

Societal Aspiration, Relationships & Change

Lessons from International
Development
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Diversity

- Students are diverse. Organizations are diverse. Change itself is diverse. None of them operates in standardized ways, and they rarely respond well to standardized strategies of improvement.
- (Hargreaves & Shirley; page 104.)



Jordan and Kosovo: Contrasts in Educational Development

Kosovo

- Eager to join and be respected by the European community
- Returning Diaspora knows that education can be improved dramatically
- Eager to become democratic
- Eager to be effectively independent and functionally interdependent.

Jordan

- Eager to develop a strong economy based on capable human resources `a la Singapore
- Sees itself as a leader, the reference point, in the Arab world.
- Acts as the fulcrum balancing the Western and Arab worlds
- Governance – Kingdom with some vestiges of democracy – strong tribal influences

Where is Kosovo?



Former Yugoslavia



KEDP's Goal

- ... “to contribute to the sustainable, reformed, learner-centred, gender-sensitive education systems that are inclusive, that contribute to a culture of peace in South East Europe, and that meet European standards”.

What KEDP Accomplished

- Overall, the review found that the Educator Development Program has been *one of Canada's most successful development interventions, anywhere in the world, in the past 25 years.* ... KEDP served as lead agency and catalyst for sector-wide reform of the education system. Among many other results, KEDP built a broad-based Project Steering Committee of senior Kosovar educators who guided the reform process. In terms of the enabling environment, KEDP strengthened the leadership, management and policy skills of the core personnel in Kosovo's new Ministry of Education, Science and Technology (MEST).

Where KEDP Worked

- Macro level- (enabling environment) Ministry of Education, Science & Technology (MEST)
- Meso level – (organizational) University of Pristina, Office of the President, Senate & Faculty of Education and schools and regions through leadership training
- Micro level (individuals) 12,000+ teachers; ~1,000 school & regional administrators, >50 senior MEST personnel

The “Canadian Way”

In all of these and other activities, EDP projected a “Canadian way”. This Canadian approach was characterized by a commitment to needs assessment, respect for local knowledge and culture, a focus on the learner, results-based management, learning through modeling, and an intentional application of education for democracy and nation-building. Canadian skills and presence also enabled educational professionals from different jurisdictions and ethnic groups to interact with one another in a safe space. “The Canadians helped us build bridges,” said one local partner. EDP involved the practice of education for peace, therefore, as well as education for democracy. In fact, the goal statement of EDP itself encodes key Canadian values, including: sustainability, learning, gender-sensitivity, inclusiveness and peace. The Program operationalized these values. (p. 7)

KEDP's Theory of Change

- *Results-based management*
- *Multiple levels of capacity building.*
- *Critical mass of change agents.*
- *Strong partnerships with local leaders.*
- *Education as a tool for democracy and reconstruction. Finally, it was fully understood by the leaders of EDP that, as Michael Fullan says: “a strong public school system...is the key to social, political and economic renewal in society.”*

Where is Jordan?

Jordan's Relative Location



Jordan



The Jordanian Context

- The eye of the hurricane
- Population & geography
- Government
- Education





Jordan – a Society in Transition

Variety in dress alone speaks to the cultural push-pull in Jordan.

Jordan's

Educational Reform for the Knowledge Economy

ERfKE

- 1) Reorienting education policy objectives and strategies and reforming governance and administrative systems.
- 2) Transforming education programs and practices to achieve learning outcomes relevant to the knowledge economy.
- 3) Supporting the provision of quality physical learning environments.
- 4) Promoting learning readiness through expanded early childhood education.

Canada through SJE took responsibility for Components 1 & 2
(above)

SJE's contribution to Sector Wide Reform

15 components tackled through 5 task teams:

- 1) Policy and Strategic Planning Secretariat and Directorate of Education Planning
- 2) Directorate of Curriculum and Textbooks
- 3) ICT Cross-cutting Initiatives
- 4) Directorate of Training, Qualifications and Supervision
- 5) Field Directorate Initiative for Modeling District and School Effectiveness

Significant Successes & Failures

Successes

- In Governance and administration –
 - Adoption of a gender mainstreaming policy
- Directorate of Curriculum and Textbooks
 - Reform of curriculum and resources

Failures

- In Governance and administration –
 - Restructuring the Ministry
 - Establishing the PSP (currently under way)
 - Organizational review & development
- Directorate of Curriculum and Textbooks
 - Meaningful instructional use of ICT
 - Directorate/School workplace professional development

Significant Successes and Failures

Successes

- Field Directorate Initiative for Modeling District and School Effectiveness
 - School development and field directorate programs developed and approved

Failures

- Directorate of Training, Qualifications and Supervision
 - Lots of very useful work done on teacher standards, professional development, etc. is gathering dust on Ministry shelves

Why Canada's ROI is so Low

Canada was not present when promised – ERfKE started without us!

Canadian project leadership was problematic

The quality of Canadian consultants varied widely

The Ministry of Education avoided addressing its own organizational issues

Meaningful collaboration has been extremely difficult to establish

The Differences

Kosovo

- Societal aspiration - being an equal partner in Europe
- A clear sense of purpose for educational reform that reflected societal aspiration
- Eagerness to learn
- Openness to relationships at the macro and micro levels

Jordan

- Societal aspirations – worldly yet regional – lack of regional models
- A well articulated and reasoned purpose for reform that reflects aspirations of the leadership elite for Jordan
- Meaningful, productive relationships difficult to develop and sustain

What I have learned

- The enabling environment has to be seen as more than a Ministry; societal aspirations have to push the enabling environment – demand that it change
- An articulated purpose needs to be understood and accepted by leadership at all levels
- Community involvement makes a difference
- Politics is not a dirty word; politics is anything that is of public interest
- Unfortunately, ‘politics’ can also be festooned with individual interest that undermines the intentions of reform.

More of what I have Learned

- Relationships are more important in developing countries than at home; they are determinants of success
- A developer's job is to do him or herself out of a job
- No one has the complete answer; answers emerge and evolve through searching.

Sources

- Edward T. Jackson (December 2006); **Ten Thousand Agents of Change: Education for Nation-Building in Kosovo, Serbia and Montenegro**; Performance Review of the Educator Development Program; Prepared for the Canadian International Development Agency, Gatineau
- Gary Anderson (March 2009); **End of Project Evaluation of CIDA's Contribution to Jordan's Education Reform for the Knowledge Economy (ERfKE)** ; Prepared for the Canadian International Development Agency, Gatineau
- Andy Hargreaves, Dennis Shirley (2009); **The Fourth Way – *The Inspiring Future for Educational Change***; Corwin Press