UNIVERSITY OF CALGARY

What did we learn? International Fieldwork in Education

by

Helen Marianne Siemens

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR

THE DEGREE OF DOCTOR OF PHILOSOPHY

GRADUATE DIVISION OF EDUCATIONAL RESEARCH

CALGARY, ALBERTA

June 2011

ABSTRACT

This qualitative single exploratory case study investigated the knowledge gained by educators involved in facilitating, leading capacity building and professional development activities in international fieldwork in education in the Kosovo Educator Development Program (KEDP) and Educator Development Program (EDP) between 2001 and 2007. Common themes emerged from iterative individual and focus group interviews clarifying insights advancing knowledge about lessons learned and recommendations for building capacity in post-conflict fieldwork. Iterative interviews allowed time for participants to reflect upon and further explore their international fieldwork experiences when answering the questions: *What have you learned? Why has this learning become important to you? How has this learning influenced your personal and professional practice?* Naturally emerging themes included: change and reform, developing relationships, the impact of culture, politicized leadership positions, agency-oriented development of resources, gender education, teacher's as *shapers of society*, working with interpreters, and with NGOs. The importance of developing relationships and role modelling emerged as key concepts for building credibility in educational change and reform in post-conflict Kosovo with socialist communist values. Building capacity of leaders in the Ministry of Education, the school system, teachers and Faculty of Education at the University of Pristina created the context and goals of the KEDP project, additionally promoting the sustainability of democratic practices modelled by educators. The Learner Centred Instruction Casebook facilitated inquiry based teaching methodology for implementing the processes of constructivist education modelling democratic processes with an application to living democratically in the classroom, school and in society. Participants generously shared their insights, lessons learned and recommendations for the benefit of the education community.

Acknowledgements

My gratitude is expressed to many educators, friends and family who have contributed and supported me throughout the years to the completion of this doctoral thesis. First, I express my gratitude to exceptional educational leaders in the Kosovo Educator Development Program who willingly participated in this study by sharing their time, reflections, special memories, experiences and insights. Their passion, enthusiasm, concern and love for children, for educators and betterment in education shone through brilliantly. I thank Kosovar educators who helped me to learn about their educational culture. I hope I have represented your voices and contributions.

Second, I thank Dr. Ian Winchester for his insights, guidance, vision, wisdom and support during the writing of my thesis. I thank Dr. Charles Webber for his insights, guidance and practicality in the early stages of this work, as well as Dr. Tracey Armstrong. I extend my thanks to Dr. Susan Crichton for her practical suggestions various stages of the research process and Dr. Shellyann Scott for suggestions.

I also thank my many friends for their continued encouragement and particularly Patricia Taylor for teaching me how to be a better writer. Finally, I thank my family, my nieces, nephews, their children, and the grandchildren who are an inspiration to me as an educator. I am grateful to my brother John for his encouragement over the years of my career in learning, leading and teaching. Last but not least, I acknowledge my husband Peter Wall, my best and dear friend for his patience, adapting plans, his insights and support during this accomplishment. Now we both have the time to look forward to opportunities applying this theory to practice in the next stage of our career involving international fieldwork. Thank you Peter!

Dedication

The inspiration to engage in academic work in education took root at home. During many years of studying, I have often reflected upon my father's ability to engage in self-directed learning with his Bible in hand, his messages in church, his love for intellectual conversations, and how he would have enjoyed the privilege of studying in a university setting. A phrase we often heard from both parents, "get your education because no one can take it away" told their story. The story was one about fleeing communism, their arrival in Canada with little more than the clothes on their back but surrounded by family and friends. Without this journey, my life would not have been one with the freedom of thought, choice and the privilege of many years of formal education. This work is only one step in the process of engaging in lifelong learning.

This work is dedicated to
my father and mother
who would have valued the privilege
of having a post secondary education.

TABLE OF CONTENTS

List of Tables

List of Figures or Illustrations

List of Symbols and Abbreviations

Symbol	
CIDA	Canadian International Development Agency
CMEC	Canadian Ministers of Education Committee
EDP	Educator Development Program
EFA	Education for All
FRY	Former Republic of Yugoslavia
KEDP	Kosovo Educator Development Program
Kosova	Pseudonym selected by Kosovar participant in this study
Kosovo	Territory governed by UNMIK
LCI	Learner Centred Instruction
MEDP	Montenegro Educator Development Program
MEST	Ministry of Education Science and Technology
MoE	Ministry of Education
NGO	Nongovernment organizations
OECD	Organization for Economic Co-operation and Development
REO	Regional Education Officer
RBM	Results Based Management
SEDP	Serbian Educator Development Program
SEO	Senior Education Officer
TTRB	Teacher Training Review Board
UNDP	United Nations Development Program
U of C	University of Calgary
UP	University of Pristina
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNMIK	United Nations Mission in Kosovo

CHAPTER ONE: THE NATURE OF THE RESEARCH

> I wanted to learn things we were not able to learn during the *parallel system* of education [Serbians and Albanians were running their own schools during the conflict]. If you look at it professionally it was an eye opener for us in terms of the development of teacher preparation programs and the leadership programs. We were basically blocked. We were living in a place where there were no lights and no water, and no access to information. Ten years of the *parallel system* from 1990 – 1999 was the hardest period for me as a student, and then as a teacher in that system; so if you think *of what have you learned.* First of all you have learned that there is a real life elsewhere and outside people do study and do learn and do have opportunities for that; and that we were just isolated for a long period of time. We didn't have access to that basic information in particular on education related developments (Interview, Kosova, 2009).

Introduction

What have you learned from your experiences? What have we learned from our experiences in education in international development fieldwork? These questions develop the focus of this qualitative case study exploring what faculty have learned from their international fieldwork experiences involving capacity building and professional development of educational leaders and teachers in post-conflict Balkans. This single case study, involves mainly the Kosovo Educator Development Program (KEDP) as the majority of the work was conducted in Kosovo, with a limited time in the Serbian Educator Development Program (SEDP) and the Montenegro Educator Development Program (MEDP) which will not be discussed. Together KEDP, SEDP and MEDP were known as the Educator Development Program (EDP) in the Former Republic of Yugoslavia (FRY) from 2001 until its completion in 2007. Individual and focus group interviews examined what faculty learned, why this learning was important to them, and how that impacted their personal and professional practices and why this learning became important to them. The experiences and stories shared by educators, as adult learners, were not only thoughtfully reflective but engaged *reflection-in-action* (Schön, 1983). While reflecting, thoughts were deconstructed and then reconstructed thereby extending their understanding into the

present. The events and stories were fascinating as rich details were recollected bringing back vivid memories of job roles and fieldwork experiences. Additionally, this study had the potential of becoming an intriguing study as readers learned about themselves as learners and educators while living vicariously through the experiences of others involved in international fieldwork in a country where war and conflict had been a reality for centuries.

This chapter builds the context for the study topic *What have you learned from international development fieldwork experiences?* by exploring ten concepts: first, the focus of the single case study; second, the geographical setting in the Balkans, historical context of education in Kosovo, and cultural influences affecting KEDP's fieldwork in education; third, KEDP's purpose in the Balkans; fourth, the purpose of the study; fifth, the conceptual or theoretical framework; sixth, the guiding assumptions and beliefs; seventh, the research questions; eighth the significance of the study; ninth, the definitions, and tenth, the delimitations and limitations of the study.

Building the Context for the Study

This chapter builds the context for this single qualitative case study by discussing the focus of the study, describing the research setting in the Balkans and specifically Kosovo in detail: the historical and cultural setting, the goals, role, purpose, political influence and the challenges of KEDP's within the cultural and political context of fieldwork. The purpose, the challenge, conceptual framework along with the guiding assumptions, research questions, significance, definitions and limitations and delimitations are discussed.

