

**Information and Communication Technology and the Transformation and Reformation of the Girl-Child Education as a Channel for Human Capacity Building**

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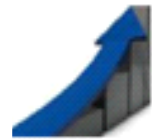
**Abstract**

*The saying "Educate a man you educate an individual, but Educate a woman you educate a nation remains true. The need for an educational reformation and transformation in girl-child education as a channel for human capacity building cannot be over-emphasized. It is in this realm, that this paper examined the impact of Information and Communication Technology (ICT) in the transformation and reformation in girl-child education in Nigeria, and it's contribution to human capacity building. This paper started with an introduction, gave conceptual clarification of reformation and transformation, girl-child education, Information and Communication Technology (ICT). It further x-rayed the role of ICT in building up the girl-child, identified possible problems faced with the use of ICTs. Solutions were proffered and finally conclusions were drawn.*

**Keywords:** Education, Girl-Child, ICT, Reformation, Transformation

**Introduction**

In the history of the education of the Nigerian child, girl - child education has always received little or no attention. This has resulted in denying them the opportunity to understand and evaluate the range of ideals that educational thinkers of the past have held up for them. This was so glaring in the theory of Plato and Rousseau on the need of girl child and women education. But these theories were disregarded. In recent times, the philosophy of women education in developing countries stems from that of the nations, and it is based on the perception of education as an instrument per excellence for affecting national development. It is important to note that Education has a powerful and more direct bearing on the social position of women as indeed, it also has on that of men. Therefore, equal educational opportunities are important in raising their status. According to Osuman (1994) "equal access to education" is one of the basic human rights laid down in the United Nations charter. This has been accepted by most developing countries, at least in principles. Because even where access to education equal does exist, there are still differences of opportunity between the sexes. It is in this light that the writer writes on the need for reform and transformation in girl - child education for human capacity building through information media like the information and communication technology, since these are information channels, through which people can be adequately informed on the need for reformation and transformation of



women education in Nigeria.

Thus, it is interesting to note that, the education of women in the developing countries was informed mostly by the need for self-improvement of the women. In other words, for the women to build themselves up, it is believed that if this is done, it will definitely lead to the improvement of the society at large. This is why the saying remains; train or educate a man, you educate an individual, but educate a woman you educate a nation, and if you are not adequately informed, you will be mentally deformed.

### **Conceptual Clarification**

It is quite important that, before any meaningful discourse can be embarked upon, on the subject matter, academic responsibility demands that certain concepts in this paper, need to be briefly explained. Such concepts like reformation and transformation, girl-child education, Information and Communication Technology (ICT).

### **Reformation and Transformation for Human Capacity Building**

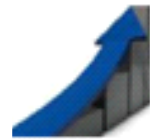
In ordinary sense, to reform or transform simply means to restructure, to change, a system or reorganize it, so that it can operate in a fairer or more effective way. The change can also be to improve a system. As an educational concept and the context of this paper, reforming and transforming means to re-evaluate, review or change the educational system with the intention of enhancing the attainment of and the set goals to build the human capacity in girl child education in information and Communication Technology education

To reform or transform an educational system, means that the curriculum must be considered first. In the formal educational process, the curriculum occupies a unique position. This is why we see curriculum as the totality of learning experience and opportunities planned for the learner under the guidance of the school. Ojerinde (1997) says that curriculum derives much of its content from those cherished elements of culture, which must be transmitted. It can be said that culture, curriculum and education are interrelated and mutually interdependent.

It can also be referred to as the process of overhauling an educational system with special emphasis on the academic, physical & personal perspective which is geared towards building the individual in totality. However, every curriculum content is meant for the education of all, including the girl child.

### **Girl-Child Education**

This is the training or education of female child, before the middle of nineteenth century, the education of females was mostly informal. This education was given under the auspices of the mother, grandmother, elder sister or another responsible adult, to train the girls for suitability as housewives, mothers and equip them for all types of services related to the home. But with the coming of the colonial masters who came with the formal education, the traditional place given to women was reduced as they came with the idea that education was for all and not only for the men. But it was not well pronounced as women were still given the idea that their place is in the home



while men were the bread winner.

In this formal education introduced, men were encouraged to avail themselves of the educational opportunities available, since the lace of women ends in the home. This continued for years, creating an educational gap between the men and the women (Adikwu 1992), even in the current information technology education.

### **Information and Communication Technology (ICT)**

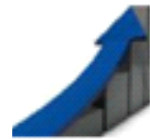
ICT means Information and Communication Technology. The concept has been variously defined because it is relatively a new phenomenon which has brought the world, into a global village. ICT can be seen as Information and Communication Technologies. World Bank Document in Rodriguez (2000), defines ICTs as "the set of activities which facilitates by electronic means the processing, transmission and display of information. It can also be seen as the science of information processing which deals with the use of computers and terminals, modems and interface, digital papers, satellites, microwaves and wireless application protocols etc to collect, process, store, retrieve and transmit or disseminate information to any part of the world. It can also be known as a science of collecting and processing information, facts, values, skills, thoughts, texts, graphics, pictures, cards sounds, news and all other forms of data in digital form of dissemination in both immediate and remote locations (Nwana, 2009).

