year by indicating the percentage of a total population that falls into each age-sex cohort. Male population is on the left and female population is on the right. A population pyramid with a wide base shows a young population and high birth rates, whereas a pyramid with a narrow base shows an aging population and low birth rates. A wide base and/or a wide top indicates a high dependency ratio, defined as the ratio of the economically dependent portion of the population (ages 0-14 and ages 65+) as compared to the economically productive population (ages 15-64).

A first demographic dividend offers a potential economic boost when birth rates decline and population age structure shifts such that there are more economically productive people than economically dependent people. A second demographic dividend can be realized if economically productive people save and invest such that national income benefits in the long run.

Botswana Crude Birth Rate, Botswana Crude Death Rate and Botswana Total Population

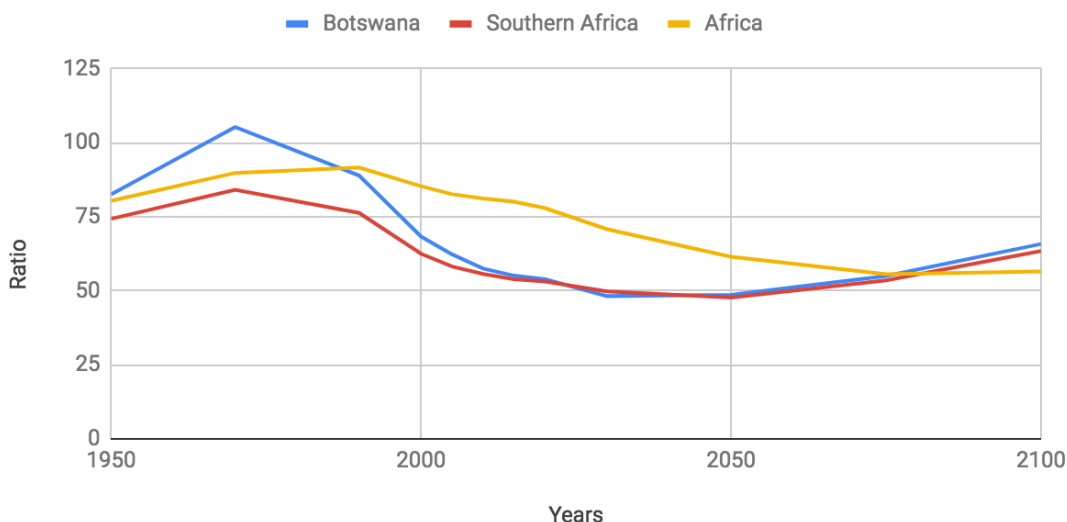
Source: Statistics Botswana Selected Statistical Indicators 1966-2016



Statistics Botswana Selected Statistical Indicators 1966-2016						
	1971	1981	1991	2001	2011	2021 Projection
Botswana Crude Birth Rate	45.3	47.7	39.3	28.9	25.7	
Botswana Crude Death Rate	13.7	13.9	11.5	12.4	6.25	
Botswana Total Population	574094	941027	1326796	1680863	2024904	2410338

Botswana, Southern Africa and Africa Dependency Ratios

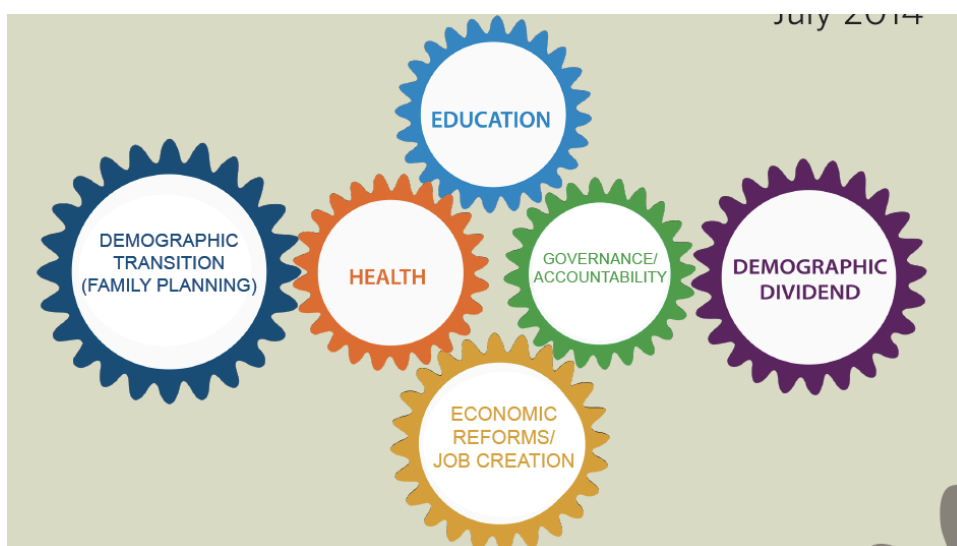
Source: U.N. World Population Prospects - 2017 Revision