The Focus of the Study

The focus of the study explores what individual educators, known as faculty from Canada and Kosovo working with KEDP, have individually and collectively learned from their fieldwork experiences when facilitating various processes in educational leadership and capacity building activities in the Balkans. What have we learned generally and specifically that informs our personal and professional practices? What are the insights and lessons? What are the recommendations we make as educators and faculty members from the University of Calgary working in various roles as: leaders, project managers,

coordinators, consultants, advisors, facilitators, instructors, professors, mentors, coaches, colleagues and friends – and as internationals or as Kosovars? Data is collected through exploratory and inductive questions identifying learning impacting personal and professional knowledge in the context of work roles, culture, institutions, and the physical and political environment within education. What is particular about this case (Stake, 2005) is that the setting is in a country where conflict had been a reality since the first century CE. The politicization of leadership positions in education created instability at the UP, in the MoE, and in schools thus holding back change or reform. Also unique in the case are the participants in the study who were experienced reflective practitioners in education.

The study in which faculty engaged is described primarily within the context of KEDP because this was the largest part of the EDP project. It was in Kosovo where local educators were striving for independence and recognition for a place in education in the world both nationally and internationally (Anderson & Humick, 2007). Three areas were designated for building capacity of educational leaders in the KEDP project: the Ministry of Education Science and Technology (MEST), administrators and professors in the UP (University of Pristina), and administrators and teachers in the school system. The focus of the work was building capacity in local leaders, assisting in building frameworks in education, and developing processes for the sustainability of change (Anderson & Humick, 2007; KEDP, 2007).

The process of learning began when I asked myself the question – what have I learned from my experiences as coordinator of inservice in the KEDP project? In the individual interviews the question was *what have you learned* from *your* fieldwork experiences while the question for the focus group read *what have we learned from our experiences*? The stories and data talk about what is still reflected upon today, what is valued, sometimes feared, what amazes and surprises individuals. As learning was identified it has became valuable in everyday life and continues to influence personal and professional practices in education.

Study participants, who continue their work today as educational consultants in international development and other projects in capacity building and professional development activities, are informed by this study as they continue to reflect upon and learn

from their fieldwork experiences in Kosovo, Serbia and Montenegro. Additionally, new knowledge generated from insights is confirmed through dynamic discourse with colleagues involved in this study thereby, furthering personal learning while influencing personal and professional practices. Furthermore, university professors and consultants involved in international development work are informed by this study from the perspective of education faculty members. This study informs and updates the research community about the educational realities, lessons learned, and the implications of implementing, strengthening and building capacity in a highly politicized post-conflict environment. Building upon their current knowledge and practice policymakers in government and personnel in nongovernment organizations become informed when making naturalistic generalizations (Merriam, 1998; Stake, 1995; Wolcott, 1990, 1994).

Naturalistic generalizations made by readers may confirm current knowledge and bring new understanding, methods and practices for implementing capacity building and leadership development programs. The lessons learned and recommendations made by participants can inform personal praxis and policies (Anderson & Humick, 2007a). This study may assist educators not only in Kosovo, Serbia and Montenegro, but around the world to better understand aspects of educational reform and capacity building in a post-conflict environment. Emerging from this study is the potential for the advancement of knowledge when strengthening and building capacity of leaders and educators at all levels of education locally and globally.

The Research Setting

This section outlines the research setting in the context of geographical, the historical and cultural settings while briefly outlining government structures, the role of the women in ancient Ottoman and communist eras, and the values still evident today in Kosovo.

The Geographical and Historical Context of Kosovo in Yugoslavia

Kosovo is situated in an agricultural valley amid rolling hills with numerous natural resources, with Serbia situated to the north and east, Macedonia and its mountains to the south, and the mountains of Albania and Montenegro to the West in the FRY. Historically, Kosovo has been and still is located in a valley where conflicts among kingdoms,

governments, and ethnicities of Serbian, Albanian, and Ottoman decent have co-existed for centuries. Conflict had been brewing in Kosovo since medieval times with rivalry amongst the various states, or nations that continued to exist long after the fall of the Ottoman Empire in 1912 (Anderson & Humick, 2007).

The Illyrians are credited to being the first settlers of the FRY, then the Celts followed in the fourth century, and the Romans a century after that. Slavic tribes, whose descendants today form most of the population of the region, arrived in the sixth century. The Byzantine Empire ruled the Balkans for centuries, until the 1150's when a leader of a Serbian clan united many smaller clans to defeat the foreign power and continued to rule for the next two hundred years; a period considered a golden age in Serbian history. During this period the Serbian Empire expanded to include Serbia, Montenegro, and Albania, reaching as far as Greece in the south. The Ottoman Turkish Empire to the south was also growing, however, and in 1389, arrived in Kosovo and demanded that Serbian forces surrender to them. The Turks ruled for nearly five hundred years. During their reign, many of the people were enslaved and the cultural and economic development of the region was stifled.

Ottoman Governance in the Balkans

The Ottomans arrived when the Byzantine Empire was in decay. Ottoman governments in South Eastern Europe during 622-1750 were characterized by various forms of tribal feudalism creating highly patriarchal societies. The Ottoman Empire relied on slavery to an extent for their military. The Sultans conscripted boys from Christian families in the Balkans, many of Albanian decent, who were taken from their families and by force converted to Islam. These boys were initially trained for the infantry, as bodyguards of the Sultan and then enrolled in one of the four imperial institutions: the Palace, the Scribes, the Religious, and the Military. Slaves tended to become integrated into society resulting in children and grandchildren of Christian families becoming freed if they had converted to Islam. Eventually the soldiers became corrupt and ineffective because they used their power to dictate political affairs. In 1683, the power of the Ottoman Empire declined with the failure of the siege of Vienna. This resulted in increasing backwardness

relative to Europe as well as corruption, indulgence and poor judgment of several of the Sultans.

The Ottoman Empire did not develop extensive industry, though the lands it controlled had extensive natural resources. There were no universities or technical schools that could teach either the basic skills or the theoretical knowledge needed for an industrial revolution and a modern economy. Banks could not develop because of the Muslim prohibition on interest. Local administrators were open to a liberal interpretation of the laws, especially unpopular ones, since unrest at home was preferable to incurring the fury of the very remote and often weak central government, more specifically if the administrators were of the same ethnic group as the local inhabitants, and especially if they were offered a bribe. The bribe became an integral and very essential part of the workings of Ottoman administration.

Albanian and *Serbian Historic Loyalties*

Since the first century CE, Kosovo has been in the midst of conflict and war. In 2001, Kosovars still referred to a major battle fought at Kosovo Polje (Field of the Blackbirds) on June 25, 1389 between the armies of the Serbian prince Lazar and the Turkish forces of the Ottoman sultan Murad I who reigned from 1360–89. Kosovars identify with the Ottoman victory at the 1389 battle because it ended the domination of Serbia and its collapse when Turkish armies were weakened the Byzantine Empire. For the Serbians, the battle of 1389 was the beginning of a long period of foreign occupation and domination and giving up Kosovo which they remembered as “Old Serbia” the cradle of Serbian civilization. “Murad I captured many fortified places near Constantinople (now Istanbul) and used internal troubles in Byzantium and the Slavic states to extend the Turkish invasion in the Balkan peninsula” (Campbell & Wallenfeldt, 2010). Serbians saw themselves as the protectors of Christendom and began challenging the strength of the Ottoman invasion. To Serbians the famous battle of 1389 also symbolized the survival of the Serbian culture and language during the centuries of Ottoman rule. Another national Albanian hero, Skënderbeu (1405 – 1468) who is still honoured today by a statue recently placed in Pristina, was recognized as a great Albanian military Lord fighting against the Ottomans and uniting Albania.

Religious and Ethnic Divisions

The Ottomans went on to capture Bosnia, Hungary and much of Croatia. Albanian Kosovars continue to celebrate this as a victory for them. On the other hand Serbian's pride rested in resisting the Ottomans; thereby reflecting more than military and nationalist competence but also reflecting the "crusading" mentality so common in Europe in the Middle Ages. Christian European states often cooperated in land and sea campaigns against the Turks, whom they regarded as infidels. Europeans had also fought bloody invasions in the Holy Land a few centuries earlier during the Crusades, allegedly fighting a holy war to liberate the area from the rule of Muslims. It is important to note that in 1389 the Serbians were assisted by the Albanians in the Battle of Kosovo for at that time, Albanians were also considered Christians; after being overpowered by the Ottoman army, many Albanians gradually converted to Islam, as did other Europeans in Bosnia and Bulgaria. Of interest, is that the Ottoman style of rule did not aim to assimilate all the peoples it conquered.

