

ISCEST NEWS

is produced quarterly.

Inside this issue:

A Goodwill Message from Professor Steve Azaiki OON	2
Keynoters' Abstracts	4
Fuller Levering of Covid19 Scourge for Development	6
ISCEST Reinstates Executive	6
Turner Decries Fake News	7
Insights from Professor Mungai	7
Meet Timipre Wolo, Advocate of STEM	8
Women and Development: The Role of Education	8
Well Done AFRIB-VAM!	9
Seplat Petroleum	10
An Admission Opportunity!	10
Plan to Attend: 2021 Comparative Education Conferences	11
A BIG Thank You from the ISCEST President!	12
Sincere APPRECIATION for Partners, Supporters and Friends of ISCEST	12

ISCEST NEWS

Issue 4

December 2020

ISCEST 7th Annual International Conference—A Memorable Virtual Experience!



Centre: Honourable Professor Steve Azaiki OON, Founding ISCEST President welcomes delegates to the 7th International Annual ISCEST Conference

The International Society of Comparative Education Science and Technology (ISCEST) convened its first virtual conference from 30th November to 1st December 2020. The Covid19 pandemic has greatly impacted the organizational operations of all societal institutions around the globe, hence the reason for an ISCEST virtual conference. It was indeed an experience that all participants will remember. The papers presented, tackled a number of issues that affected communities in Nigeria and other nation states and offered suggestions on the role that education can play in addressing these problems.

The conference was indeed a memorable experience. The keynoters' Abstracts and other highlights are presented on pages 4 to 7.

Publish Your Research Paper in CSCEST!



Current Studies in Comparative Education, Science and Technology (CSCEST) is ISCEST's Official Journal. The journal promotes interdisciplinary studies in education, science and technology. It publishes original research and papers that discuss, analyse or evaluate policies, or those that disclose relevant gaps in existing research. For more information on paper submission please visit <http://www.journal.iscest.org/>.

A Goodwill Message from Professor Steve Azaiki OON

Goodwill Message from Professor Steve Azuki, On, to African International Institute of Business Valuers and Management, On The Its Multidisciplinary International Conference At Margaret Bassey Ekpo Conference Hall, Ugep, Cross Rivers State, 25th November, 2020, Nigeria

PROTOCOL

My delight is first, in being invited to this conference as a guest, and secondly being asked to send a goodwill speech, as a mark of solidarity to the African International Institute of Business Valuers and Management (AFRIBVAM) as well as to pep its members and participants in this important conference. I thank the organizers for inviting me and for the opportunity to express words of goodwill.



Professor Steve Azaiki

The relevance of this international institute which focuses on business valuation and management, a professional aspect of business management which is very vital to investment and economic development, yet often ignored, cannot be overemphasized. This is more so in the present circumstance of global economic downturn, due to the COVID-19 pandemic, and the quest to reposition national regional and global economies for future growth.

Accordingly, the theme of this conference which aptly projects to a post-Covid-19 economy that would be driven more by an investment-minded government and citizenry that would be imparted the right entrepreneurial attitudes is very important. It is even so, considering the multidisciplinary approach adopted by the AFRIBVAM in this year's conference, harping on sectoral synergy among business management, education, science and technology. The institute's core mandate of business valuation, and emphasis on it as a veritable professional practice that would ensure successes in investments of all sorts, hence economic growth, is equally laudable.

Entrepreneurship or investments has at best remained like Holy Grail Message in the developing economies, with only a few persons or organizations, actually going into business ventures. Understandably, effective business education/training; mentoring; funds, good roads/transport system and electricity to power businesses, are impeding the implementation of many investment ideas. One area that is affecting business success in Africa, Nigeria inclusive, is neglect or inability to conduct feasibility studies for new ventures, in order to plan well, minimize risk as well as project into net-profit and future growth of businesses, especially, at the small and medium scale levels.

Cont'd from Page 2

At the larger scale, the issue of assessing the value of liquid and fixed assets and liabilities of existing companies, and or properties for sale, purchase, shareholding and value of shares, acquisition, merger, divestment and so on, also still needs to be done with best global practices.

Thus, AFRIBVAM is most welcomed in its mandate of promoting application of business valuation principles and best practices, given its cream of scholars and professionals as well as international affiliations, present also on this conference.