World Population Prospects 2017 Revision												
Dependency Ratios	1950	1970	1990	2000	2005	2010	2015	2020	2030	2050	2075	2100
Botswana	82.6	105.3	88.9	68.3	62.3	57.5	55.1	53.9	48.2	48.6	55	65.8
Southern Africa	74.3	84.1	76.3	62.5	58.2	55.7	53.9	53.1	49.8	47.7	53.5	63.4
Africa	80.4	89.8	91.6	85.3	82.6	81.2	80.1	77.9	70.8	61.5	55.6	56.5

As seen in the graphs above, from 1971 to 2011 Botswana’s Crude Birth Rate declined from 45.3 to 25.7, its Crude Death Rate declined from 13.7 to 6.25 and its Dependency Ratio declined from 105.3 to 57.5. In 2011 children ages 0-14 comprised 32.6% of the total population (a decrease from 47.5% in 1971) and 15-64 year olds made up 64.9% of the population (an increase from 46.9% in 1971). As Botswana’s President Mokgweetsi Masisi shared in 2018, “This prevailing age structure therefore provides us with a temporary window of opportunity to reap the benefits of the Demographic Dividend, as an overwhelming majority of our population is made up of young people in their prime, who are skilled, energetic and willing to apply themselves. Only if we seize the opportunity to tap into their energy, talents and innovation can we maximize their contribution towards Botswana's social and economic transformation.”

Botswana can harness a demographic dividend with wise investments in health, education and skills development, economic reforms and job creation, good governance, and accountability. The diagram below illustrates the development “wheels” that must successfully turn in order for a demographic dividend to be realized.



The United Nations Sustainable Development Goals (SDGs) are a set of 17 goals, 169 targets and 232 indicators agreed to by the 193 member countries of the United Nations, to be achieved by the year 2030. The SDGs succeeded the Millennium Development Goals (MDGs) in 2015 and are also referred to as Agenda 2030 or the Global Goals. The 17 SDGs are a “plan of action for people, planet and prosperity.”



PROGRAM EXPERIENCE

In Botswana, one often hears reference to societal sectors. I will highlight experiences that I had with three of these sectors: the civil society sector, the development partners sector and the education sector.

My interactions with the civil society sector were diverse and numerous. I attended “one and done” workshops and panel discussions, spent hours interviewing fifteen Non-Governmental Organizations (NGOs) on issues such as family planning, HIV/AIDS, mental health, youth empowerment, youth unemployment and sustainable development, and built an ongoing partnership with the NGO BanabaKgware Association.

Tebatso of BanabaKgware Association was the first person I formally interviewed in Gaborone. Our initial interview led to an invitation to assist with United Nations Sustainable Development Goals (SDGs) seminars for Primary and Junior Secondary learners led by BanabaKgware at the Gaborone Public Library on Friday afternoons. These interactive seminars utilized online resources published by the United Nations including videos, posters, a board game, children's stories, comics and word finds. The seminar on Global Youth Service Day included a litter pick and tree planting activity on library property.

Time spent at the library helped me connect with the two children's librarians and share information about adding to their collection through the Botswana Book Project, affiliated with Books for Africa. As the relationship with BanabaKgware broadened and deepened, Tebatso and I decided together to utilize a Fulbright Professional Development grant to purchase additional supplies and children's books for the Friday SDGs seminars.

PUBLIC NOTICE!
**BANABAKGWALE
ASSOCIATION &
GABORONE PUBLIC
LIBRARY PRESENT**

**AWARENESS
ON SUSTAINABLE
DEVELOPMENT GOALS (SDG's)
FOR CHILDREN & YOUTH
SEMINAR**

TIME: 1430 hrs. - 1600 hrs.
**PLACE: GABORONE PUBLIC
LIBRARY**

**EVERY FRIDAY OF THE WEEK
TILL FURTHER NOTICE**



BanabaKgwale Association SDGs seminar for kids at the Gaborone Public Library. We are playing the [Go Goals! SDG board game](#).

