



The African Council for Gifted and Talented

For the Advocacy of African Gifted and Talented

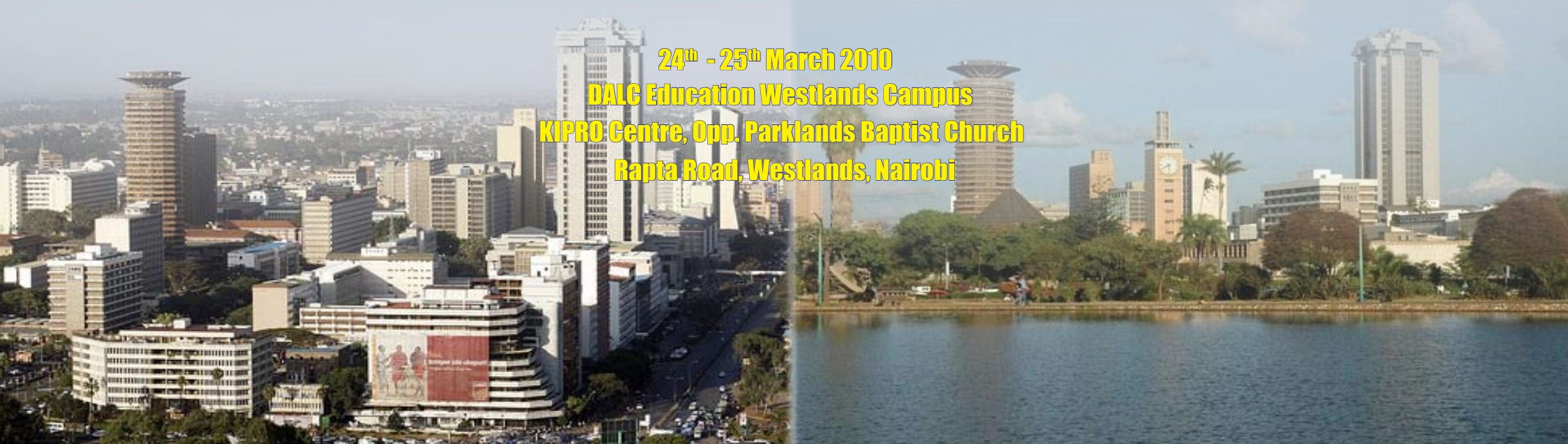
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**1st World mini - Conference
on Gifted and Talented Education in Africa**

WORKSHOPS' PROGRAMME

24th - 25th March 2010

**DALC Education Westlands Campus
KIPRO Centre, Opp. Parklands Baptist Church
Rapta Road, Westlands, Nairobi**



WorkShop No.1: Wednesday 24th March 2010 (9-11 Hrs)

Lost Prizes: Recognizing and Nurturing Talent in At-Risk Populations: Ken & Andrea McCluskey

This training reviews several made-in-Manitoba projects designed to identify and develop the talents of at-risk populations. In these initiatives, Creative Problem Solving—in combination with mentoring, career awareness, and other interventions—has been used successfully to reclaim talented but troubled high-school dropouts through the Lost Prizes program, to turn around the lives of marginalized Native teens in Northern Lights, and to reduce the recidivism rate of Native Canadian inmates through Second Chance.

Other mentoring projects designed to support inner-city children and youth at risk for alienation, school failure, and gang involvement are also discussed.

Dr. Ken McCluskey, Dean and Professor of Education at the University of Winnipeg, has had 25 years' experience as a school psychologist, special educator, and administrator in the public school system.

A recipient of major program development, creativity, and publication awards from the Canadian Council for Exceptional Children, the International Centre for Innovation in Education, The World Council for Gifted and Talented Children, and Reclaiming Youth International, and his institu-

Ken McCluskey Profile

tion's teaching, research, and community service awards, Dr. McCluskey is a much sought-after speaker.



Dr. Ken McCluskey

He has written well over 100 professional articles and chapters and is the author, co-author, or editor of 15 books, including the *Doubtful Gift: Strategies for Educating Gifted Children in the regular Classroom*, *Lost Prizes: Talent Development and Problem Solving with At-Risk Populations*, and *Understanding ADHD: Our Personal Journey*.