The Serbian Orthodox Church played an important administrative role under Ottoman rule and kept alive a sense of Serbian identity, unity, and territorial claims. Thus, the Battle of Kosovo stands in Serbian history and culture as a symbol of suffering, of the struggle against invaders, and of cultural survival. Very little evidence exists about the population of Kosovo during the medieval centuries; however, what is known is by the end of the 17th century Albanians formed a majority in Kosovo the "Old Serbian" province. In 1690, amid the fear and chaos of a Habsburg-Ottoman war, many Serbs fled north in a mass exodus to safer territory in the Habsburg Empire. Kosovo then remained an Ottoman province until it was seized by Serbia in the Balkan Wars of 1912-1913. By this time, the Ottoman Empire was in a process of political decay resulting in great losses of territory to its rebellious subjects and outside powers.

Governance of Yugoslavia

Throughout the nineteenth century the Serbs began to reassert their desire for self-rule, and in 1878, with the aid of Russian forces, Serbia defeated the Ottomans. In that same year, the Congress of Berlin declared Serbia independent, but also partitioned the

country so that Bosnia-Herzogovina, a region with a large Serbian population, became part of Austria. Overall, the congress' re-distribution of land decreased the domain of the Turks and the Russians and increased that of Austria-Hungary. This shift in the balance of powers intensified tensions among the various nations involved.

Kosovo's Struggle under Ottoman Rule

Albanians declared independence from the Ottoman Empire in 1912. This conflict took place in and around Kosovo during the Balkan Wars (1912-1913) and World War I. By 1912, most European Ottoman holdings had been transformed into the independent countries of Bulgaria, Romania, Greece, and Serbia. In 1913, in the Second Balkan War, Serbia took possession of Kosovo from Albania together with attempts to take Macedonia from Bulgaria, which had been claimed the previous year by Bulgaria. The assassination of the Austrian archduke is often recognized as initiating World War I which in many ways reconfigured the European continent. By now Serbians, Slovenians and Croatians were able to create identities and countries for themselves since they had already undergone national change in their cultures. However, the Albanians, along with the Macedonians, were among the last Ottoman people to develop a sense of national identity. Albania was formed in 1913 with a great deal of participation by the vast powers of Europe. The Serbians resisted the creation of this country, not only because they thought it would stir up trouble in the ethnically mixed province of but also because it blocked access to the Adriatic Sea.

For Kosovar Albanians, the period between 1918–1929, under the Kingdom of the Serbs, Croats, and Slovenes was a time of persecution. When the war ended in 1918, a kingdom uniting Serbia, Montenegro, Bosnia-Herzogovina, Croatia, Slovenia, and Macedonia was formed and in 1929 was named Yugoslavia. Despite strong disagreements about governance among the different regions, Serbia triumphed and Yugoslavia was declared a constitutional monarchy under the rule of a Serbian king. The next conflict involving all the states was when Hitler divided the Balkans among Germany, Italy and Bulgaria. In the mid-to-late 1940's, Kosovars used armed resistance to create a cause for inclusion in the new socialist Yugoslavia headed by Tito. In power from 1945-1980 Tito was determined to keep Kosovo within Yugoslavia and gradually gave the region more recognition and self-rule. Tito's efforts of unifying people and ethnic groups during his

presidency may have been considered admirable and peaceful; however, loyalty remained strong within the different ethnic groups.

Tito's Era and Communism

The end of World War II saw the rise to power of Josip Tito, who ruled Yugoslavia under a Communist dictatorship from 1945 until 1980. In 1946, Tito's socialist communist government, independent of Russia was established, engraining the need for attention to hierarchy and position. Although the republics of Croatia, Slovenia, Bosnia and Herzegovina, Serbia, Montenegro, Macedonia, and the autonomous provinces of Vojvodina and Kosovo, were united into Yugoslavia with certain privileges, each functioned independently of one another to some extent. Tito's policies and practices were based on the principle that each country in Yugoslavia could set communist goals unique to the conditions of each particular country, rather than follow a pattern set in another country. During Tito's era, this specifically meant that the communist goals should be pursued independently of and often in opposition to the policies of the Soviet Union. During Tito's 35 years of influence there was relative peace as governments were allowed to make decisions relative to what the states deemed important. Also during his rule huge foreign debts for building the FRY were accumulated. Life was relatively peaceful until after his death May 4, 1980 when the reality set in regarding the national debt and became an issue when deep wounds were opened and unrest surfaced amongst peoples and states.

All businesses and institutions were owned and managed by the government and Tito declared himself to be the president for life. He did away with the monarchy, and while he greatly consolidated the power of the central government in Yugoslavia, he also gave republic status to Bosnia-Herzegovina, Montenegro, and Macedonia. Tito managed to keep his nation unaligned with either the Soviet Union or Western countries. He refused to submit to the control of the Soviet Union, which held sway in many of the other Eastern European nations, and for this reason, in 1948 Joseph Stalin expelled Yugoslavia from the Communist Information Bureau. When Tito died in 1980, the country established a joint presidency where each republic had a representative working together making decisions with the presidency of the country rotating among different leaders.

Milosevic's Era – Communist Rule

By the middle 1980's there was an increasing amount of Serb migration out of Kosovo. Slobodan Milosevic became president in 1989 advocating a vision of a greater Serbia that would be free of ethnic minorities. The Federal Republic of Yugoslavia elected a president for a four-year term, though during his eleven-year tenure, Slobodan Milosevic refused to recognize the outcome of these elections if they were not to his advantage. To encourage Serbians repopulating Kosovo, new Serbian communities were established in parts of Kosovo in an attempt to balance the demographics of Albanians and Serbians. During this time Milosevic attracted Serbians to live in Kosovo with promises of housing while not paying taxes, as well as other concessions. Milosevic, a Serbian military leader aligned himself with a Russian style of communism and power, became president of Yugoslavia and after a visit to Kosovo in 1987 gave in to the Serbian cause of claiming back Kosovo as part of what was known as Serbia’s cradle of civilization.

Slovenia and Croatia disagreed with Milosevic's policies and both regions declared independence in June 1991 when he sent troops in and thousands of people died before the 1992 cease-fire. The European Community granted recognition to the republics also including Macedonia, Bosnia and Herzegovina who called for independence. Amidst this, Kosovo was seeking status as an independent country. After that unrest escalated and Kosovar Albanians were threatened, intimidated and brutally tortured by Milosevic and the Serbian military; in spite of the fact that both Serbians and Albanians were actively fighting each other.

Kosovar Albanians endured various forms and degrees of discrimination under Yugoslav Communist and Serbian neo-Communist domination by the regime of Milosevic and the decision to expel Kosovar Albanians from the Yugoslav political, employment, education, and health systems in 1987-90. Kosovar Albanians under Milosevic were fired from their jobs and prevented from schooling their children or obtaining health care in Yugoslav state institutions. Kosovars organized a parallel economy and political life, with independent schools and makeshift medical services. Due to the increase in environmental pollution and cigarette smoking since the 1970s, the leading causes of death include circulatory diseases and cancer.

Kosovo after the NATO Intervention

Milosevic’s government held to hierarchical patriarchal Russian communist styles and traditions of rule since Russian support for Serbia had come during Ottoman times and again during NATO’s support of Kosovo. In March 1998 the largely Albanian province of Kosovo began fighting again for independence. Milosevic's government proceeded to destroy villages and kill thousands of Albanians in the region. The oppression suffered by Albanians ended when NATO intervened in liberating them in 1998-99 and declaring independence of the Kosova Republic in 2008. Tens of thousands of Albanian inhabitants were driven out of Kosovo by Milosevic as "ethnic cleansing" took place by the Serbians in March and April of 1999. NATO intervened to stop the killings in Kosovo while also preventing the conflict from spreading and Serbia’s intentions of bombing Serbia to force Milosevic to stop attacking his own population in Slovenia, Croatia, and Kosovo. A large international relief effort assisted refugees; however, it was described as a nightmare in the eyes of humanitarian and military affairs in and around Kosovo.