On multiple occasions Tebatso and I took public transport to BanabaKgwale’s “adopted” school, Nare Sereto Junior Secondary School in Gabane, on the outskirts of Gaborone. This adoption includes co-leading an after-school ICT (Information and Communications Technology) Club with the goal of increasing the learners’ exposure to technology tools. At Nare Sereto I was introduced to Gloria, head teacher in the ICT Department. Gloria made it possible for me to administer a survey on SDG awareness to Social Studies learners (see Appendix) and to recruit ICT Club members for participation in a pilot online global dialogue with learners at my home school. Gloria also included me in Nare Sereto’s day-long public celebration of World ICT Day which had a special theme of “Girls in ICT”.



ICT Club members at Nare Sereto Junior Secondary School in Gabane, Botswana.

Above and beyond the Gaborone Public Library and Nare Sereto school projects, Tebatso provided valuable contacts to many youth activists and invited me to participate in SDG related public events in Gaborone such as YALDA's Citizen's Report Launch. This connection with BanabaKgwale Association played a pivotal role in what I was able to learn about the efforts of NGOs to harness the power of youth for sustainable development in Botswana.

Many of the youth social entrepreneurs that I met in Botswana, including Tebatso, are affiliated with the U.S. government's Young African Leadership Initiative (YALI). The YALI Network, YALI Regional Leadership Centers and Mandela Washington Fellowship provide in-person and online professional development and networking opportunities for young Africans.

My interaction with the development partners sector included interviews with representatives of the U.S. Peace Corps, United Nations Population Fund (UNFPA), United Nations Children’s Fund (UNICEF) and United Nations Environment Programme (UN Environment). All of these interviews were extremely valuable, but I would like to highlight the unique interview with Dr. Richard Munang of UN Environment.

I am confident that some of my strongest memories of my time in Botswana will be the hard work of lining up interviews. I gratefully accepted all personal offers and scoured social media for contacts, sent e-mails and Facebook messages, exchanged WhatsApp numbers, made and accepted hard-to-hear phone calls, travelled in combis and taxis and walked hot, dusty streets to make interviews happen. In some cases people I really wanted to talk to just would not respond to any form of communication.

Dr. Richard Munang, UN Environment African Regional Climate Change Coordinator, popped up frequently on my Twitter feed as I scrolled for daily news. He’s an avid Tweeter and was promoting his new book, *Making Africa Work Through the Power of Innovative Volunteerism*. Youth social entrepreneurs that I met and interviewed who have formed NGOs and are doing impressive work in Botswana have little or no funding, so Dr. Munang’s term “innovative volunteerism” resonated. I read his e-book and decided to take a chance and send him a direct message on Twitter asking if he’d be willing to provide written responses to interview questions. The answer came quickly, “E-mail will be best”, followed the next day by his detailed responses. The power of social media!

I was a participant observer in the education sector by auditing a Demography of Botswana class at UB, by joining a committee of Social Studies teachers at a syllabus revision

workshop hosted by the Ministry of Education and by observing Social Studies, Geography and Development Studies classes in government and private schools. Professors, administrators, teachers and learners openly shared what they see as the strengths and weaknesses of the Botswana secondary and tertiary educational systems.

I presented on technology integration to the Botswana Social Studies Standing Committee teachers at a syllabus revision workshop. The teachers loved experimenting with interactive classroom tools including Quizlet Live, Quizizz, Padlet and Flipgrid. We met in a hotel conference room with fast Wi-Fi. None of their schools have Wi-Fi available in classrooms. All Senior Secondary schools have computer labs, but they are dominated by the ICT classes. So, there are significant resource barriers to technology integration. I was also asked by Jobe Kefaletse of the Ministry of Basic Education to compile resources that could be used to introduce Botswana Geography teachers to Geographic Information Systems (GIS) computer mapping (see botslessons.weebly.com).

A highlight of my secondary school visits was the Development Studies class at Naledi Senior Secondary. The culminating activity in the Development Studies course is project-based. After conducting a broad needs assessment of the school in teams, students formally propose hands-on improvement projects, solicit community bids, vote to narrow options, raise funds by selling snacks at school and implement the project. Past projects at the school provided air conditioning for teacher offices, floor tile, whiteboards, computers and more. On the day I visited, students were enthusiastically pitching their ideas. The class then had to choose between a LCD projector for the school assembly hall, a welcome board for the main entrance of the school or upgraded seating for a student common area. The student engagement

displayed was a contrast to the teacher-directed lectures or students reading from PowerPoint slides that I observed during several government and private school visits.

