

## Paper Presentations

Room G

### Session 1:

**Associate Professor Mona Dahms** made a brief history of the need for special refresher training for women engineers in Afghanistan after the collapse of the Taliban regime.

The ratio of female engineers in Afghanistan is quite high approximately 30%

An overview of the Course, problems encountered and questions raised were carried out

The main theme for discussion was on "Is there a Universal Learning Style?" especially in a cross-cultural setting.

### Session 2:

**Ms Liz Whitelegg (UK)**, Senior Lecturer at the Open University stresses on the purposes of context-based approach in learning science and the ways to implement this approach in classroom vary considerably.

Various theories and context-based curriculum projects were put forward

Various issues for text-based learnings such as connection between science concepts and out-of-school interests, context, role of teachers, cultural appropriateness in diverse classroom, how to develop science learning using indigeneous knowledge within a cultural approach.

### Session 4:

**Nan Armour** presented The Hypatia project focuses on issues that limit women's participation and role in Science and Technology.

### Session 5:

**Valerie Johnston** discussed ICT integration in Canada and particularly The Ontario Knowledge Network for Learning which promotes a vision for ICT in education by enabling access through student learning initiatives and enhancing disability learning. Computers for Schools-Canada as an infrastructure enabling activity for provinces was also discussed.

Discussion highlights:

ORANGE HOME GROUP SESSION

People studying abroad in countries with different educational system, religious beliefs, clothing habits: barrier to integration: *Is it an issue to be taken by GASAT?*

Boys chosen for higher studies at the expense of girls as parents are against girls' higher studies.

In Nigeria, due to high cost, girls are not encouraged to go for tertiary education. All the money spent for the training of boys unless parents are rich.

Talk by Mr. Ramroop: At one point in time all Mauritian child has to choose which subject s/he is going to take for higher studies, sometimes parents decide but once they go in any field it is difficult to change stream.

GASAT papers should be chosen on the basis of practice and not about Government policies and what is going to be implemented. These papers should not be accepted by GASAT.

*Keynote Address-Thursday Morning*

*"The Emerging Gender-ICT Agenda in Education" Professor Lesley Parker*

**Conference Evaluations are needed from every participant.**

**If you have not received yours at Home Group - please pick one up in the foyer and return a.s.a.p.**

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## The Educational System in Nigeria

Dr Bessie A Ukpore is a Home Economics lecturer in the department of Vocational and Technical Education at Delta University, Nigeria. She is the head of Home Economics Unit and the co-ordinator of Post Graduate Programme (Master and Ph.D Home Economics). Her areas of research include, General Home Economics, Food and Nutrition, Consumer Education, Curriculum and instruction, environmental and gender studies. Her qualifications include B.Ed Hons Home Economics, M.Sc Home Economics and Ph.D (Curriculum and Instruction). Her Ph.D thesis is on Consumer Education.



Nigeria was first colonized by the British. She got her independence on 1<sup>st</sup> October 1960. During the colonial era (1914 - Sept 1960) and until 1982, Nigeria had the 6 – 5 –3 education structure. With this structure Nigerians spent six years for primary education, 5 years in the grammar school and three years for University education. Before an individual goes to the University to learn he or she must have obtained Advanced level Certificate through high school or G.C.E and a diploma certificate from Colleges of Education or other equivalent.

With the New National Policy on Education (1981) Nigeria now has the 6 – 3 – 3 – 4 educational system: 6 years for primary education (for ages 6 to 12 years), 3 years for junior secondary, 3 years for Senior Secondary School, and four years for University education.

The policy has made it possible for vocational education to be taught at all levels of education. In fact, at Junior Secondary School level, vocational subjects such as Home Economics, Business Education, Introductory Technology and Agricultural Science have been made compulsory for both sexes.

But before the introduction of vocational education in school through the 6 – 3 – 3 – 4 education system, there were a proliferation of vocational education institutions in many parts of Nigeria. These institutions organised their training programmes in an uncoordinated manner. The institutions included vocational training centres which offered two to three years post-primary training: domestic science centres and technical schools. The domestic centres were mainly for females while the technical schools were mainly for males. These programmes, however, were considered not to have fully achieved their objectives such as economic and social development. One of the reasons given for the failure of the programmes is that they were not gender-specific, especially in the informal sector. Hence the introduction of formal vocational education in schools.

Most often when the girls complete their studies they do not find job easily. Consequently some decide to continue their education or get married or become self-employed to get their daily bread.

Dr Ukpore is glad to have visited Mauritius: "It is a beautiful place and the people are very hospitable. The GASAT 11 conference has also been well organised and the organizing committee deserves commendations".



*Mrs J. Naugah, Miss S. Saddul, Mrs. Oogarah-Pratab and Jan Harding of GASAT 11 encourages the students to be the next generation of women with vision*



*Sensitising students from Nouvelle France Form 6 College*

## Cultural Night - Wonderful Sight!



A wonderful and energetic overview of Mauritian culture was enjoyed on Tuesday evening. I was fortunate to have a live commentary provided by Veena, a local Mauritian.

During the presentation, she explained the evolution of the island's population, as well as translated the songs for me. This context and background gave me a better appreciation of the meaning of the cultural presentation.

Thanks to Veena for her candidness and for sharing her culture's information! R Susan Smandych, P.Eng. Canada



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