In striving to achieve the mandate, I urge the Institute not to be deterred by the existence of other related areas and professions in business, management, surveying, estate management, engineering, project management, corporate law and lots more. These professions might raise issue of encroachment, but the fact that business and the zeal to improve human lives, know no boundaries, underscores the essence of business valuation as a multifaceted profession.

Therefore, business valuation needs to exist as one of the professions. And I believe it has come to stay, world over. So, Nigeria needs to have this profession to be well-footed in its economy, like any other profession. The Institute's choice of multidisciplinary model of knowledge development and practice is therefore, a step in the right directions. This approach should be sustained.

May I also urge the Institute to consider agricultural science and agribusiness as one potential, but inadequately utilized channel in developing nations' quest to boost economic development and food security. Our plans, particularly, Nigeria's vision to achieve these, besides providing employment for the teeming unemployed graduates and non-graduate youths, can be greatly achieved with farming. This is thus, one sector that the government can explore to engage thousands of youths, so as to address restiveness arising from lack of employment. The Institute could also help to encourage agripreneurship, as well as impart feasibility studies and business valuation skills in those interested to invest in the sector.

More sensitization about business valuation would also need to be done by the Institute, particularly in schools, urban and rural areas to enlighten more persons about it, and motivate young entrants into the discipline and profession.

Once again, I thank you for giving me the opportunity to speak this August conference. I wish you fruitful deliberations.

Prof. Steve Azaiki, OON,
HONOURABLE LAWMAKER

Keynoters' Abstracts

Re-imagining Science and Technology in African Education amid the Covid-19 Pandemic: Critical Convergence of the Received and Indigenous Knowledge



Professor N'Dri Assie-Lumumba

Formal education in Africa, even in the post-colonial period, has been characterized by the predominance of the curriculum and pedagogy derived from the colonial experience. At its inception, what Claude Ake (1982) called the “received knowledge”, as a European education package, was in essence predicated on “epistemicide” (Boaventura de Sousa Santos 2014, João M. Paraskeva 2016), whether unintended or purposeful. The mission, philosophy, methodology, content, pedagogy and all aspects of epistemology of African education were rendered irrelevant. In the context of the Covid-19 pandemic, some African scientists educated in the aforementioned formal education tradition have been acknowledged and brought to the forefront for their contributions to the scientific knowledge. At the same time, abruptly faced with the existential threat posed by Covid-19, the long-standing call by African intellectuals for “decolonizing the mind” (Ngũgĩ wa Thiong’o 1986) has received an enthusiastic response. Indeed, some of Africa’s plant-based medicinal practices in the broader framework of indigenous knowledge systems have been rediscovered and generally sought after, even by the very Europeanized urban and cosmopolitan elites. In this address, it will be argued that this experience related to the search for curative and preventative medicine should be treated as a turning point toward a deliberate integration of the received and indigenous knowledge systems grounded on an uBuntu paradigm.

Educational Leadership, Science and Technology: Meeting the Challenges of the Covid-19 Pandemic.



The task of leadership is not to put greatness into humanity, but to elicit it, for the greatness is already there – John Buchan.

The world has come to a standstill with the COVID-19 pandemic and every community has been affected in different ways. At a time like this when crisis hits every nation and every sector of the society, we have to think and innovate new ways for the survival of our education system and the main sectors in each community.

This is a time to critique existing paradigms, and advocate for policies and practices that will develop a sustainable nation/community for all.

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” – William Arthur Ward

Keynoters' Abstracts Cont'd

Covid-19 and the Other Pandemic: Vaccinating against Fake News

One of the distressing features of 2020 has been the fact that ridiculous stories and stories that are demonstrably false have circulated freely. People have been happy to pass on rumours and supposed "cures", with the thought that they "might be useful". Our default position seems to be to pass on stories on the assumption that they might be helpful, rather than not pass them on because they may be damaging. Indeed, many of these false rumours have proved extraordinarily resistant to efforts to refute them, and those efforts at fact-checking have often prompted counter conspiracy theories, that the authorities are trying to suppress the truth. However, there are im-



