



*International Council of Associations for Science Education*

We, the delegates of the ICASE African regional conference on “Meeting the Challenges to Sustainable Development in Africa through Science and Technology Education,” held May 24-29 in Abuja, Nigeria

- Noting we are in the decade for Education for Sustainable Development which began in 2005 and this must be seen much more than just a slogan;
- Stressing that Science and Technology Education is part of education and hence much more than simply the teaching of science and technology content;
- Aware that changes take place as countries develop and tackle new problems and this necessitates changes in Science and Technology Education (STE);
- Concerned that changes in STE are slow and need longer to effect than the typical term of office for elected politicians,

Put forward the following statement on STE for the attention of all stakeholders -

- STE is a matter of concern across African countries, requiring not only special but also effective, well resourced and professionally driven attention, to meet society needs for Education for Sustainable Development for the 21<sup>st</sup> century;
- In striving for the enhancement of scientific literacy for all, greater attention is needed to ensure STE, at both the basic and post-basic levels, is RELEVANT to the needs of the changing society and to the needs of both boys and girls as future citizens, whatever their intended career;
- Education for Sustainable Development, especially in relation to issues of peace building, developing tolerance, appreciating human rights, HIV/AIDS, food scarcity, poverty alleviation, ecological concerns and hence the developments of life skills (including entrepreneurship skills), as well as to the promotion of society values, needs to be incorporated into the intended STE curriculum and must be an integral part of the assessment of students at all grade levels;
- STE teaching must emphasis student learning of, and assessment strategies associated with, skills promoting problem solving and socio-scientific decision making; emphasis must be given to greater appreciation of the actual nature of the concept called science, rather than the simple memorisation of scientific facts, theories and laws.

- To facilitate the inclusion of Education for Sustainable Development as part of STE, continuous professional development (CPD) should be mandatory for every STE teacher.
- Partnerships and networking need to be recognised as having an important contribution, within the region, within the country and within Africa, to the development of STE teaching, especially with regard to relevance, sustainable development and gender/equity issues; the importance of establishing and promoting a professional STE teacher association needs to a priority in aiding the promotion of such partnerships and networks.