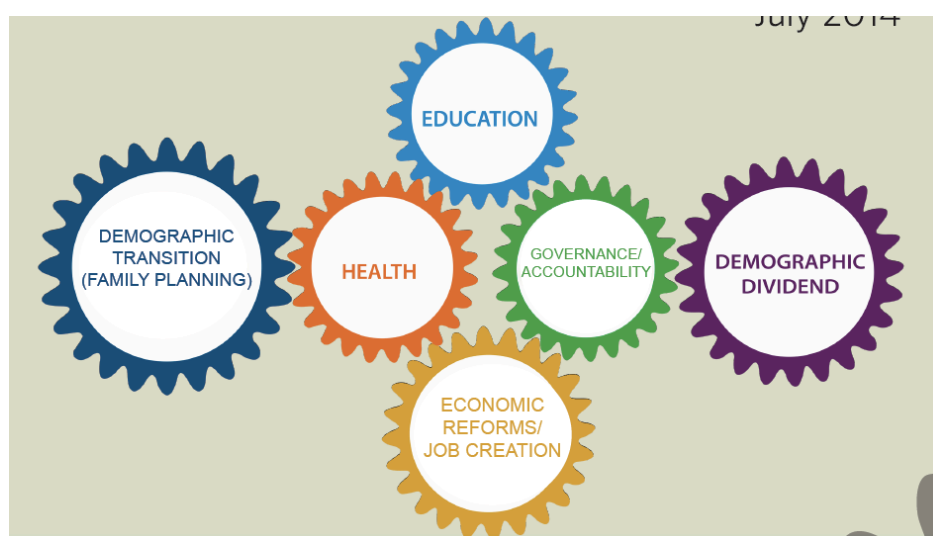
PROJECT PROCESS

I narrowed my Inquiry Project to focus on three key research questions and created a Concept Note that identified a specific research design, methods and procedures. Having completed my own Master's degree more than thirty years ago in a non-dissertation program, it was a challenge for me to translate my informal Inquiry Project proposal into a more formal research proposal that identified primary and secondary data, quantitative and qualitative data, key informants, etc.

Resources used included Demography of Botswana course materials, NGO websites, online United Nations and Statistics Botswana databases, academic journal articles, and publications provided by the Botswana Ministry of Finance and Development Planning. I compared and contrasted secondary Social Science syllabi from the Botswana Examination Council, Cambridge International and International Baccalaureate (IB). I attended seminars hosted by the University of Botswana, the Ministry of Basic Education, Gaborone Public Library, Mandela Washington Fellows, YALDA Botswana and Youth Achievers Botswana. I conducted twenty-eight interviews arranged through networking, Facebook and Twitter. I visited three government schools (Gaborone Senior Secondary, Naledi Senior Secondary and St. Joseph's College), three private schools (Maru-a-Pula, Westwood International and Livingstone Kolobeng College) and conducted a survey of Form 3 Social Studies learners at Nare Sereto Junior Secondary School in Gabane.

RESULTS OF INQUIRY PROJECT

During my four months in Botswana I read, listened and talked with Batswana and their international development partners about demography, population policy, family planning, HIV/AIDS, maternal mortality, mental health, secondary, tertiary and technical education, youth empowerment, youth unemployment and the United Nations Sustainable Development Goals (SDGs).



Harnessing Botswana's demographic dividend for sustainable development will require targeted investments in family planning, health, education, economic reforms, job creation, good governance and accountability. I have narrowed my focus in this section to key takeaways in the areas of education, youth unemployment and SDGs implementation.

EDUCATION

Policy and budget-wise, Botswana has a strong commitment to education. More than 20% of the national budget is allocated to education. Need for improvement in access, equity

and quality at all educational levels is recognized. Botswana General Certificate of Secondary Education (BGCSE) Exam performance has been declining since 2006 and in 2018, only 28.06% of students achieved a “passing” score of C.

Common concerns expressed by those currently in the educational system and those who are products of the system focus on the physical (facilities, supplies, internet access, class size) and the pedagogical (jam-packed outdated syllabi, overly theoretical, exam oriented, teacher centered, English medium, lack of differentiation and remediation). Youth believe that the educational system trains them to be “robots” who can regurgitate information on exams, but not to be confident, to be resilient, to find their passions, to be tech savvy or to master the 21st century skills of collaboration, teamwork, creativity, imagination, critical thinking and problem solving.

NGOs and initiatives whose staff I interviewed, including All Brilliant Minds (ALBRIMO), BanabaKgwale Association, Botswana Student Network, Botswana Youth Talent Network, Career Coaching, Elegant Living, Gogontlejang Phaladi Pillar of Hope Project and Youth Achievers Botswana seek to address identified weaknesses in the educational system by facilitating motivational talks, mentoring, tutoring, and hosting exam prep boot camps and soft and hard skills training for Junior and Senior Secondary School youth beyond the normal school day.