Professor David Turner

portant differences between a medical pandemic and a pandemic of fake news. If a vaccine can be found for the disease produced by the coronavirus, it will be the work of small teams of people working in laboratories (though the testing and manufacture of a successful vaccine will involve many more). Protection against the spread of false ideas will involve the much wider involvement of the public, or, indeed, all of us. The latter epidemic, therefore, has implications for education, and how we provide the skills of critical evaluation of information to all people. On the other hand, we, as academics and teachers, have developed ways of addressing the provenance of ideas, and the tracing of support for specific lines of argument. We therefore have some of the tools that are needed in the battle against the other pandemic. Moreover, as this is the specific contribution that academics and teachers can make best, it is also our responsibility to do what we can to inoculate our students. All the signs are that this will become increasingly important in the future.

The World after Coronavirus Pandemic: Role of Science and Technology

This keynote paper has however been prepared to throw up some emerging issues of how the science and technology will affect the world in the aftermath of the coronavirus pandemic. Science (including medicine) and technology have been seriously challenged and no doubt made some progress in the testing, prevention protocols (including vaccines) and treatments. The covid19 pandemic has affected many science, space and technology institutions and government agencies worldwide, leading to reduced productivity many fields and programs. It has also opened several new funding research opportunities and lines in several governmental and public health agencies around the world. Some of the implications of the pandemic include (1) Working from home as the new normal; (2) Teleconferencing has served as a viable replacement for cancelled events such as weddings, religious services as well as daily business meetings and social contacts; (3) Education will increasingly adopt the use of distance learning programs and open educational applications and platforms that schools and teachers can use to reach learners remotely in order to reduce the impact of disruption occasioned by the lockdown; (3) Increased collaboration between various scientists and health workers in public health research issues such as diagnosis, vaccine development; (4) Production and trade will be regionalized returning to the places of consumption, with the help of robotics, 3D printing and 4.0 productivity; (5) China will strengthen its Artificial Intelligence (AI) advantage in sectors like health, purchasing, transport, payments, etc for fear of trade war and fall-out of Covid 19.; and (6) Ascendancy of the internet of things (IoT) devices in the post-covid 19 world. While 3G put the mobile Internet in our hands, 4G gave us mobile broadband, while 5G will connect everything *and* everyone



Professor Adebiji Daramola

Fuller Leveraging of Covid19 Scourge for Development

By ISCEST Correspondent Etete Enideneze

In his keynote address, Prof. Adebiyi Daramola, former Vice Chancellor of Federal University of Technology Akure (FUTA), harped on the need to leverage on the positive impact of the Corona virus pandemic.

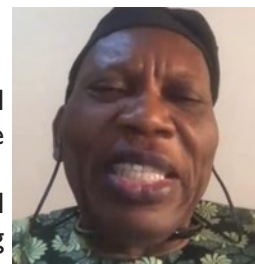
Prof. Adebiyi stated that the pandemic has challenged individuals, organizations and countries to adopt new methods of doing things. He gave the example of teaching and learning as well as online meetings and working from home via internet-based platforms as necessary approaches that ought to be improved upon. Responding to

a question by this reporter, on why Nigerian universities were yet to really adopt online approach to education, Prof. Adebiyi, a renowned scientist and academic, attributed the delay to poor funding and lack of modern facilities.

The keynote speaker called for new funding patterns to provide state-of-the-art facilities in Nigeria's public universities, for instance, little contribution from parents. He stated that private universities in the country delivered lectures and held convocations virtually because they are funded by the high tuitions paid by parents of the students. Without new funding patterns to provide adequate funds for upgrading public universities, the conflict between Academic Staff Union of Universities (ASUU) and Federal Government, would never end, the don contended.

According him, the need to be prepared for the post-pandemic world was even compelled more by the Internet of Things (IoT), which would connect nearly everything and activities online to boost data and ease human endeavours, just as the 5G network would boost speed in internet usage.

Thus, instead of been swayed by conspiracy theories, he said, Nigerians should rather embrace the new technologies, pointing out that the vaccines so far produced for Covid-19 are not connected to micro-chips as alleged.



Professor Daramola

ISCEST Reinstates Executive

By ISCEST Correspondent Etete Enideneze

International Society of Comparative Education, Science and Technology (ISCEST), Nigeria, has extended the tenure of its Executive Council, led by Prof. Jason Osai. This was the highpoint of the organisation's conference which commenced November 30, 2020 and billed to end December 1, 2020.