Rugova, as the new president of Kosovo in 2001, with the support of UNMIK and international NGOs, attempted to be more open minded endeavouring to adopt some democratic ideologies. The ambition of Kosovo joining the EU became a goal to strive for and would set Kosovo on a path to economic and political stability. While Albanians had freedom after the 1999 conflict, Kosovar Serbs were now the oppressed and living in enclaves surrounded by large roles of barbed wire fencing guarded by KFOR while the military established by NATO. In Kosovo on November 29, 1999 celebratory gunfire and car horns marked the day, five-and-a-half centuries earlier, when the traditional Albanian banner, a red flag bearing a black two-headed eagle, was first raised as a symbol of resistance against the Ottoman Turks. November 29, became Flag Day and marked the end of direct rule from Belgrade in 1999 when NATO arrived to intervene. On November 29, 1999, Hashim Thatchi, representing the Kosovo Liberation Army stated: “Serbia would never regain control of the province, and vowed to pursue independence by democratic means” (BBC, 1999). Intimidation, pressure and incidents of violence on the part of both Serbian and Albanian extremists erupted during the life of KEDP. In 2001, Albanian Kosovar young adults felt that KFOR would need to remain in Kosovo for at least 20 years

to maintain peace, build a sense of security, and allow Kosovars to learn about and experience what peace meant.

KEDP Arrives

When the first Canadian KEDP field staff arrived in 2001 in Kosovo, it was governed by the UNMIK with 46,000 peace keepers from 5 different countries in 5 regions. 90% of the population had returned after being dispersed during the NATO conflict in the spring of 1999. The average age of Kosovars was 20 years and 50% of the population was under 20 years of age (Siemens, 2001).

Patriotism was important to Kosovars and on Flag Day, November 2001, a bronze replica of the statue of Skanderbeg in Albania, paid for by poverty stricken Albanians, was transported into Skënderbeu Square in Pristina with great fanfare. To this day the red flag bearing a two-headed black eagle is flown at various cultural celebrations such as: Kosov[o] Independence Day, February 17, 2008, Flag Day, sports events, weddings traditionally held in June, male circumcisions and other events. Culture and history are closely tied together and it is not unusual seeing an entourage of cars with Kosovars waving the Kosovo flags signifying one of many cultural celebrations.

During the time of the KEDP project in 2002 President Milosevic was brought to trial at The Hague for war crimes against humanity. At times Kosovar KEDP staff would briefly turn on the television to listen to the trial proceedings and walk away raising their eyebrows or shaking their head in disdain. In 2004 continued conflict between Albanians and Serbians resulted in an outbreak of violence with numerous Serbian Churches damaged.

The Historical Context of Education in Kosovo

Education is free and compulsory between ages seven and fourteen with primary school lasting eight years, after which students choose a vocation or field in which they will study in secondary school. This lasts three or four years, depending on the area of study. Albanians and Albanian girls in particular were less likely to receive an education. In 1990, all Albanian schools in Kosovo were closed down because the Serbian government did not approve of their curriculum, which emphasized Albanian culture. Underground schools had

been started, but many children continued to go without schooling. For ten years in the 1990's education happened on an informal basis when Albanians and Serbians shared the same schools which became schools became unbearable for the Albanian teachers and students. At this time, Albanians set up a *parallel school system* with classes held in homes and various places. Teachers volunteered or were paid what little people could afford (Buleshkaj, 2010). Schools in the rural areas were held in tents and enclaves.

The Parallel System

Establishing the Albanian *parallel system* as an independent grassroots system of education prior to the 1999 war in Kosovo became the primary marker in the process of separating Albanian education from the Serbian system of education, and was the major contributor to the survival of Kosovo's education system (VanBalkom & Buleshkaj, 2006). This grassroots movement of separating and decentralizing education from the mainstream education system in Kosovo resulted Albanian students, teachers, and school administrators to take a stand of political resistance therefore further developing an Albanian cultural identity.

Additionally, establishing the *parallel system* was a reaction to the Serbian government's measures demanding that only the Serbian language and history be taught in public schools. This stance and action later became a central symbol for the proudest achievement illustrating determination and confirming the characteristics of stamina, "resilience and self-reliance more than anything else" (Buleshkaj, 2009, p.3). These actions illustrated the commitment of Albanians to education, concern for their children's future and the future of Kosovo. Kosovar expatriates and Kosovars made a sacrifice by personally funding education out of respect for teachers demonstrating the pride of the Albanian population. Survival was the priority during the parallel education system and professional development of leaders, teachers, and curriculum waited until international NGOs arrived after the conflict (Buleshkaj, 2009).

Educational Frameworks

During the destructive war in 1999, thousands of Albanians were forced to leave Kosovo when many schools, the frameworks for education, civil society and educational institutions had been fully destroyed (Buleshkaj, 2009). In particular, UP was widely

believed to be a hotbed of Albanian nationalism and during the conflict, large numbers of books were destroyed in the flooded basement of the library. UP was closed in 1990 when all ethnic Albanian faculty members were fired and Albanian students were either expelled or resigned in protest. Albanian faculty and students ran an underground university. In 1998 the government took control of all the universities in the country, curtailing all academic freedom. In addition to this, fear and shock over the loss of key educators in Kosovo during the conflict had forced the operation of education for Albanian children underground in order to survive (Buleshkaj, 2009).

When Serbia left as the governing political body after the conflict, the frameworks for education in Kosovo were non-existent since the majority of the MoE and administrative positions had been held by Serbians (Anderson & Humick, 2007). With UNMIK as the governing body after the conflict, new frameworks and processes were developed in consultation with the Kosovars thereby moving education forward. After the conflict Kosovo Serbs lived in enclaves protected by the military.

In 2001, a Russian school curriculum and teaching methodology from Tito's time was still in use, along with many remaining socialist communist vestiges from the years of his rule of the FRY. Education was one of the most important areas of investment in post-war Kosovo for the local leaders who were involved in the initial steps of rebuilding the frameworks of education and the school system in the Balkans. During this time education became the major thrust for numerous international donors resulting in "dramatic changes in the political, cultural, economic and social levels of its society" (Goddard, 2007, p. 200). In post-war Kosovo, the remaining Serbians lived in enclaves and continued to take their direction from the Ministry of Education in Belgrade, Serbia. However, Kosovar leaders at that time worked with their international colleagues in an attempt to lead and implement the necessary political, economic, legal, social and educational changes that would help Kosovo reach European standards (Hyseni, Pupovci & Shatri, 2001, in Buleshkaj, 2009).

Professional Development and Capacity Building

Professional development and capacity building activities in Serbian communities in Kosovo and in Serbia created additional challenges for faculty since the Serbian Minister of Education in Belgrade exercised control over decisions and dictated what could and

could not be done in education in the school system (Interviews, Ana, David, Jim & Louise; Anderson & Humick, 2007). Several faculty members also conducted professional development in Serbia where political unrest, numerous elections and the politicization of education created its own problems and instability in education (Interviews, Ana, Jim & Louise).

By the time the EDP project came to a close in 2006; the influences of collaboration, workshops, conferences and overseas study tours from as far away as Scotland, Alberta, Denmark, Hungary, Slovenia, Germany and others had left their influences (Anderson & Humick, 2007). By 2006 Kosovo, Serbia and Montenegro, as regional partners, had been invited to participate in youth conferences and collaboratively organizing a conference for educators in the spring of 2006. Collaborative work strengthened or built relationships that were once non-existent during the conflict. The culminating conference in Montenegro was an indication that the common goals and dreams for education and for change in the future for each society could be accomplished (Anderson & Humick, 2007).

Another important post-conflict development occurred when Kosovar Albanians declared their independence on February 17, 2008 thereby becoming the youngest country in Europe (Buleshkaj, 2009). When Kosovo moved from being a territory governed by UNMIK, newly designated responsibilities of MEST and the municipalities needed to be revamped, educational leaders trained, while applying new school legislation and laws for recruiting school principals.