YOUTH UNEMPLOYMENT

Botswana, a landlocked country with a population of 2.3 million, is often referred to as an “African success story”, having utilized diamond revenues and good governance to

transform itself from one of the world's poorest countries to a middle-income country since achieving independence in 1966. GDP per capita has risen from \$84 in 1966 to \$7,153 in 2014. Unfortunately, a lack of economic diversification and private sector development have contributed to a current economic reality characterized by high levels of unemployment, especially among the youth. In January 2019, Statistics Botswana estimated youth unemployment to be 25%. Almost 40% of those between the ages of 20 and 24 are unemployed. (Youth are identified as those between ages 15 and 35). Recent studies show that the average Botswana remains financially dependent until age 32.

Botswana's youth unemployment situation was described to me as a "blame game". Some characterize Botswana's youth as lazy, as reactive rather than proactive, as having developed a "dependency syndrome" growing up in a country where education and health care are essentially free and families are willing to provide a safety net. Others blame the education system for not producing graduates with relevant knowledge and needed skills. Some point to employers who insist on years of previous work experience that youth do not have. Yet others suggest Botswana's government is not doing enough to create economic opportunity.

Consequences of high youth unemployment are both economic and social and impact Botswana's ability to harness a demographic dividend. Beyond the obvious (lack of personal income and savings, financial drain on relatives, lack of contribution to overall economic productivity), unemployed youth are at higher risk for stress, depression, crime, drugs, alcohol abuse, poor health, risky sexual behaviors possibly leading to pregnancy or HIV/AIDS and can pose increased social welfare costs to the state. Potential social unrest among unemployed

youth is also a concern. In 2016, peaceful youth unemployment protesters in front of the Parliament of Botswana building in Gaborone were sjamboked, handcuffed and arrested.

Botswana's government has rolled out a variety of youth employment and entrepreneurship schemes (Youth Empowerment Scheme [YES], Apprenticeship Programme, National Internship Programme, Botswana National Service Programme, Graduate Volunteer Scheme, Youth Development Fund, Citizen Entrepreneurial Development Agency [CEDA], etc.), designed to provide skills development, on the job training, grants, loans and mentoring. Common criticisms of these programs are that they look good on paper but are politically motivated, poorly implemented, monitored and evaluated, pay little and do not ultimately serve to lift people out of poverty.

President Mokgweetsi Masisi declared in his April 2018 inauguration speech that "One of my top priorities as the president of this country will be to address the problem of unemployment, especially amongst the young people." Botswana's government has embraced the goal of transforming the economy from resource-based to knowledge-based and appears to be making concerted efforts to promote "Afripreneurship", invite foreign direct investment, improve ICT (Information and Communication Technology) infrastructure, and boost the agriculture, manufacturing and tourism sectors. Science, Technology, Engineering and Math (STEM) education and Technical and Vocational Education and Training (TVET) are receiving increased attention from both the government and development partners.

NGOs whose staff I interviewed including Botswana Student Network, Botswana Youth Empowerment Projects, BW Jobs 4 Graduates, Career Coaching, Young Africa Botswana and Young Minds are addressing the need for youth to have relevant experiences, skills and

documents when they enter the job market or become entrepreneurs. These organizations empower youth by boosting confidence, mentoring, promoting networking, providing resume-building volunteer opportunities, connecting job seekers to job postings, organizing Job Fairs, assisting with CV writing and interview prep, publicizing opportunities to apply for international grants and scholarships and delivering TVET (Technical and Vocational Education and Training).

SDGs IMPLEMENTATION

Botswana's government is localizing the SDGs through alignment with its Vision 2036, National Development Plan 11, 2010 Revised National Population Policy and district and urban development plans. Botswana has crafted a National Framework for Sustainable Development, charted a SDGs Roadmap, and established a National Steering Committee, Technical Task Force and Working Groups, all supported by the Ministry of Finance and Development Planning and the United Nations in Botswana. Beyond government and development partners, concerted efforts are being made to ensure ownership and participation by traditional leaders (dikgosi), academia, media, youth, civil society, labor unions, the private sector and the general public. Botswana's traditional kgotlas (community councils), preference for consultation and consensus-building among stakeholders and political system long dominated by one political party (the Botswana Democratic Party) have contributed to SDGs buy-in. Every government ministry and NGO that I met with is an enthusiastic partner in the SDGs implementation effort.

Translation of the SDGs into local languages, school curricula, media (traditional and social) and public forums are key channels of communication that will be used to reach

Botswana's youth as part of Botswana's Sustainable Development Goals Communication Strategy.