The development followed a unanimous resolution sequel to a motion by Mr.

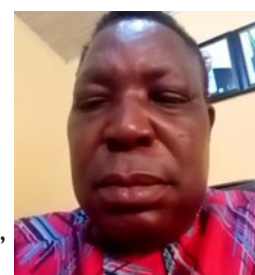
Uche Samuel Ogboaja and seconded by Mr. Enifome Donatus Emesakoru, on ground of disruption of the council's efforts by COVID-19 throughout 2020.

The ISCEST is a body of academics and professionals in Nigeria, with affiliations to world organizations. It promotes discussions and research in science and technology to match theory with practice for society's benefit.

Declaring the conference open, founding president of the ISCEST, Nigeria, Prof. Steve Azaike, said the organization had successfully hosted six conferences offline in the past, noting that this year's edition held online due to the second wave of Covid-19 pandemic.

He added that as a conference that attracts attendees from across the world, it was important to host the current conference online, via Zoom.

Prof. Azaike who is also a Lawmaker in Nigeria's House of Representatives, thanked the executives and committees of the ISCEST as well as members and non-members from various locations for logging in to participate in the conference, which continued December 1, 2020 with main lectures.



Dr Lucky Eleanya
Vice President, ISCEST

Turner Decries Fake News

By ISCEST Correspondent Etete Enideneze

The recurring incidents of fake news, has been described as a serious menace to mankind and society, thus must be tackled head on.

Decrying the ugly trend, an education expert from University of South Wales, United Kingdom, Prof. David Turner, said fake news was not new to society but that, the situation is worst in the 21st Century, thus the plague of untrue news and those having the “syndrome” of peddling false information, need to be “vaccinated” like Corona virus patients.

Prof. Turner, spoke in a keynote address, delivered at the online conference of the International Society of Comparative Education, Science and Technology (ISCEST) December 1, 2020, stating that the abundance of information and free access to social media have encouraged spreading of false and harmful news. He noted that the menace of fake news was everywhere in the world, and exemplified clearly in the Covid-19 pandemic as well as in politics, citing the contests between Donald Trump versus Joe Biden in the American Presidential election as another instance.

According to him, the Corona virus scourge which he dubbed as the 'Metaphor of Fake News' has provided a fertile ground for peddling of false information to scare people, a development he pointed out, has caused more harm to those incapable of identifying false reports. The negative effects of churning out fake information on the social media, for selfish motives, were noticeable in the sharp decline in logical and rational contributions to discussions about politics and public affairs, Prof Turner posited. He added that this was despite the increase in number of educated citizens. Miffed by the syndrome of fake news in a Post-truth Society, a phase coming after Information Society era, a phase in which the problem is not just about information overload, but concern about truth-telling, Prof. Turner has advocated some recipe among which are: Self-consciousness in the use of social media, and creation/spreading of false, unverified, misleading or harmful information. Putting public interest above selfish interest in the creation and spreading of information. Developing and presenting information that would be genuinely informative and educative to audiences. Verifying information from more than one reliable source, and disseminating only factual and truthful news. Using reliable news sites and search engines to cross check news purported as factual, accurate and truthful information.

Increasing the number of citizens with formal education, and who can discern fake or harmful propaganda – based information, and take critical stand against such messages. An increase in educated persons would dwarf the few uneducated persons who churn out falsehood or ignorantly believe fake news. Retooling of the philosophy of education and curriculum to produce critical and rational beings that can evaluate ideas and information and take a stand, as well enhance quality in public discourse. Prof. Turner's keynote paper, elicited not just applause, but interesting comments from other participants at the ISCEST conference.



Professor David Turner

Insights from Professor Mungai

Prof. Anne Mungai a Kenyan scholar with Adelphi University New York, pointed out that the structure of present educational curricular indeed impart some knowledge that appear questionable, or not in sync with African values, yet accepted without satisfactory answers. She gave the instance of English Language which was inherited from the British colonialists as lingua franca in Africa, stating for instance that till date the question of which principle of grammar warranted calling a person who teaches, as teacher; a person who drives, as a driver, but a person who cooks is rather called a cook, not a cooker, is begging for answers. On the use of communication technologies, Prof. Mungai took a stand that although it was a good development, the antisocial behaviours that online learning could encourage, needed to be tackled through media effects awareness campaigns to students, parental guide, as well as use of filtering mechanisms to block immoral contents.