Politicization of Leadership Positions in Education

The KEDP project had its beginnings in Kosovo then reached into Serbia, and Montenegro bringing together educators from three countries by 2006 (Anderson & Humick, 2007). During the operation of the KEDP project from 2001 – 2007, the position of school principal (also known as a school director), MEST, university positions, and other educational leadership positions became highly politicized, thereby creating immense challenges and drastically affecting the capacity building and implementation of change at the grassroots level amongst teachers, schools and the learning community (Anderson & Humick, 2007; Interviews, David, Jim, Kosova, Louise & Meg, 2009). This unrest in

leadership is still the case today (Buleshkaj, 2009) and to the point where teachers do not want to apply for leadership opportunities because they could lose their position if they do not support the ruling political Party.

The Cultural Context in Kosovo

The FRY was considered to be “a country of the most condensed diversity” (Crnobrnja, 1994, p.15) in terms of nationality, religion and traditions. Yugoslavia was home to six states (Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Montenegro, Macedonia, and Kosovo as a province with some independence) with numerous languages (Croatian, Serbian, Russian, Albanian and minority languages spoken by Bosniaks, Turks, Roma, Ashkali and Egyptian minority groups), and four religions (Muslim, Roman Catholic, Serbian Orthodox and Christian). The states of the FRY had become Balkanized over time when they were broken up into regions forming groups with hostilities towards each other. Most Kosovars identified themselves as ethnic Albanians tracing their origins, history and culture to the Illyrians living on the Adriatic coast and to Albanians in Albania and Macedonia.

The cultural context of the Balkans traces its origins to an ethnic and religious background of Christianity in medieval times with many converting to Islam during the 500 years of Ottoman rule. In Kosovo and Bosnia today there was a large Islamic population with remnants of Turkish culture found in the south. Different cultures under authoritarian regimes created a volatile situation where brutal animosity among different groups led to civil war. In order to consolidate Serbian power, the government suppressed all minorities. Milosevic’s policy of ethnic cleansing attempted to rid the country of Croat Muslims in Bosnia and ethnic Albanians in Kosovo when these groups had ambitions for self-rule. The results have been ongoing violence and the oppression of ethnic minorities. Yugoslavia has one of the world's largest Gypsy populations, who are also treated with intolerance. In the 1980s there was a movement among Yugoslav Gypsies for separate nationhood, but it never materialized and eventually the desire was subdued.

Belgrade has been captured sixty times, by the Romans, Huns, Turks, Germans, and others, and had been destroyed thirty-eight times. Many of the city's older structures were

damaged by the Nazis during World War II. Some were later restored, but the recent civil war has again devastated the city.

Pristina is the capital of Kosovo and has served as the capital of the Serbian Empire before the invasion of the Ottoman Turks in the fourteenth century. The city's architecture, exhibiting both Serbian and Turkish influence, testifies to its long history. In the cities, most people live in apartment buildings, although there are also older houses. In the countryside most houses are modest buildings of wood, brick, or stone which are surrounded by courtyards enclosed by walls or fences for privacy. Even in rural areas, houses tended to be relatively close together. Some villages in Kosovo are laid out in a unique square pattern. The houses have watchtowers and are surrounded by mud walls for protection from enemies. Homes often have several floors and parents tend to share their homes with their married children and grandchildren.,

Ethnicity and Religion

At the time that KEDP was in Kosovo, ethnicity, culture and religion appeared to be interwoven and people identified themselves only as Kosovars, not by religion or as practicing Muslims, although Kosovo is generally identified as a Muslim country. Even though Kosovo had a predominately Muslim population, Islam apparently is not widely practiced as in a previous era, even though Islamic religion and traditions were forced on the early Albanian Christians and Islam was slowly adopted during the 500 year occupation of the Ottoman. Serbian Orthodox churches and mosques were prevalent in many communities and many Orthodox churches continue to lay in ruins. Each day Imam could be heard chanting at sunrise and sundown from a Mosque that was close by. The church bells of the Catholic Church would ring on occasion. Circumcision continues to be a common practice in Kosovo, as in all Muslim countries, often performed as a celebratory ritual to mark the beginning of male puberty. The ritual is accompanied by festive celebrations and large family gatherings.

Multi-culturalism

The Gjilane and Prizren areas were recognized as acknowledging multi-culturalism with more active integration of cultures respecting each other’s differences. The sensitivities were predominantly between Albanians and Serbians, with Kosovar Serbs still

living in enclaves or small heavily guarded villages in Kosovo only feeling safe around each other. Since some of the minority groups like the Roma supported the Serbians, trust was compromised. Headway for inclusion of multi-cultural groups was made during KEDP's time by conferring on projects such as the PEACE youth conference (Buleshkaj, 2009), and planning inservice by including all minorities. Kosovar Serbs took their orders from Belgrade and preferred not to be involved because emotions were still raw from the conflict. The establishment of SEDP in Serbia as part of EDP, to which KEDP belonged, brought further opportunities for working together in a multi-cultural environment. The final Educators conference in Montenegro brought all nationalities and cultures, including Serbians, together. At the final KEDP educator's conference held April 2006 in Montenegro, the social evening culminated in a group dance with all cultures actively participating, holding hands and enthusiastically singing in a round of cultural dances. Being amongst Canadians, who were seen to be accepting of all, brought a sense of safety into the environment, and amends were slowly made.

Oral History

In schools, a strong oral history emerged in recitations of memorized poetry, keeping alive the folklore, history, traditions in the culture. Adults used storytelling to keep the cultural memory alive. During discussions or workshop presentations it was common for the next speaker to repeat what the previous speaker stated and add to it. This continued throughout an entire discussion in workshops, unless otherwise directed not to do so by the workshop leader (Interviews; Carol, Louise). Esteemed Albanian writers, artists and other cultural figures were targeted during the conflict. Great pride is taken in self-published books written by university professors, educators, and those who enjoyed recollecting and writing stories or poems about Albanian history, the struggle, and culture so they would not be forgotten. The Albanian language, as one of the original Indo-European languages, is thought to be one of Europe's oldest languages and is not derived from any other language; although it is thought to be a language of the ancient Illyrians.

Hospitality and Food

Kissing is a common form of greeting, for both men and women. Two kisses, alternating cheeks, is customary. Albanian's are known to have very old traditions, strong

family morals taking pride in accepting internationals. Albanians are a hospitable people and love to visit and chat. When entering a home as a guest for the first time, one generally brings a small present of flowers, food, or wine. It also is customary to remove one's shoes and put on a pair of slippers before going into the house. It is customary to take off your shoes upon entering an Albanian house particularly if it is Muslim. As a foreigner and visitor to the country you are always made to feel welcome. Local food is more "Mediterranean" style than "Albanian" and root vegetables are more commonly used when preparing most traditional dishes.

Showing hospitality is part of Albanian culture and Kosovars enjoy connecting with internationals (Interview, Kosova & Meg) in coffee shops or at schools where a cup of Turkish coffee is brewed over a small gas burner to welcome a guest. Coffee is prepared in the Turkish style, boiled to a thick, potent liquid and served in small cups with sugar. Turkish coffee is taken at extremely hot temperatures and is usually served with a glass of cold water to freshen the mouth to better taste the coffee. All of the coffee in the pot is poured into cups, but not all of it is drunk. The thick layer of sludgy grounds at the bottom of the cup is left behind. A Turkish proverb states: "Coffee should be black as hell, strong as death, and sweet as love." Kosovar Albanians enjoy coffee and claim that they are known to be one of the greatest coffee loving nations within Europe. The art of coffee drinking, two or three times a day, particularly in the afternoon, is a favourite pastime in Kosovo with many coffee shops to choose from.

Typically it is men who operated and patronized the coffee shops and restaurants while women are at home with the children. Wine and a fruit brandy called *raki* is popular as well as a mixture of red wine and coke cola, called boso, which is enjoyed by the young people. Kosovar *raki* or their locally produced wines Kosovo Merlot, Cabernet, and Kosovo Riesling were enjoyed. Another popular drink was the locally produced lager from the mountainous region of Peja.