YALDA's translation of the SDGs into Setswana is used by BanabaKgwale Association in its SDGs awareness efforts.

The Youth Alliance for Leadership and Development in Africa (YALDA) Botswana is the most visible youth group engaged in SDGs domestication. YALDA solicited input from young Botswana before the SDGs were finalized, translated the SDGs into Setswana and have sponsored a variety of SDGs awareness events since 2015. YALDA is now collaborating with African Monitor and Open Society Initiative for Southern Africa (OSISA) on the Citizen's Report, a three-year effort to collect and analyze local data that can be used to evaluate SDGs implementation and inform policy. I attended the Citizen's Report Launch event in April 2019 at which YALDA members shared findings from data collection in three Botswana communities.

The government and private school Social Studies, Development Studies and Geography classes that I visited base their curriculum on either the Botswana General Certificate of Secondary Education (BGCSE), Cambridge International or International Baccalaureate syllabi. The SDGs are embedded in the current IB Geography syllabus. The Cambridge Advanced Human Geography syllabus has a major focus on economic and social development, but does not explicitly refer to the SDGs. BGCSE Social Studies Modules 2 (Environment and Humanity), 4 (Citizenship and International Relations) and 6 (Education and Economic Development in Botswana), Geography Module 5 (Population and Settlement Studies) and Development Studies Modules 1 (Measuring and Investigating Development) and 6 (Population, Health and Education) are all natural fits for more specific curricular guidance on the U.N. SDGs. Botswana's Ministry of Basic Education is currently working with teacher committees on revisions and updates.

Shortly before the end of my fellowship I attended a lively public discussion sponsored by the University of Botswana entitled *The Anticipated Impacts and or Benefits of Implementation of SDGs*. Such public forums are part of Botswana's United Nations Sustainable Development Goals (SDGs) Communication Strategy. Representatives of the Ministry of Finance and Economic Development, Botswana Association of Local Authorities (BALA) and Botswana Council of Non-Governmental Organizations (BOCONGO) shared their thoughts on opportunities and challenges related to SDGs implementation in Botswana and engaged in spirited dialogue with participants. All in attendance agreed that the SDGs must not only be localized, but also *contextualized* so that sustainable development is not just a theoretical

concept, but a practical endeavor for Botswana. Additional public discussions on SDGs related topics were held at the University of Botswana in the weeks after my departure.

One of my many fond memories of Botswana is hearing people say “Are we together?” when trying to ascertain whether their listeners were tracking. “Yes, Botswana is together.” in its dedication to implementing the United Nations Sustainable Development Goals.



 **PUBLIC DISCUSSION**

THE ANTICIPATED IMPACTS AND OR BENEFITS OF IMPLEMENTATION OF SDGs.

Date: 14 May 2019
Time: 5.30pm
Venue: UB Conference Centre
Guest Speakers:
BALA, BOCONGO, Business Botswana and Ministry of Finance and Economic Development.

This SDGs Public Discussion was the first of a series hosted by the University of Botswana. Others focused on the role of youth, data and research.

ACTION PLAN

The first component of my Action Plan is to create and pilot an online curriculum module consisting of four lessons to be used as part of a Population Unit in AP Human Geography and Geography courses. This curriculum module, now available at botslessons.weebly.com, includes four lessons:

- Lesson 1: Analyzing Population Demographics: Botswana, Southern Africa & Africa
 - In this lesson, learners analyze graphs, population pyramids and choropleth maps. Learners then consider scale as they compare and contrast demographic change in Botswana with that of Africa and Southern Africa and summarize their findings in a 3 Circle Venn Diagram.

- Lesson 2: Botswana's Demographic Transition & Potential Demographic Dividend
 - In this lesson, learners analyze data, graphs, visualizations, population pyramids and Population Reference Bureau and United Nations videos and publications. Learners then determine Botswana's demographic transition status in a Claim-Evidence-Reasoning Graphic Organizer, define population age structure and demographic dividend, research the "3 E's" necessary to harness a demographic dividend and identify specific challenges Botswana faces in harnessing a demographic dividend.

- Lesson 3: Botswana's Progress Toward the U.N. Sustainable Development Goals
 - In this lesson, learners analyze maps, data, graphs and a United Nations / Government of Botswana publication. Learners determine Botswana's overall SDGs progress and conduct more in-depth research on progress on a specific SDG. Findings are shared in a class "summit" and a summary communicated in a Canva social media graphic.

- Lesson 4: Global Dialogue & SDG Action Plan
 - In this lesson, learners prepare for, participate in and reflect on a global dialogue focused on the United Nations Sustainable Development Goals (SDGs). In addition, learners make a plan for individual and collective action on a chosen SDG.

