

Education and Knowledge: The Young People

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Mundus maris asbl

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Why does it matter? (1)

- *Connecting to what the learner already knows and understands is an essential prerequisite for accelerating learning. The brain constantly seeks patterns of meaning based on those patterns that are already known and understood and the capacity to recognize and learn new patterns. (Smith 1998);*
- *You have to take time to get kids deeply involved in something so they can think about it in lots of different ways and apply it – not just at school but at home, on the street and so on. (Gardner, 1993)*

Why does it matter (2)

In an environment, where trends in knowledge development are taking a new twist, Africa now faces a big challenge as it tries to respond to the inevitable need to embrace science and technology as the basis for sustaining growth, and for competing in a global environment that is largely driven by knowledge and innovation.

Thus, understanding the main elements of a knowledge-based economy, particularly the knowledge triangle and how it can be harnessed for Africa to achieve sustainable development remains critical.

Let me personal (1)

Although Nigeria is endowed with human and natural resources, it is still one of the poorest countries in the world primarily due to corruption in government. Today, the education sector is in shambles, with the government doing little to address the problems of decaying facilities, student cultism and teachers' strikes.

The health sector has faced its greatest challenge in the last few years with unchecked flight of personnel due to inadequate working environment and incentives as well as deteriorating infrastructures.

Let me be personal (2)

Nigeria, in contrast to many developing countries, has neither articulated a development strategy linking knowledge to economic growth nor built up its capacity to do so. Although it is Africa's largest country with 20 percent of the region's population, Nigeria has only 15 scientists and engineers engaged in research and development per million persons. This compares with 158 in India, 168 in Brazil, 459 in China, and 4,103 in the United States (WORLD BANK 2002a:Table 5.11).

What chance does Nigeria have of participating in the emerging global knowledge economy? A review of the country's past and present higher education policies may provide part of the answer.

Let me be personal (3)

With a population of more than 140 million and ample natural resources, Nigeria is Africa's sleeping economic giant. It is also a somewhat deformed giant. While one-third of its population pursues a life style oriented in various degrees towards Europe and North America, the other two-thirds struggles to survive on less than one dollar per day (WORLD BANK 1996).

Wrapped in a culture noted for industry, creativity and initiative, some Nigerians prefer to apply these talents to questionable or illicit pursuits, while many others expect government to provide the cure for their economic and social ills.

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Science and Arts for Sustainability (1)

- *Mundus maris* asbl is a grass-root organisation that uses science and arts to contribute to building viable futures for young people. In plain words, the strategy is to increase awareness of how science and arts education can improve school curricula to such an extent that livelihoods can be sustainable and compatible with marine and terrestrial ecosystems.
- *Mundus maris* asbl engages with schools, e.g. those participating already in collaborative exhibitions in 2009 and 2010 and promoting the values and character formation through supporting practice around concrete and realistic goals in line with sustainability, educating for life and peace and the training of ethical and socially responsible leaders.

***Mundus maris* asbl (2)**

The actions and proposals covered in the current work programme of *Mundus maris*, which pertain to educational objectives, consist of promoting basic values (self confidence, decision-making, participation, solidarity, equality, tolerance, accountability) through action. These values are called basic because they are the foundations of the other values.

To be effective, the values need to become internalised into daily practice and habits in the lives of the Youths through practice and recognition. This way, the assimilation of values will be achieved over a medium-term horizon.

Mundus maris asbl (3)

It is the lack of progressive educational concepts, policies and practice that failed to produce outcomes and human development processes in rural and maritime communities in Nigeria. This process was acceptable for a time, but people in places like the Niger Delta of Nigeria are reacting to such lack of oversight as well as anger in lack of equity and social development.

The women and youths of families whose livelihoods have been in fisheries spiked, when women came out to protest the oil spills that killed much of the natural resources thereby resulting in poverty and ruined livelihoods for the family members.

***Mundus maris* asbl (4)**

The establishment of a *Mundus maris* asbl chapter in the Niger Delta is in response to the assessed needs of schools with students from families of limited resources, who wish to improve the quality of education, but do not have the technical and economic means.

This is critical for the future of young people in the Niger Delta to prevent them joining the militia. Various activities aim at contributing to poverty reduction of social groups from the educational institutions while supporting sustainable human development by improving the quality of education.

Mundus maris asbl (5)

In the last three years the young people in the Niger Delta, who participated in the arts exhibitions, have confirmed the need for such an intervention in support of their future educational development. The youth exhibition “See(a)Art”, recently held in Hilden, Germany, confirmed the young people in the Niger Delta's desire for such interventions.

It started to raise funding for the proposal to establish a Resource Center – dubbed the “Oloibiri Resource Center” for students to meet and learn collaboratively while at the same time reaching out to young people elsewhere with the support of *Mundus maris*.

Do Visit our Website

- We invite you to visit our website to see the graphical representations of these young people and how their observations inform us about what they think and what they desire!
- THANK YOU VERY MUCH
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