



INTRODUCTION

Women are drawn to responsibilities in the home and participate more in work-related training that allow them to perform their responsibilities in the home. One of the targets of the Sustainable Development Goal 5 (SDG 5) is to enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women. The CTBTO has developed some educational resources to increase the participation of women in its programme (Fig 1 and 2).



Fig 1: CTBTO Courses



Fig 2: CTBTO on iTunes

CTBTO EDUCATIONAL RESOURCES



Fig 3: CTBT Tutorial translations

The CTBTO offer specialized education courses using online learning and other media. The aim of CTBTO education resources is to promote a wider scientific engagement while strengthening the importance of the Treaty in international nuclear non-proliferation and disarmament. CTBTO tutorial have been translated into the UN official languages (Fig 3) Some of the CTBTO educational resources can be accessed online or offline and are easily accessible (Bisallah and Madu, 2017). The CTBTO educational resources are free.

RESULTS AND DISCUSSION

Akubuilu and Omeje (2012) classified the role of women in traditional society as follows:

- ❖ Rearing of children
- ❖ Taking care of domestic chores
- ❖ Providing water and firewood

In Nigeria, there 43 Federal Universities, 48 State Universities and 79 private Universities all of them are offering courses in STEM. Primary sources - personal interviews and questionnaires - and secondary sources (literatures) were used in this study . The ratio of female to male lecturer are as show in Fig 4. Limitations to increased participation of women in educational programme are:

Societal constraints

- ❖ Household chore
- ❖ Poor SMT foundation
- ❖ Peer pressure

Infrastructural resources

- ❖ Lack of electricity
- ❖ Poor internet facilities
- ❖ Inadequate funds

STEM courses take a longer time to complete

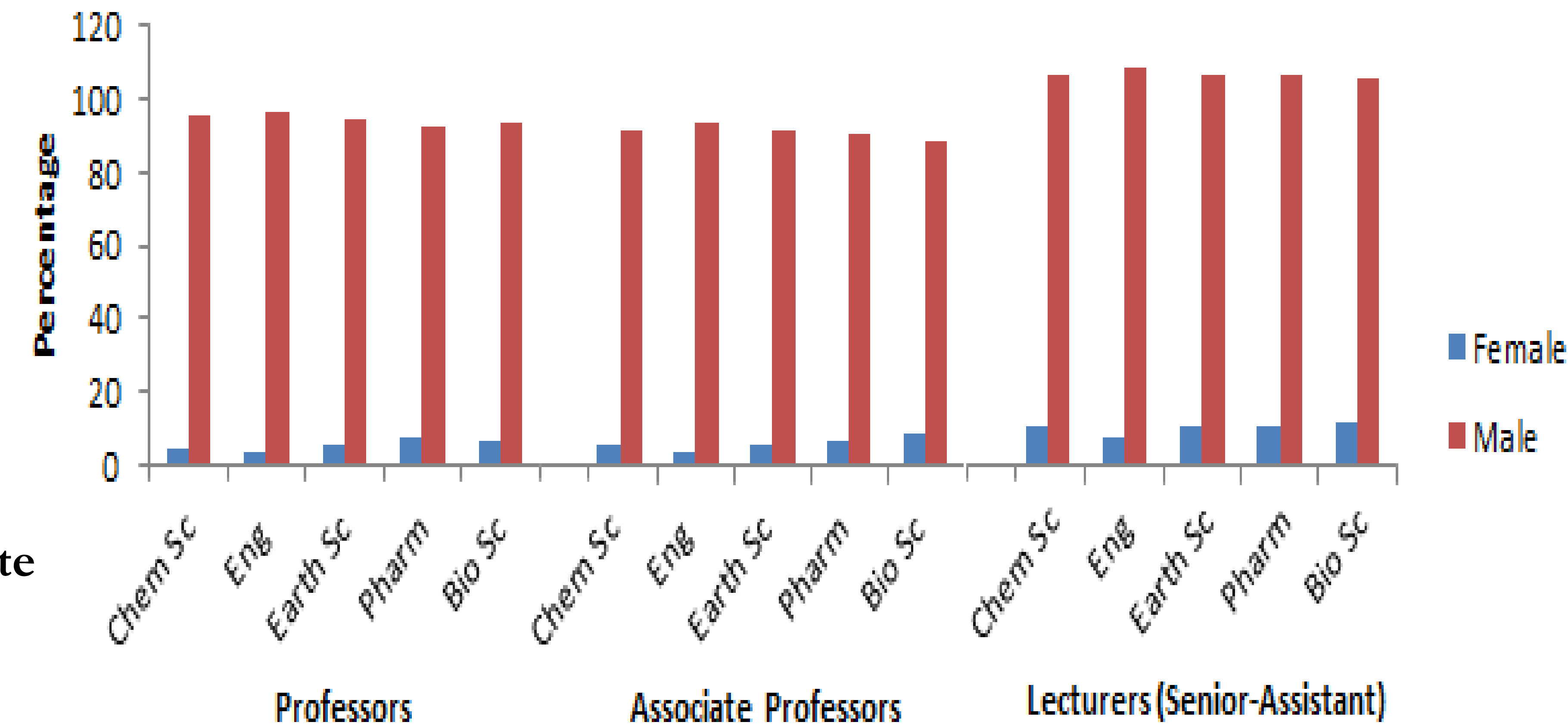


Fig 4: Ratio of male to female lectures

CONCLUSION

The result of the study indicated that what is being learned in the CTBTO educational resources and how is it being learned is adequate. But factors like societal constraint , infrastructural resources and conflicting priorities are limitations to increased participation of women in CTBTO educational programme.

References

Akubuilu, F., and Omeje, M., (2012). Women Education in Nigeria: Predicaments and Hopes. International Journal of Advancements in Research & Technology, Volume 1, Issue5, October
 Bisallah, A., and Madu U.O., (2017). Expanding the Use of CTBT Educational Resources (CER) Among the Academics in West Africa. CTBT: Science And Technology 2017 Conference, Vienna, Austria 26-30 June, 2017

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