

## THE NEEDS OF OUR PEOPLES

In our continent, from the least socially and economically developed countries to the most developed and prosperous, the more peremptory challenges converge in two fundamental areas: education and health. While many relate the quality level reached in both areas to the GDP and other indicators of the respective country's economy, it is not these, but the former, that at the end are determinants of their development.

Without an adequate development of the health sector, understood in a comprehensive sense, including primary and specialized care, preventive and curative, as well as the social security of the population and, in general, the preservation of the environment and the quality of life of the citizens, it is not possible to speak about a developed society. However, it is obvious that some countries that are considered as having a high development level are devoid of a developed society in this sense.

The development ranking of a country is closely related to its productive capacity, be it of tangible goods and wealth or of cultural and moral values, which goes hand in hand with the technical as well as the humanistic formative process of the individual. The greater the number of people included in the educative process and the higher the quality of the education, the better and more long lasting will the productive capacity be and the social and personal wellbeing of a society.

The natural resources can constitute a means to achieve such wellbeing, but this requires of its intelligent exploitation, for which the needed human resources must be trained. If the governments, as the administrators of the profits from such resources are unable to establish adequate educational and health levels for their people, the resource and the benefits will fade away and little or nothing will remain in the long term for the benefit of future generations.

The arms industry, for example, can constitute a productive source of labor and a productive investment, but

arms and battle power do not determine the wellbeing of the people. On the contrary, they nourish the statistics of crippled and dead people. The educational level, as well as the health and welfare of the people never improve with wars.

In both education and health it becomes crucial to be able to adequately train the generations in school age in science subjects. In turn, the cultivation of science and research requires a critical mass of properly trained personnel. It is not a question of the scientific establishment providing the solutions to the problems of a country. Rather, this concerns the ability of the ensemble of a society to absorb and implement the technological advances and be able to decide autonomously the ways and means to proceed, instead of hiring services and buying goods without the indispensable capacity to analyze the existing options in a global, complex and competitive market.

All points toward the imminent need of making authorities aware of the importance of training educators in the scientific and technical fields. In countries where teacher training institutions have a low proportion of future pedagogues with specialties in mathematics, physics, chemistry and biology, red alarm lights must start to flash announcing a dark future.

It is only conceivable to advance when understanding that the first and unavoidable need for the flourishing of the cultivation of sciences, which brings numerous contributions to culture, is through the training of human resources. By procuring a solid training from an early age in the fields of science, together with the needed humanistic and civil formation, will it be possible to target the achievement of a level that will allow to provide universities, hospitals and industries with the trained personnel required to reach the desired levels of development and wellbeing of society.

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