WorkShop No.1: Wednesday 24th March 2010 (9 -11 Hrs)

ADHD: Disorder or Gift? by Ken & Andrea McCluskey

As the term itself indicates, ADHD is typically viewed as a "disorder," and certainly, hyperactive and inattentive children present some interesting challenges at home, at school, and in the community. This session highlights many of the problems and acknowledges that the prognosis for ADHD is sometimes "far from benign."



Mrs. Andrea McCluskey

However, an attempt is also made to put a more positive spin on things

by recasting reality and pointing to the creative strengths that frequently go hand in hand with the condition. To illustrate, with proper support, might not stubborn behaviour in childhood grow into determination in adulthood? Might not inattentive daydreaming turn into creative invention, overactivity into productive energy, and off-the-wall behaviour into outside-the-box thinking?

The overall intent here is to offer a humane, flexible approach to help educational caregivers turn negatives into positives and identify and nurture the talents of an oft-misunderstood population.

Andrea McCluskey's Profile

Mrs. Andrea McCluskey is the Coordinator of the Aboriginal Student Services Centre at the University of Winnipeg. A member of the Manitoba Métis Federation, she has worked as a consultant in more than 40 Native communities across Manitoba. Several of the projects she has coordinated—"Second Chance" (to reduce recidivism of Native inmates), "Lost Prizes" (to reclaim talented high-school dropouts), and "Northern Lights" (to support Aboriginal youth)—have received national and international acclaim. Andrea is co-author of several articles and chapters about these programs and, with her husband, Ken, author of the best-selling book, *Understanding ADHD: Our Personal Journey*.

WorkShop No.2: Wednesday 24th March 2010 (11-13 Hrs)

3D Body Scanning Technology in Kenya: Opportunities and Possibilities for the African Context: Dr Rose Otieno.

Director, Africa Centre for Anthropometric Research, Education, Testing & Management, Nairobi Kenya

3D scanning utilizes the latest technology to measure the size and shape of the body quickly and accurately, producing a true-to-scale digital model. Light is projected to the body while cameras take the picture and store this image as a 3D image on a computer. Although body measurement has been conducted in many parts of the world using varying approaches, sub-Saharan Africa has limited data.

Unlike manual measurement, 3D scanning technology is quick, automatic, accurate, reliable and generates body data and surveys with unlimited applications in the clothing industry, bio-medical field, health and fitness, knowledge diame-

tergonomics, gaming and animation, health and nutrition assessment, research and scholarship. Africa Centre for Anthropometric Research, Education, Testing and Management (ACARETM) is hosting a 3D body scanner, the first in sub-Saharan Africa and significant precedent for body measurement in Africa.

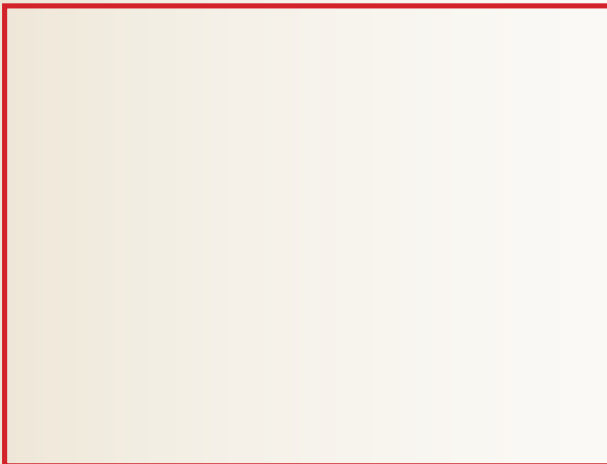
The ambient research environment is complete: led by specialists, operated by trained technicians, full logistical support on registration, and procedural requirements. Ethical standards are underpinned by international practice on data integrity, safety and awareness of participants, purpose and confidentiality.

Useful preliminary data regarding acceptance of technology, applications, African body size and shape) have been acquired during a pilot study.

3D measurement at ACARETM offers an opportunity for products and service with application in:

- Clothing and fashion
- Knowledge Diame-
- Talent Testing
- Ergonomics
- Nutrition and health, fitness management,
- Gaming animation/immersion and
- Bio-medical areas.

