

Part V

Prelude: Concluding Comments

Alexandra Draxler writes from the perspective of her many years in the education section of UNESCO in Paris. Her emphasis here is on the wider purposes of education and the danger of seeing it too narrowly. *‘It is not wrong either to attempt to track the effectiveness and the cost-effectiveness of educational efforts. However, the time-frames of education are long: their effects, good and bad, last a lifetime. The aims we have for education have to be just as expansive. Measuring immediate and short-term effects of schooling will give us only part of the picture.*

The rest of the picture is how education contributes to individuals’ abilities to act purposefully and positively, to create, and interact within successive social entities and broader society’.

John Fien is passionate about sustainability and the social change processes that will be required for advancing sustainable development. His paper also appeals for a wider emphasis. *‘Developing a vision of, and a commitment to, a vibrant civil society is core to education in a democracy, and this means helping students to develop criteria for determining what is best to conserve’.*

Edna Tait has had wide experience of education not only in New Zealand but also in the Pacific countries where she has played a major role. She notes the need for traditional skills but points out broader aspects. *‘It now seems we need more than reading and writing. Sputnik 1 brought not only a concern for numeracy and science but also an expansion of literacy imperatives. We stopped being identified as packaged economic work units (farmer, bushman, wife, machinist, lawyer, nurse) and became individuals with new needs’.*

Raj Bhowon’s search to help his country of Mauritius has taken him to many countries and broadened his outlook as he looked and sought ways to lift his country and its citizens out of poverty. *‘Transformation will succeed only if we align the five organizational elements namely, capacity, stakeholders, culture, structure and systems. Information and Communication Technologies (ICT) have changed the learning environment’.* He sees the need for change but also the need to make plain why and where change needs to occur.

Philip Hallinger and Allan Walker – these two educators bring together unrivalled experience of a variety of settings from Australia and the USA to Thailand,

Hong Kong and China. Their emphasis here is strongly on the values we bring to our task but also our consistency in applying them. *'Explicit leadership actions can involve taking a stand on a program that the school will or will not adopt, or on what is defined as acceptable behavior of a student or teacher, or how instructional time will or will not be used'*.

Rupert Maclean has been one of the major forces behind this book, bringing his unrivalled international experience to the task. He has had a lifelong interest in addressing disadvantage in education, particularly in South East Asia. *'The enormous disparities between rich and poor are brought home graphically if one considers that it is estimated that 60 per cent of those living in the region (Asia Pacific) have never used a telephone, while at the same time millions of others can afford access to the latest computers and communications technologies in their own homes'*.

Rupert's career is based on his genuine concern to work effectively in this situation.