Costumes, Music and Dance

Albanian music in Kosovo has a more Arabic sound, echoing the influence of the Turks, and Gypsies dance to a type of music called *blehmuzika,* using a brass band. A common dance with specific kolo music involved a group of people holding hands and

moving in a circle. During the Turkish rule, when people were forbidden to hold large celebrations, they often transmitted news through the lyrics and movements of the kolo tradition which involved a group of people holding hands and moving in a circle.

Costumes were an important part of dance; even today, traditional regional dress is worn for the performances. Western rock music is extremely popular with younger audiences, and Yugoslavia has produced some home grown stars. Many of them use the form to convey political messages. Film production was also common during times when the economy was better. Pride in cultural costumes, music and dance were evident during school concerts and celebrations. Concerts, theatre and Albanian ethnic costumes and dances were reintroduced into Kosovo's cultural centres as new facilities were built since most were destroyed during the conflict. At cultural functions the men and women were usually dressed in white clothing decorated with a combination of red and black and occasionally green garments, such as aprons, headscarves and waste jackets that adorn the entire costume. It is very traditional for the women to wear lots of gold to demonstrate the wealth of her husband. The clothes worn at these occasions were always handmade by the female community. At most festive celebrations locals play the Citelia which is similar to a small guitar but has only two strings. The Tupan, a traditional Albanian drum, usually accompanies the Citelia. Most Kosovar Albanian celebrations have a special room called the Oda which is used specifically for men when they drink Kosovar Raki, smoke, talk and sing songs based on historic events and stories. Traditionally the women prepare food and attend to the male guests.

On the day preceding a Kosovar wedding the women traditionally dress entirely in white and wear a gold jacket called a jalek i art, worn with dimia which are baggy trousers resembling a skirt. The wedding costume for a woman is adorned with much gold. The newly married woman traditionally moves in with her husband's parents, cleaning their house prior to the wedding, and becomes a servant to his mother.

Everyday Garments

Everyday clothing was dark in colour and European or Western style blue jeans were popular for young people. Office dress included classic casual style clothing for both men and women. For work, women wore skirts, slacks or casual suits. Due to poverty and

the loss of possessions, teachers often borrowed clothing when attending workshops. Many older women wore long dresses with long overcoats and head scarves during most seasons. This may also have been the typical dress of Muslim women. A traditional white bowl hat, called a Plis, worn amongst the older generation in Kosovo signifying the region, culture and Albanian heritage of the man. The Plis varied in shape and size and could be either flat on top or rounded according to the traditions of the province. Traditional Albanian dress is very similar throughout the region with exceptions in the rural areas of Prizren where the Muslim ethnic minority group, the Gorani who speak Serbian have a traditional dress.

The Role of Women in the History of the Balkans

In this section gender will be discussed in terms of the historic roles of women during Ottoman, communist and socialist times in order to better understand the findings. Gender is defined as "the social organization of sexual difference" (Joan Scott in Gocek & Balaghi, 1994). Sexual dissimilarity, social and cultural differences in society are best seen as issues in power relations guiding the formation of an identity as male and female in a society. Although the term gender can encompass many meanings, the focus will be on tradition, identity, and power. The Albanian culture is a patriarchal society where women were expected to take care of the children and the home. Younger women also worked out of the home. The following topics converge on culture as they also relate to the role of women.

Communism as a socio-political movement promoted a classless and stateless society structure with common ownership of production, free access to articles for consumption, and the end of owning private property and wage labour. Land was now owned by the government. Although communism, as a dictatorship created a classless society providing education for all, women were encouraged to also work outside of the home while children attended day cares. However, women were still illiterate, especially women of a minority.

The Social System and the Role of Women

The Communist regime introduced an extensive social welfare system, and due to the unrest, the socialized health care system still exists in Kosovo and the government runs

shelters and homes for orphans, mentally and physically disabled people. Social Security and unemployment payments were not available.

Traditionally, women performed only domestic work. Under communism, however, they began to take other types of jobs in large numbers. The number of women wage earners increased from 1948 to 1985; however, the percentage of women who worked outside the home varied greatly among the regions. Most women worked in positions related to culture, social welfare, public service, office work or administration, trade and catering. A large number of women were elementary school teachers, and although they work outside the home, they are still expected to take care of domestic tasks. Kosovar culture is similar to Serbian culture in that it is traditionally male-dominated and men are considered to be the head of the household. While women have gained significant economic power since World War II, many vestiges of the patriarchal system continue to be evident in women's lower social status.

Under Tito, women gained equal rights in marriage and divorce became easier and more common. It was customary for several generations to live together under the same roof, often with families having one floor in the house. Ethnic Albanians tended to have larger families, eight to ten children, and extended families often lived together in a compound of houses enclosed by a stone wall. Infant care is largely the role of the mother. Under the Communist regime, the government set up day nurseries to care for babies, allowing women to return to their jobs soon after childbirth.

Men had priority over women for job opportunities and were paid 40 – 50% more than women. Productivity may not have been the focus of work. Socialism, as an economic and political theory, advocates public or common ownership and cooperative management of the means of production and allocation of resources. A socialist society is organized on the basis of relatively equal power-relations, self-management, dispersed decision-making (adhocracy) and a reduction or elimination of hierarchical and bureaucratic forms of administration and governance, the extent of which varies in different types of socialism.

During Ottoman times the society was patriarchal using power, personal and cultural norms to coerce women to comply with certain identities and behaviours. For a time, the Ottoman Empire was ruled essentially by women of the Harem; and mothers of

the Sultans. Women were veiled and repressed, though the mothers of the Sultans and prospective Sultans in the Harem played an important role in deciding the future of the empire at times. When the men went off to war women took over running various operations, although they too assisted in the war effort as needed. Women were segregated from the men in religious ceremonies and held to strict dress codes. Societies in the Arabic cluster were found to be highly group-oriented, hierarchical, masculine, and low on future orientation. During times when women were publically silenced they turned to writing their accounts.

In World War I, women suffered the most from severe economic conditions. They worked for much less pay than their male counterparts and predominately in clothing or commercial factories and domestic services. While only a small number of women actually worked within industry, their conditions were so harsh that they became very active in strikes. In the Communist era, many women ascribed to the Communist mantra because it called for and consistently strove for political and social equality of women. Women felt marginalized by religious and conservative ideologies that stressed the importance of the woman as a housewife and mother. The first Conference of Socialist Communist Women of 1919 symbolized the growing need that women felt for an entirely new political system. Interestingly, a large number of bourgeois feminists even began to subscribe to the Communist view that the emancipation of women would depend on the radical transformation of society.

Yugoslav communists during Tito's time espoused gender equality and claimed that in the course of the socialist revolution significant results were achieved advancing the socioeconomic position and role of women. Advances were in fact made in relation to the female literacy rate, university education, the workplace, and policies regarding divorce, abortion, and maternity leave. Yet, within areas of study and in the workplace, women were mostly concentrated in traditional female roles. There was not true freedom to choose male-dominated areas of study or professions. The more prestigious and responsible jobs continued to go to men rather than women despite years of Party criticism of this practice. Women were furthermore not highly represented within leadership bodies.

During these Communist times, men and women normally both worked outside the home as is still the most common situation in many communist socialist countries today. Conversely, in the post-communist market, Balkan women were encouraged to take a role closer to that of traditional jobs before World War II, which had become a common expectation of them. If women worked at a typical man's job during the war, it was a customary expectation that she lost her job after the war and a common expectation. The husband was considered to be the breadwinner of the family, even when it was difficult for him to find a job. Although in Bulgaria it was very common for the wife or the woman in a family to bring money home, with which the husband then played poker, thus forming a new industry in the Balkans. The money may also have been used it for his own purposes and paradoxically without changing his own status of "breadwinner". If the man could not find a job but the woman could, suddenly the man realized he was not playing the new gender role "correctly". Some men began to gain wealth in the new market, which dramatically changed their relationships with women. A survey conducted with women in Hungary, Serbia, the Republic of Macedonia, and Bulgaria showed that 53% of these women said their relationships had become worse during post-communism. Moreover, 78% admitted to also knowing other families whose marital relationships became worse (Nickolic-Ristanovic, 2002).

