



# Science Education and Literacy in Africa through NASAC

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## Outline

Network of African Science Academies (NASAC)

1. About us
2. Our flagship programmes and outputs
3. Science Education Programme (SEP)
4. Partnerships for SEP
5. Spin-offs from SEP initiatives

## About NASAC

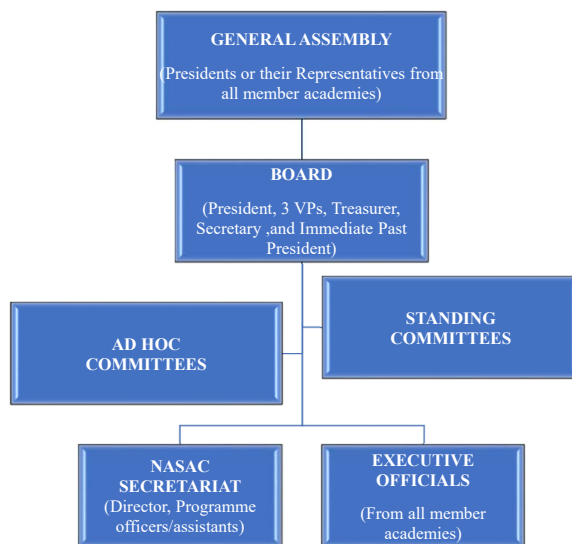
### Membership and mission

28 Member-Academies	
AAS (Regional)	Mauritius
Algeria	Morocco
Benin	Mozambique
Botswana	Nigeria
Burkina Faso	Senegal
Cameroon	South Africa
Congo Brazzaville	Sudan
Ethiopia	Tanzania
Ghana	Togo
Ivory Coast	Uganda
Kenya	Zambia
Madagascar	Zimbabwe
Rwanda (2018)	Burundi (2018p)
Tunisia (2018p)	Egypt (2018p)

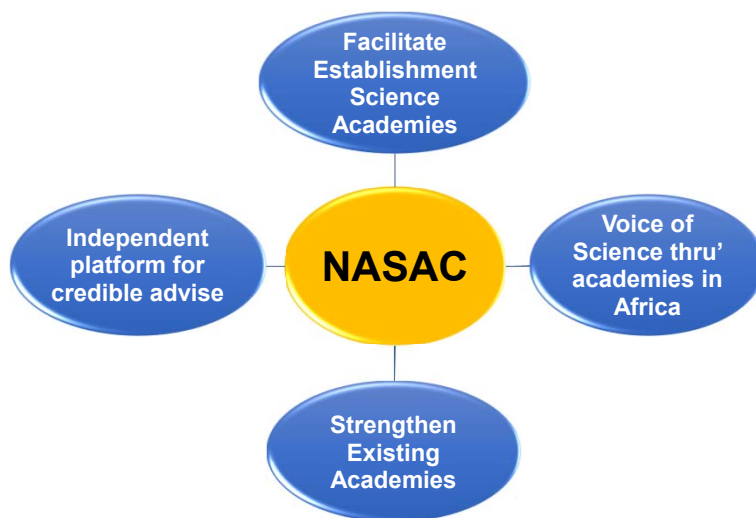
Founded in Dec. 2001  
as independent  
network for African  
science academies to:

***“provide authoritative  
science advice for  
policy formulation for  
development in  
Africa”***

## Governance



## Unique Niche

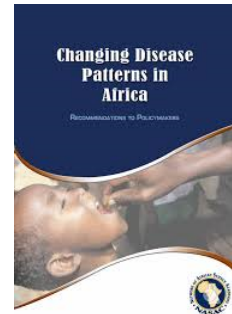
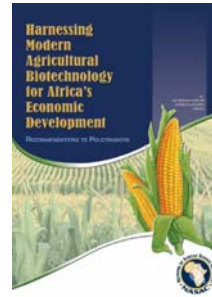
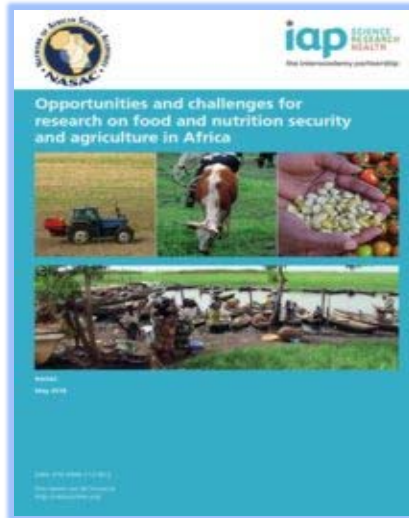


## Flagship programmes and outputs

### Programmes and outputs



## Other programmes and outputs



*SDGs dimension*

Science Education Programme  
(SEP)

### *Science Education Programme (SEP)*

- NASAC's flagship programme since 2007 and SEP Working Group members appointed by the Board as an advisory group
- Regional and international collaboration on SEP (jointly hosted SEP events in Cameroon, Chile, Finland, France, Kenya, Senegal, South Africa, Uganda)
- Enhanced capacity to deliver on SEP Mandate
  - Terms of reference for governance and role
  - Hold face-to-face meetings
  - Adopt training-of-trainers activities for teachers
  - Engage students and early career researchers for posterity
  - Support IBSE pilot schools in Cameroon and Uganda

### Partnerships for SEP

## IAP partnership for NASAC-SEP

- **Workshop** on Gender Mainstreaming for Science Education in Africa *in April 2017 in Nairobi, Kenya (joint event for Wfs and SEP working groups)*
- Training **Seminars** for science teachers in partnership with French Academy's *La main à la pâte*
- Academy **mentorship** on SEP for new NASAC members (encourage peer to peer learning and sharing of practical experiences)
- **Meetings** of the SEP Working Group members on 8-9 October 2019 in Nairobi, Kenya - '**Promotion of Climate Change Education in Africa**'



Network of African Science Academies (NASAC)

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## Chinese and French Academies Partnership

### BRISECC

- Member of Belt and Road International Science Education Coordinating Committee (BRISECC) and Partner
- Fostering IBSE (Inquiry-based Science Education) for African **students, science teachers and scientists** through Belt and Road Teenager Makers Camp and Teacher Workshop by CAST/CYSC
- Encourage the participation of NASAC members and involvement in Science for students

### AEMASE

- Co-organized [with the French Academy] and supported the participation of science education experts to the African European Mediterranean Academies for Science Education (**AEMASE**) conferences
- Supporting the participation of African scientists to CESAME centers and at AEMASE activities

## Spin-offs from SEP initiatives

### ***Enhanced science culture in Africa***



- Popularization of science at community and policy levels targeted at improved science teaching and learning
- Championing pursuit of science careers among students in general and girls in particular
- Engaging with young researchers and early career scientists in transdisciplinary research (LIRA2030)
- Facilitating a SEP community of practice among teachers and scientists
- Utilization of local materials for science lessons with an emphasis on relevance for place-based knowledge



## Linking science education and literacy to global UN-SDGs and regional AU-STISA



- Contextualize global issues in local environments e.g. Climate change education
- Focus on solution-oriented science education to reduce resource duplication and wastage (relevance)
- Secure SEP buy-in by involving all stakeholders from the onset (academia, policy, public) to factor SDG/STISA
- Attempt to address sustainability issues upfront (acknowledging in-kind contributions by schools and the private sector)
- Consistently applying gender lens



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Thank you for your continued support



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