Rose Otieno's Profile



Dr. Rose Otieno's Photo

Dr Rose Otieno is the Director, Africa Centre for Anthropometric Research, Education, Testing & Management (ACARETM) Nairobi Kenya.

ACARETM conducts 3D body scanning and offers services and products with application in clothing, ergonomics, knowledge diame-

Rose's specialism and research interests are in anthropometrics, world surveys, 3D scanning technology and application, clothing anthropo-

metrics, analysis in body measurement data and size charts, the girl child and education in rural Africa, among others. An accomplished lecturer Rose has vast international experience in teaching and research in anthropometrics and coordinated SizeUK in 2002 in the UK and measured Kenyan children in 1997.

She has presented at various conferences and published widely. She holds a PhD in anthropometrics from Manchester Metropolitan University, UK.

WorkShop No.3: Wednesday 24th March 2010 (15 -17 Hrs)

ACCESS and Special Education Enrichment Models: Phil Baker

Canada successfully utilizes an "in-the-trenches" model for preparing teachers for service in a rather specialized field. The model in operation seeks to stimulate and guide enrichment and talent development efforts for pre-service teachers in ACCESS, Alternative Education Programs, or their equivalents elsewhere in the world. While some of the information presented in this session is especially relatable to the targeted situation, the shared philosophical



perspectives and observations are widely applicable and will be functional and of interest to educators in other post-secondary settings. By adapting and building upon the principles and concepts salient to this approach, they may be able to develop ways to inject more enrichment and innovation into their own programs.

U of W pre-service teachers also receive instruction in the area of Special Education, and the latter part of this session will focus on the cascade model of service delivery, which also has applications for service delivery in gifted and talented education.

Prof. Phil Baker

Phil Baker's Profile

Professor Phil Baker has served in virtually all educational roles. He has been a classroom teacher in open and closed areas, a special education teacher, a resource teacher, principal, school psychologist, enrichment consultant, and Coordinator of Special Services. At present, he is the Director of ACCESS Programs at the University of Winnipeg's Faculty of Education. Phil has taught several courses in the special education domain, designed many of the courses for the Educational Assistant Diploma Program (offered through Continuing Education at UW), and authored or co-authored numerous articles, chapters, and books in the areas of creativity, gifted education, and at-risk children and youth.

WorkShop No.4: Thursday 25th March 2010 (9 -11 Hrs)

Building Meaningful Educational Partnerships with Indigenous Communities: Supporting Talent Development: Leah Gazan

The incorporation of Indigenous pedagogical practice in schools located in Manitoba, Canada has grown in response to an increasing Indigenous population marked by graduation rates reported to be consistently lower than their non-Indigenous counterparts. The foundations of educational disparities for Indigenous learners are rooted in both historical and contemporary factors which have perpetuated educational inequalities.



Prof. Leah Gazan

Indigenous leadership are partnering to develop educational models and programs which respond to current educational disparities while supporting the movement towards reinstating the Inherent Right to self-govern by Indigenous peoples of Canada, as stipulated and affirmed in the Canadian Constitution.

This workshop will provide a brief historical overview about Indigenous peoples in Canada, a description of the model used to build meaningful educational partnerships with Indigenous communities, and a presentation of programs which have been used to support talent development for Indigenous youth.

Leah Gazan's Profile

Professor Leah Gazan, a member of Wood Mountain Lakota Nation, has seventeen years of experience in the area of community capacity building and development includes program creation and management, training, governance structure development, and program assessment.

Leah has worked extensively with First Nations communities in the provinces of Saskatchewan and Manitoba. The focus of her capstone was building capacity through training in First Nations, which she presented at the Involve Conference in New Zealand in 2006. She continues to deliver programs and services to both the inner city and rural Indigenous communities.

WorkShop No.5: Thursday 25th March 2010 (11 -13 Hrs)

Impact of Nutrition on Gift and Talents Case Study: Prevalence of Anemia among Teenage Pregnant Girls attending ANC at Two Health Facilities, In Bungoma District, Western Kenya



Dr. Evelyn Shipala

The risk of anemia is greater for girls during pregnancy, and the most prevalent cause of nutritional anemia during pregnancy is iron deficiency. Severe anemia is an important cause of maternal mortality among adolescents. There is scarcity of data on adolescent morbidity and mortality related to anemia in developing

Evelyn Shipala's Profile

Mrs. Evelyn Shipala is the Logistic Study Coordinator at the Global Network for Women and Children's Health Research at Moi University Kenya.