The essence of the plight of Yugoslav women during Tito's era, despite ideological claims Communists made about a better female literacy rate or representation within the government, the bottom line was that women were denied basic necessities. In the name of gender equality, the uniqueness of being a woman was taken away while ignoring what women actually wanted and needed. Though Titoism theoretically encouraged gender equality, true equality did not exist. Women attempted to engage in Yugoslavia's economic, political, and social spheres in the twentieth century, and succeeded in certain ways, a true turn from male dominance within Yugoslavia did not occur. This trend continued during Milosevic's time while adding Albanian ethnicity as another hindrance. Increased pornography and trafficking of women occurred after the fall of communism that was incomparable in scale to the Western world. A 2011 Slovenian documentary about the

role of women from an ex-Soviet claimed that with the fall of communism, women had smaller chances on the market.

Today in Kosovo, the society is still patriarchal with rules hindering women from holding leadership positions and speaking only after the men have spoken in public discussions. Rural girls are only educated to lower grade levels who then work at home in anticipation of marriage (UNDP, 2010b). In a socialist society the benefits of capitalism exist, and women were often paid lower wages than a man for the same job. However, there were inequities for women during Tito's socialist communist era and it appeared Tito encouraged cross-cultural and cross-ethnic marriages in an attempt to overcome cultural barriers and ethnicities, therefore integrating nationalities; however, this was disputed by some. Yet, documentaries describe the breakdown of families where inter-ethnic marriages.

During the KEDP project, the role of women in the patriarchal society was evident in numerous situations, such as in schools where fewer women taught the lower grades and more men taught the upper grade levels. School principals were typically male although more women were being hired. At the university men were given seniority and priority in leadership positions. In workshop conversations, an unspoken order existed for speaking: older men spoke first, then other males, and last young females (Interview, Louise). Seating arrangements in workshop sessions found older men sitting near the front and the young women towards the back (Interview, Carol). If younger women spoke up or spoke out of turn disdain would be expressed (Interview, Carol).Women were marginalized and mainly found in traditional roles; in the rural areas women are at home taking care of the children and unemployed while men are working, and in the city women are taking care of children and working in office jobs while men work at various jobs in the community often in retail, coffee shops or restaurants. The absence of women in the work force may also have been due to the 80% unemployment at the time.

In many new EU member states, and in the countries of the Western Balkans and Commonwealth of Independent States (CIS), the post-communist transition has seen reductions in women's wages and employment rates relative to men's; access to assets, property, and political representation has declined. Women as primary-care providers have been hard hit by the collapse or declines in social services (UNDP, 2010a). Although many

other historical and cultural themes are relevant, these are the main ones that appear to affect the findings of this study.

The Purpose of CIDA in the Balkans

UNMIK saw Canada's mandate through CIDA (Canadian International Development Agency) as the lead agency in education identifying the following needs: developing a master plan for teacher training, amalgamating centres that currently existed in 2001, eliminating 2 year pre-service program while developing a 3 - 4 year university programs instead, consultative practices, and partnering with NGO's, change agents and multipliers. Education was seen as the key role for transformation and economic development. Teacher education was seen to develop linkages to the outside world. Creating sustainability and not dependency was suggested as a key factor in working with the Kosovars. Other needs identified included completely reframing the education curriculum as constructivist democratic education and policy frameworks in all aspects of education (i.e. teacher accreditation); coordinating many NGO's from within the UN and donor countries to become partnerships in education, and formalizing the MoE (Siemens, 2001).

KEDP's Goals in International Fieldwork

The KEDP project was a multi-faceted CIDA project with the purpose of creating a sustainable, comprehensive education plan and implementing process with the theme of peace education. The project was coordinated with other education projects already ongoing under the auspices of UNMIK. The key components of the project involved in-service of teachers and the pre-service of new teachers at the UP. Other goals were empowering and enabling educators and leaders, working with the aspirations of Kosovars, their resiliency by developing ownership and social sustainability (inter ethnic, cultural, political) while growing local capacity. Urgency existed for implementing and including all ethnic groups using a consultative approach while addressing gender considerations.

KEDP as a six year CIDA funded education project was jointly implemented by the University of Calgary and the Montreal based Universalia Management Group with the goals of strengthening and building capacity in leaders at all levels of education: the Ministry of Education Science and Technology (MEST) in Kosovo; to establish a Faculty

of Education at the UP, implement pre-service education for teachers at the UP, and to guide MEST in changing the frameworks of education (Anderson & Humick, 2007). Additionally, KEDP was invited by UNMIK to be lead agency in education with the responsibility of working with numerous international and local NGO's coordinating education programs, summer institutes, and providing inservice for the purpose of capacity building and leadership development. KEDP worked with local NGO’s, cultural and ethnic groups in Kosovo, later expanding into the MoE in Serbia and middle management in the MoE in Montenegro (Anderson & Humick, 2007).

The KEDP project from January 2001 to June 2006 was a post-war intervention for rebuilding the education system in Kosovo while primarily working in Kosovo and later in Serbia and Montenegro. Canada’s role involved coordinating the efforts of the international education community by providing direct support for professional development to teachers, school principals, school system administrators, and UP professors. The University of Calgary’s involvement in leadership development and capacity building in post-conflict Kosovo was modernizing education in Kosovo (Anderson & Humick, 2007). The KEDP fieldwork took place two years after the 1999 conflict in the Balkans when CIDA funded Canadian educators to work in Kosovo, Serbia and Montenegro with the goals of strengthening and building the capacity of leaders in education.

The majority of the thirteen faculty members interviewed for this study worked in Kosovo for the majority of time. The work of the faculty was progressive with a goal for each of the internationals to work collaboratively with local educators by engaging, enabling, and empowering educators through the processes of reconstructing the frameworks in their education system by actively working towards the betterment of education for the future of children and society (Interviews, Carol & Kosova). The goals and practices of the EDP project emphasised inclusion, carefully listening, engaging in participatory constructivist learning, team work and team teaching, modelling, mentoring, coaching, facilitating, partnering, and leading with the goal of developing and understanding ownership, responsibility, pride, stability and sustainability of education in the Balkans. Participatory learning and decision making, strengthening and building the capacity of educators and leaders became a reality as local educators left behind the

influences of a socialist or communist oriented country along with its regimented influences in education. The goal was to work with nationals to meet the standards of the European Union (Hyseni, Pupovci & Shatri, 2001, in Buleshja, 2009) and the goals for standardization of university programs outlined in the Bologna Declaration (Edwards, 2007; Stromquist, 2007; Stromquist, Gil-Antan, Colatrella, Mabokela, et al., 2007). The ultimate goal was democratising education through capacity building and role modelling constructivist processes in education.

Challenges Faced by KEDP

The initial work in the KEDP project began in Kosovo two years after the 1999 conflict and after Kosovars had some time to settle into their homes and begin to move beyond survival mode. Many schools were built or rebuilt due to the massive destruction throughout Kosovo. Schools were overcrowded and teaching resources non-existent, other than a few student work books that were continually reused. Since there were a limited number of schools available in Pristina some schools ran 4 and 5 shifts in order to accommodate all of the children, this meant children could only be in school for several hours a day, depending upon the grade level. Since 22,000 teachers applied for teaching positions, there were far more than needed. Teachers who were employed worked in the morning or the afternoon along with administrators who worked full days. Many of these teachers had taught during the parallel system but were not trained teachers, yet became some of the teachers looking for teaching positions when they returned after the war. This meant that a large number of teachers required the necessary training to, placing pressure on the available resources of the NGO's involved in education.

Challenges arose for Canadians from poorly understood cultural and educational values inherited from the previous socialist communist regime where education was easily destabilized by elections and political decisions impacting change and the work of reform. The politicization of leadership positions in the MoE, the university and schools, frequent elections and other political nuances such as communist or socialist influences impacted the events of each day and the involvement of Kosovars or Serbians in professional activities. Participation, progress, as well as the development and implementation of educational

procedures were often stalled, particularly at the UP and when working with Kosovar Serbs.