After piloting, modifying and differentiating as needed in my own classroom, the curriculum module will be shared through professional networks at the school and state level. This will begin with my own Stillwater Area High School 9th Grade Geography Professional Learning Community (PLC) and continue with presentations at the Minnesota Alliance for Geographic Education (MAGE) GEOFEST Conference in October 2019 and the Minnesota Council for the Social Studies (MCSS) Conference in March 2020. Future possibilities for presenting include conferences of the National Council for Geographic Education (NCGE) and National Council for the Social Studies (NCSS). The curriculum module will also be disseminated to the #TeachSDGs global network. Lessons have been designed in such a way that a teacher could substitute other countries or regions of interest as a focal point.

Together with BanabaKgwale Association, I plan to continue and further develop the online global dialogue between Stillwater learners and Nare Sereto Junior Secondary School. Challenges experienced during the pilot and that we will need to grapple with in the future include internet access, internet speed and willingness of teachers to allot instructional time. Learners surveyed at Nare Sereto indicated high interest in exchanging ideas and opinions with learners in the U.S. (see Appendix). This global dialogue has the potential to be extended to the

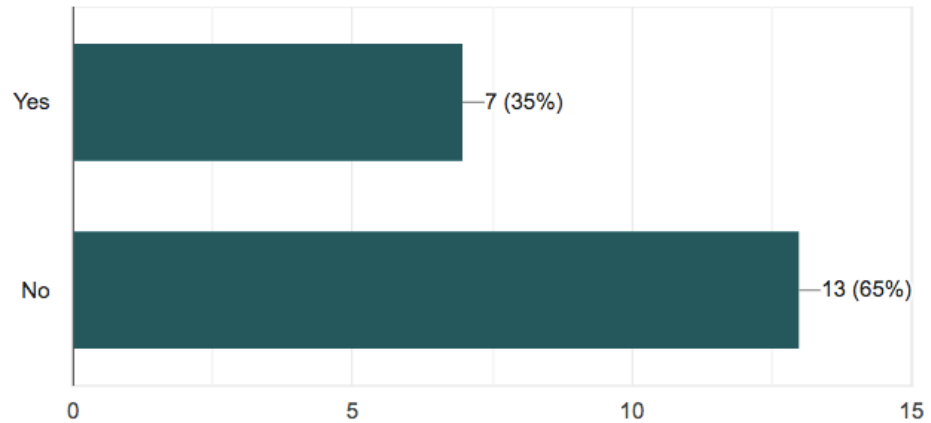
BanabaKgware Association SDGs seminars for kids at the Gaborone Public Library and/or other schools in the Gaborone area.

The Asia Society describes the globally competent learner as not only able to investigate the world, recognize perspectives and communicate ideas, but also to take action. As 16-year-old Swedish climate change activist Greta Thunberg said, “The first thing I have learned is that you are never too small to make a difference.” It is my hope that this Fulbright Inquiry Project will inspire and motivate young Batswana and U.S. learners to make a difference.

APPENDIX - SURVEY RESULTS – NARE SERETO JUNIOR SECONDARY SCHOOL FORM 3 LEARNERS

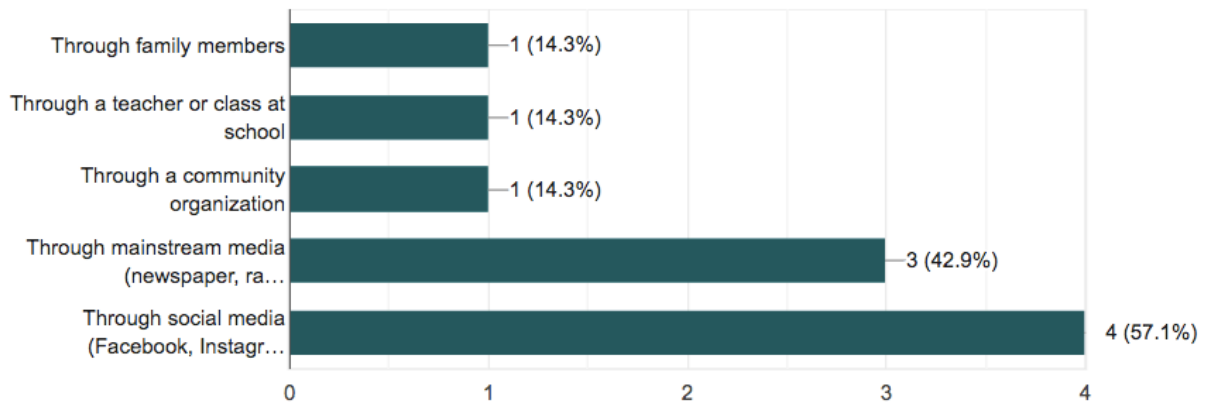
Are you aware of the U.N. Sustainable Development Goals (also called Global Goals) signed by 193 world leaders at the United Nations in 2015?