Professor Anne Mungai

Meet Timipre Wolo, Advocate of STEM Education for Young Girls In Africa



Timipre Wolo

Timipre Wolo is the CEO of TFN Energy Limited and the Founder of the Centre for Gender Equality, Education and Empowerment (CGEEE), an NGO which she set up in response to the high level of illiteracy and poverty amongst women and girls in rural areas across Africa. Growing up in the oil rich but highly impoverished Niger Delta region of Nigeria, Ms. Wolo developed an early interest in finding lasting solutions to the development issues in the region. The loss of her mother at the age of 12 did not stop her from pursuing her dream of becoming a lawyer. She graduated with a Bachelor's Degree in Law in 2005 and proceeded to the University of Aberdeen, Scotland, United Kingdom where she obtained a Masters' Degree (LL.M.) in Oil & Gas Law.

Timipre began her career in private legal practice, whilst also running the Greener Nigeria Initiative, an NGO focused on the environment which she co-founded. In 2010, she joined the Legal Department of the Petroleum Technology Development Fund (PTDF), Nigeria's foremost government agency responsible for capacity development in the oil and gas industry and was subsequently appointed Special Assistant to the Executive Secretary. In September 2011, she was assigned the responsibility of leading the team tasked with fostering closer collaborations between the PTDF and relevant stakeholders in the industry such as IOCs, NOCs, the academia, the National Assembly and Oil producing communities. Thus, becoming the youngest person to ever serve in the PTDF Management.

Driven by her passion and commitment to youth development, while serving as Head of the Fund's Industry Collaboration Unit, Timipre championed several youth empowerment initiatives including the PTDF Youth Entrepreneurship Scheme; Special Training and Educational Scheme; and an educational collaboration with the United Nations Institute for Training and Research (UNITAR). These initiatives led to the award of scholarships to about 400 disadvantaged youths from the Niger delta and across Nigeria, to study at various institutions overseas.

Timipre also championed the first ever Helicopter Pilot Training Programme for the petroleum industry in Nigeria with the training of indigenous youths as internationally certified commercial helicopter pilots. Following the successful completion of their training, she played a key role in facilitating PTDF pioneer job-creation partnership with the private sector, culminating in employment of 15 of the young budding pilots into positions hitherto held by expatriates.

Women and National Development: The Role of Education

The above theme was the title of the paper presented by Dr Rachel Dickson at the 7th ISCEST International Annual Conference. Dr Dickson strongly asserted that Nigerian women have a very important role to play in the development of the nation. She pointed out that as far back as colonial times, women chiefs were actively involved in the community's affairs and other community activities from various ethnic groups. Dr Dickson strongly asserted that Nigerian women have a very important role to play in the development of the nation. She pointed out that as far back as colonial times, women chiefs were actively involved in the community's affairs and other community activities from various ethnic groups. She noted that the valuable contributions that women made were not always recognized. Dr Dickson also said that women and men were not exposed to the same educational opportunities.



Dr Rachel Dickson

Well Done AFRIBVAM !

AFRIBVAM Multidisciplinary Academic International Conference was held from 25th to 27th November 2020. The venue was Margaret Bassey Multipurpose Conference Hall, Cross River Institute of Technology and Management, Ugep, Nigeria. The theme of the conference is *Sustaining Entrepreneurship Spirit through Business Valuation, Education, Management, Science and Technology in Africa*. Below are some photo highlights from the conference:



Seplat Petroleum Targets Nigerian Teachers for STEAM Training

By Emesakoru Enifome

Seplat Petroleum Development Company Plc (SEPLAT), leading indigenous energy Company, continues to make notable strides with its drive to improve the standard of education in the country, particularly for its host States. The Company has just introduced yet another laudable educational programme targeted at Secondary School Teachers. The educational programme tagged SEPLAT Teachers Empowerment Programme (STEP) initiative aims to promote Teacher's creative thinking, allow for higher student engagement, and offer a well-rounded education for recipients of the programme.

