

## *Foreword*

This book responds to the growing unease of educators and non-educators alike about the inadequacy of most current educational systems and programs to sufficiently meet the demands of fast changing societies. These systems and programs evolved and were developed in and for societies that have long been transformed, and yet no parallel transformation has taken place in the education systems they spawned. In the last twenty years or so, other sectors of society – transportation, communication, banking, health services – have radically changed the way they operate, but education has continued essentially the same. There is no doubt: education must change.

To those ready to accept this challenge, this book represents a welcome guide. To be sure, it is not a 'how-to' instruction manual, since the shape of change must be particular to the needs and situations of each setting, and societies are as varied as they are fast changing. Rather than provide specific directions, it provides a useful road map for the navigators of change, within which each can plot out their specific itineraries towards their goal. It illuminates the basic goal of education – the total and balanced development of individuals and, through them, societies – and depicts the main features, the imperatives, the demands, and the pitfalls of an ever more interdependent, globalized world in which this goal must be pursued.

My work has exposed me to dozens of international conferences on various education themes, and several colleges of education worldwide. There is no lack of effort, or literature, on how to improve educational systems or various sub-sectors within them. But the focus is usually on fine tuning or making more efficient existing systems and paradigms – how to train teachers better, how to manage data and financial systems, how to improve textbook production and distribution, how to incorporate specific themes into programs of study, and so on. This book departs from that approach, and provides ideas and insights, not into how to improve existing systems, but into how to change systems altogether, not into doing things better, but into doing better things. The focus of this book is not on doing things right, but on doing the right things.

This book represents a major output of the education initiative of the East-West Center in Honolulu. This initiative also includes networking of institutions similarly concerned with paradigm change; annual senior seminars, some of whose participants are authors in this volume; and a leadership institute for teams of participants from the USA and a number of Asian countries who are committed to finding new solutions to old or perennial problems. I am proud and happy to have been part of the East-West Center team behind this initiative.

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