She also runs a nutrition consultancy firm: Nutrition Information Centre which assists the community to promote healthy lifestyle through

countries. More importantly, most adolescents with anemia have been found to have low self-esteem, poor academic records and end up as school dropouts.

For this presentation, a cross sectional study of 384 pregnant teenagers was carried out in Bungoma District Hospital and Bumula Health Centre. Dietary intake of iron and folate was assessed by means of a standardized interviewer administered Food Frequency Questionnaire. Blood samples were taken to estimate Hemoglobin levels and test for malaria parasites. Direct and Ritchie's concentration method for stool microscopy was used to test for hookworm.

Data was analyzed by nutrient calculator, chi-squares and Multivariate logistic regression. Of the 384 study participants, 61% were anemic ($< 11\text{g/dl}$). Nutrient intake of iron and folate were below the RDA ($p < 0.001$). Presence of malaria parasites was a risk factor to low folate intake (OR: 0.355; 95% CI: 0.226 - 0.557).

nutrition education, research, management and assessment. She began her career as a Home science teacher at Bushangala Secondary School in Western Kenya.

She has through the years worked in different capacities as a Program's Manager; Research and Centre Coordinator and a Training officer. Besides

Anemia was significantly associated with hook-worm parasites and malaria was a risk factor to folate intake. Iron intake was affected by perceived food shortage.

The findings agree with other studies that anemia is common in developing countries because of poor nutrition and high prevalence of parasitic infestation. By simple inference, it can be concluded that about 61% of the respondents had their natural talents affected by the disease hence not able to excel in education as expected.

It can be concluded that it is essential to ensure that growing children do have correct nutrition in order for the brains to grow normally hence ensure embedment of natural talents and that the antenatal care should include Continuous Nutrition Education, de-worming with correction of anemia. Food technologists have to come up with food fortified with iron and folate especially for women of reproductive age. Community education programs need to be started to enhance proper nutrition.

that, she has held different responsibilities in the fields of HIV/AIDS awareness, Community mobilization and Business Management.

Evelyn holds an MPH in Nutrition from Moi University and a BSc degree in Foods and Nutrition from the renowned Baraton University of Eastern Africa.

WorkShop No.6: Thursday 25th March 2010 (15 -17 Hrs)

Engaging Reluctant Gifted and Talented Students Through Mentoring: Alan Wiebe



Prof. Alan Wiebe

If asked, I think most of us can name someone, outside of family, who had a significant influence on us as we were growing up and others who continue to influence our lives. These individuals may have taught, counseled, or inspired us. They, more than likely, helped us set and clarify goals or encouraged and helped in the development of our talents. This vital person in our lives could be aptly termed a “mentor.”

The Mentorship Program provides mentor support to a variety of student populations in Manitoba’s public school system and the youth justice system.

The mentors who work with these students are fourth- and fifth-year, teacher-education students. Many are about to embark on their teaching careers in our schools. One of the populations that is served by the program are those students that are deemed “gifted

and talented,” but are encountering difficulties in school due to issues relating to their “giftedness.” Some of these issues may be due to social isolation and disengagement.

Some of these students may be incarcerated in youth detention facilities. This presentation will take the audience into the structure of the mentorship projects at the University of Winnipeg from the standpoint of the Director, *Alan Wiebe*.

Alan Wiebe’s Profile

Professor Alan Wiebe has extensive experience in the public school system as a regular classroom teacher, alternative program director, and school counselor.

He is currently working where he directs mentorship projects, as well as teaching courses entitled “Issues with At-risk Children and Youth,” “Mentoring At-risk Youth,” and “Education Today.”

Sponsors



Chiromo Lane, next to K1
Parklands, Nairobi, Kenya
P.O. Box 4877 - 00506 NBI
Email: info@giftedafrika.com
website: www.giftedafrika.com



Nairobi - Westlands Campus,
Kipro Centre, Rhapta road
(Opp Parklands Baptist Church)
Tel: 020 4450828
Email: westlands@dalcafrica.com
Website: www.dalcafrica.com