The maiden Seplat Teachers Empowerment Programme (STEP) made its debut in Benin City, Edo State, on November 23, 2020, and lasted five days for the first phase. The five-day residential Workshop introductory phase kicks off a six-month programme specially designed for Teachers providing them training on teaching applications for Science, Technology, Engineering, Arts and Mathematics (STEAM) as well as leadership and self-improvement training.

The training continues online over six months with Teachers receiving customized training modules on efficient pedagogical methods for STEAM education, as well as leadership and self-improvement training. Seplat developed an Online Teachers Resource Centre which provides the Teachers access to inclusive learnings highlighting best techniques and practices for implementing STEAM teaching methods and assists Teachers to learn to use such methods in the classrooms. The E-Platform will provide and connect Teachers to a collection of STEAM resources to enable them to understand, teach and demonstrate effectively to their students. Seplat supports the Teachers with the provision of electronic devices and internet data for the period of training. Seplat supports the Teachers with the provision of electronic devices and internet data for the period of training..

An Admission Opportunity!



CLEM-FORT HERITAGE ACADEMY
Achieving Together

ADMISSION ONGOING

- CRECHE
- PRE-NURSERY
- NURSERY
- PRIMARY
- AFTER SCHOOL

ADDRESS:
1st Gate, Drive 1, House 103, Prince and Princess Estate
+234 803 605 5087, 0810 331 7620
clemfortheheritageacademy@gmail.com

Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family. – Kofi Annan

Plan to Attend: 2021 Comparative Education Conferences!

65th Annual Conference, 25 April—2 May 2021
CIES Virtual Conference
Social Responsibility within Changing Contexts



XIX Annual International Conference,
New Challenges to Education: Lesson from around the World
Bulgarian Comparative Education Society (BCES), Sofia, Bulgaria, 22 - 25 June 2020

XXIX Conference of CESE, May 24-28, 2021, Reggio Emilia, Italy
Comparative Education Society in Europe (CESE), *Communities and Education in an Era of Accountability and Control*



KIE Conference – 27-29 July 2021
Madrid, Spain
The World Education Fellowship
The Torrance Roundtable,
Kaufman Research Symposium

Reisman Diagnostic Creativity Assessment (RDCA) Special Interest Group

ICCIE—International Conference on Comparative and International Education—November 11-12, 2021 in Tokyo, Japan

Challenges Encountered and Solutions Adopted in Comparative Education



British Association for International & Comparative Education (BAICE) - 27th May 2021

Virtual Conference: *Towards Decolonised Futures*

**THE INSTITUTE OF
SCIENCE AND
TECHNOLOGY YENAGOA
(IST YENAGOA)**

ISCEST Secretariat
Plot 1 Gen.
Andrew Azazi Drive
Off Imgbi Road, Amarata
Yenagoa
Bayelsa State
Nigeria

Phone: +234 (0) 815 762
8802

Email:
instituteofsciandtechyenagoa
@gmail.com

Newsletter Editor:
Dr Gertrude Shotte

ISCEST LOC Researcher
Emesakoru Enifome

Check our website!
www.istyenagoa.ng



A BIG Thank you from the ISCEST President!

From all reports, the 7th ISCEST Annual International Conference was a great success. The challenges and issues brought about by the Covid19 situation made it impossible for ISCEST to organise its usual face-to-face conference. The conference was therefore a virtual one.

I wish to use this medium to express my sincere thanks to all the participants. Special thanks are extended to the keynote speakers—Professor David Turner, Professor Anne Mungai, Professor Assie-Lumumba and Professor Adebisi Daramola, who all had to make adjustment to their schedules in order to participate in the conference. This shows that they consider the ISCEST conference an academic event that should not be missed. And we all are very grateful for their informative deliveries.

A BIG thank you to all who made the first virtual conference for ISCEST the success that it was.

President, ISCEST
Professor Jason Osai



Professor J. Osai

Sincere APPRECIATION for Partners, Supporters and Friends of ISCEST

People from all over the world, including you the supporters of ISCEST, have been dealing with numerous and varied challenges and problems because of the Covid19 pandemic. In spite of this, you continued to give your support to ISCEST. For yet another time, all members of ISCEST extend heartfelt thanks to you for being there even in these difficult times.