20 responses



If yes to #3 above, how did you first become aware of the U.N. Sustainable Development Goals?

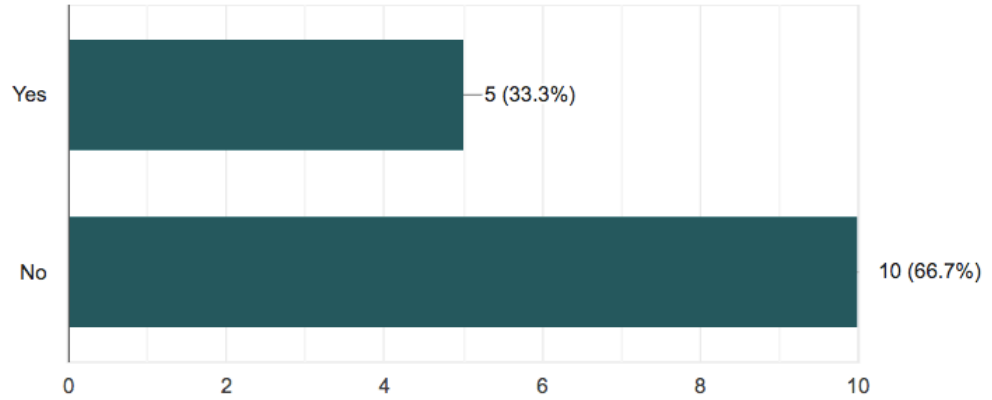
7 responses



Are you aware of opportunities for global youth to take action toward achieving the U.N. Sustainable Development Goals?

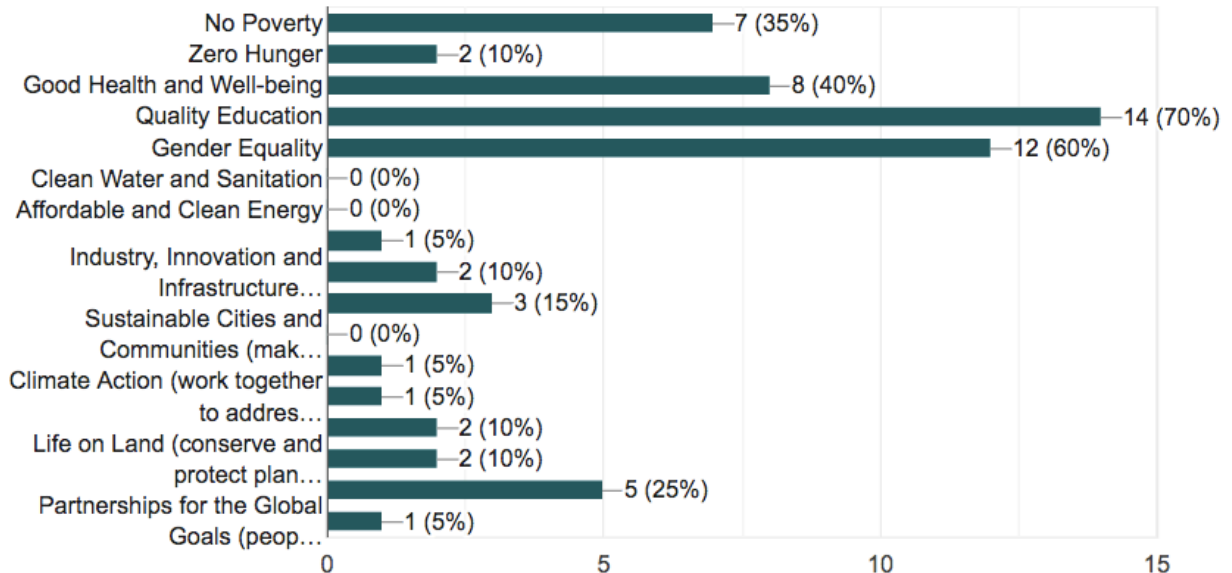


15 responses



Which of the 17 U.N. Sustainable Development Goals do you feel most motivated to take action on? (Choose up to 3).

20 responses



Would you be interested in exchanging opinions and ideas with youth in the United States that are also interested in taking action toward achieving the U.N. Sustainable Development Goals?

18 responses

