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## Building Human Resources For The Modern World

The argument that teaching advanced mathematics to cleaners and night watchmen or others similarly placed is a waste of time and only serves to breed discontent, is akin to the argument that educating women is a waste of time for most will end up as housewives. This is the major reason why in the past, women and girls have been denied education. Today although such an attitude predominates our social makeup, slowly a new view is gaining ground and women and girls are becoming a valuable economic asset to families. Even the middle class families who once "looked down" upon the bride that worked outside the home, now value the educated bride — with a job.

But if we look at countries like South Korea, which defied this traditional approach by educating everybody irrespective of gender, age and social status, we can get a glimpse of a nation poised to enter the 21st century unfettered by ignorance and illiteracy. It is already one of the most successful newly industrialised states in the whole of Asia. Other developing countries, although attempting to emulate her success, have in most cases failed miserably either due to insufficient financing for education or the persistence of social constraints. But considering the need for accelerating economic emancipation the adherents of education are now starting to look upon it as the best way to economic progress and the most effective way for empowering women.

However, just educating women is not the answer for our concept of education must change in line with the common belief that education and society are on the threshold of a technical revolution which means education must be re-focused to take in the new concept. In other words, education has not only to be more science based, it must include the latest technologies, technologies that lend themselves admirably to women's needs. In line with this belief, many countries have included computer education in their general school curriculum and most experts now think that those who did have a head start over the others, but computer education has not been specifically targetted at women and girls.

Introducing computer education in schools, whether for boys or girls, is not without its problems, however, for there is a lack of good quality educational software suited to the needs of a developing country. There is also a problem in finding good well-motivated teachers, and, last but not least, the cost of hardware (equipment) is too high. Only when all such impediments can be overcome will the way be clear for women and girls to receive the computer education that can propel them out of the "dark ages" and into the modern world.