In ordinary sense, it can be referred to technologies people use to share, distribute, gather information and to communicate through computers and computer networks. It also represents a cluster of associated technologies defined by their functional usage in information access and communication of which one embodiment is the internet. Hall and Smith (1991), defined ICT as the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numeric information by a micro-electronic based combination of computing and telecommunications.

### **The Impact of Information and Communication Technology in the Human Capacity Building of the Girl-Child**

The use of information technology in most schools is gradually improving from what it was in the past. Attempts have been made by Nigerian educators to move away from the classified view of the curriculum to the Romantic view. This is because the Romantic view perceived education as an integral part of life with preparation for the adult world and creativity. Lawton (1973) in Datol (2000) views this type of curriculum as child centred curriculum and it is organized around real life topics and project oriented and it is in this view that the girl - child education needs to be reformed and transformed from what it was in the past, which was more of the classified view.

The education of the girl child should have a curriculum centred on the child having real life topics that will be of help and useful to the child as she grows into adulthood to face the challenges of womanhood. It is important to note that the introduction of the national policy of



education (6-3-3-4) system was a way to make education functional as an integral part of the nation's effort to accelerate socio-economic growth of the nation and the individual. This system was geared towards connecting school and life, instruction and production work.

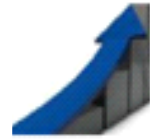
This means since education is geared towards the development of individuals, and it is intended to replace the academically oriented curriculum, which will help students draw nearer to the world of work (Ekwueme 2002) the education of the girl child must be re-evaluated, or changed if possible in order to be able to meet with the challenges of developing the child to be useful in the world of work since the place of women is not only in the home but in the society in general.

It is therefore important that, there should be a well-structured curriculum to encompass information technology education in Nigeria schools since information technology is a proper channel through which information can be properly disseminated and collected.

However, before there will be proper human capacity building of the girl- child. There is need for adequate information, for the child, the school and the society. When adequate information is passed, the child will see the need for the changes which is geared toward self enhancement. It is important to note that the information and Communication technology has a strong role to play in passing out the right information to the girl-child, since they are channels of information. It is worth to note also that, every girl-child should have the knowledge of how to make use of the information and communication technology. This is because, it is one of the most important aspect of educational services established to help in skill development. By supporting teaching, learning and research activities. These objectives can best be achieved through systematic acquisition, storage, organization and dissemination of information in all fields, pertinent to the goal of the institutions, which is the use of information and communication technology. Busari (1993), in his write up opined that most information centers all over the world and at all levels should anticipate to move with time upon the realization of significance of information and communication technologies for better operation.

It is obvious that no skill comes into existence without knowledge and information and with information and communication technology more information on various skills can be searched via the internet. For the objective to meet the challenges of the millennium development goals for the girl child, there will be need for changes in the school curriculum to meet with the policies and programmes, and the future curriculum should emphasize on maintenance skills in training, leading to the development of multiple and or inter disciplinary skills in the girl child.

And if properly conducted, it will lead to acquisition of broader knowledge and basic skills applicable to a number of occupations within a given field so that the girl child is not limited by the education but has freedom of occupational choice, and changes as she may, from time to time, deem fit. Therefore, for adequate reformation of the girl child education in information technology in future, it will require an increased co-operation between the education system and enterprises, industries, agricultural sector services etc. This type of educational reform, will indeed, bring transformation in the girl child that helps eradicate poverty and hunger, promote gender equality



and also empower the girl-child.

Moreso, if new instructional strategies such as computers or information technology assisted instruction characterized by marked flexibility and versatility are used in schools, the girl child will be more amenable to innovations due to the emergence of these new technologies and will be a facilitator of learning that will make her transformed for global partnership in development and sustainable environment.

### **Problems of using Information and Communication Technology**

1. Inadequate funding of schools for the availability of the technologies.
2. Poor power supply.
3. Shortage of qualified staff.
4. Societal negative disposition towards the education of girl child.

### **Solutions to ensure availability of Information and Communication Technology**

1. The government and organs should help to fund the information technology programmes in schools.
2. Creation of awareness on the need for information and communication technology in our educational system.
3. Need for constant power supply generator.
4. Need to create awareness on the importance of the education of the girl child

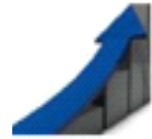
### **Conclusion**

Conclusively, change is not easy both theoretically and practically, therefore, the reformation in our educational system will bring transformation in the girl child through the use of information and communication technology, as a knowledgeable individual. The knowledge from these information channels, will indeed give the girl-child the necessary skill that will be impacted into the society, since when you train a man you educate an individual, but educate a woman you educate a nation.

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