Specific challenges resulted when many positions in MEST and at all levels of administration in the school system and the university were influenced by elections and the political party in power. This meant that those in leadership positions could lose their job overnight. This often influenced who the participants would be in meetings and who had the power to make decisions within the system. These changes may have meant cancelling planned professional development or leadership activities on short notice (Interviews, Ana, David, Jill, Kirk, Kosova & Tom). Interestingly, the position held by teachers in the schools, and their school based activities were not influenced by the political party in power (Interviews, Ana, David, Jill, Jim, Kosova, Louise & Tom). Therefore, building stability, consistency in progress, change and sustainability in educational practices, occurred at the grassroots with teachers in the schools (Interviews, David, Jill, Kosova & Tom).

Working in Serbia presented different challenges than working in Kosovo. Disputes over the autonomy of education in Kosovo in the 1990s had caused the collapse of the frameworks in education (Buleshkaj, 2009). In Kosovo, additional challenges were the devastation experienced due to the loss of numerous educators and the loss of positions held in management. In Serbia, individuals in management positions were also susceptible to losing their positions for various reasons. SEDP worked mainly with the MoE consultants in government positions in Serbia. Knowing this it was crucial that SEDP and KEDP staff be sensitive to the trauma educators in each culture had experienced and be adaptable, flexible, and build capacity in the individuals who were committed to learning and committed to change.

Cultural and Political Insights

Prior to leaving Canada and embarking on fieldwork in Kosovo, it would have been valuable for KEDP staff to know about a number of interesting, different and perhaps startling cultural and political practices that could potentially affect fieldwork in Kosovo. First and foremost for Kosovars was building relationships with internationals before beginning work Building relationships typically would have occurred over having coffee in a coffee shop or over an alcoholic drink, and usually it was men who patronized the coffee

shops. Going for coffee was an expectation of internationals and a way for Albanians to show hospitality, rather than through work situations which appears to be traditional Canadian work ethic. This meant regularly socializing or doing business over a cup of coffee in the smoky MoE cafe, thus benefiting from chance meetings with the Minister of Education (Interview, David),z or regularly meeting over a drink on Friday afternoons with UP professors (Interview, Laurie).

It was important for the locals to be seen in public with an international thus giving credibility and status to the individual, to the work by elevating the local's status in society. It also meant the Kosovar was seen as credible and trustworthy. Working with internationals meant opportunities of meeting with high ranking officials, having a voice, being listened to, and establishing a relationship. If it were not for the international, these opportunities would not have been possible. Once the local had built a relationship with the official, subsequent meetings could be arranged personally to continue the work (Interview, Meg).

Additionally, for both Albanians and Serbians building relationships meant learning about family and family roots of KEDP staff members. Asking about the individual's family would be the first question after the greeting. For Serbians, until family roots had been established, capacity building or workshops could not progress (Interview, Jim). KEDP's work could have benefited from the priority of first building relationships rather than *hitting the ground running.*

Second, knowing the political and cultural expectations and practices of communism and how they affect learning, teaching and education would have been helpful. For example: understanding that education in general and a university degree in particular were highly esteemed but weighed down with many deep-seated communist expectations, privileges, and practices. Inservice for teachers, like lifelong learning was a foreign concept, yet both professors and teachers were considered *experts* in Kosovar society and did not need to continue learning after a university degree was granted (Interview, Kosova & Meg). Knowing this would have facilitated capacity building, leadership and workshop planning activities. Knowing that concepts such as lifelong learning, learner, and brainstorming did not exist and thus shows how these words and concepts were absent from

the Albanian language. The verb learning was associated with children learning in a systematic structured fashion (Wenderoth & VanBalkom, 2007). This meant it was advisable for workshop leaders to use everyday language to explain concepts and stay away from educational jargon. Likewise, a word for wife did not exist. Kosovars were very proud of their version of the Albanian language and it was not to be confused with Albanian spoken in Albania or Macedonia; consequently, it was important to hire an interpreter who met the criteria for what Kosovars felt was a "good" Albanian interpreter otherwise they would not pay attention.

Third, social mores' placed the family and the interests of 'kin' at the centre of political and micro economic decision-making. Personal survival was dependent upon one's relations; therefore, peer pressure exhibited extraordinary force (from a western perspective). Social status was very important and decisions adversely affecting status were not well received (Report, David).

Fourth, neither a social safety net nor financing supported transitions from one career pattern to another and a retirement income was not an option. This meant that professors could advocate for themselves to continue in their work until they were 70 years old implying the old guard would secure their positions and prevent reform.

Fifth students had no voice and were considered empty vessels to be filled. This espoused teacher directed frontal teaching as the main method of imparting information; therefore, constructivist methodology and implementing democracy were foreign concepts.

Sixth, seniority for both professors and teachers meant that they had the opportunity to speak first and if you were male you had the privilege of speaking before a female. Arguing with either professors or teachers was not an acceptable practice. Professors would assign course grades to students when they met them informally, thus students who had completed courses always needed to have their grade book with them for the professor to enter a mark, off the top of his head, upon a chance meeting. Attending university classes may have meant meeting irregularly for short class periods at times suitable to the professor. Through word of mouth students would hear about when and where the class would be held; although the professor may not show up at that time. Assessment consisted of answering three questions correctly and meant that the student had passed the course;

however, if the student paid the professor money, the grade could be raised. Final exams, writing papers beyond one paragraph were not the norm in order to graduate with an undergraduate degree in education. Following communist traditions in Kosovo, university students could choose to repeat a course up to five times. Therefore when students enrolled in courses taught by internationals they needed to be aware that the course might only be offered once. These behaviours meant that the education of teachers teaching school was haphazard and without a defined compulsory curricula. Professors typically self-published textbooks. School teachers could teach having taken two years of schooling at a Higher Pedagogical School after a high school program or a bachelor's degree at the university. Taking specific courses in education to teach in the schools was not required (Interview, Laurie). In meetings, professors could have hidden agendas and were not transparent.

Seventh, leadership positions were so politicized that University officials, MoE staff, school administrators and directors/principals lost their positions after an election. Consequently, leaders who had been trained in new methods of leadership may not have their positions long enough to bring about change or reform in education. This directly affected CIDA's goal for sustainable reform. Leaders followed dictatorial communist practices, adhered to the advantages of having seniority, were the old guard, vetoed decisions, and lacked a vision for new approaches and benefits to reform while joining the EU. Corruption was rife at all administrative levels of the university with hidden agendas, lacking transparency and having the power to overturn decisions made by the MoE or agreements made with KEDP (Walker & Epp, 2010).

Eighth, because teachers were considered to be the shapers of society (Interview, Kosova) they had been granted permission to demonstrate by marching with students, placards in hand, expressing their views regarding what had been studied in school. Parents readily supported teachers and their expectations of students. Knowing this could have made a difference when making decisions about funding.

Ninth, understanding leadership development could have been more effective knowing that practical case scenarios, metaphors, and role plays for constructivist democratic teaching and learning strategies were more effective than highly theoretical approaches. Additionally, using draft leadership program resources created opportunities

for leaders taking ownership and responsibility for developing local resources advocating new methodologies. Kosovar educators were prolific at writing books.

Tenth, addressing gender issues within the KEDP community and in the cultural and political community is highly important while advocating role modelling.

Numerous other concerns that would have been helpful for KEDP staff to know prior to joining KEDP are addressed in the findings chapter. It was acknowledged that Kosovo required a significant economic transformation to make the work of CIDA sustainable.

Political Influences on Organizations

The destabilizing effects of politics and elections could change an administrators leadership position overnight, thus deeply influencing the efforts of KEDP faculty in capacity building and leadership development. This meant the necessity for cancelling workshops, or stalling and refocusing initiatives on a last minutes notice (Anderson & Humick, 2007). Building and re-establishing frameworks within educational leadership and the MoE became an ongoing challenge within Balkan cultural and educational traditions during and after the conflict. Other influences included the political changes that elections forced on leadership and administrative positions at the UP, MEST, and in the schools. The values of the old guard, respect for seniority and for those in cultural positions of power, created hardships in facilitating change (Anderson & Humick, 2007). Additional influences included language barriers, lack of terminology to describe new concepts, and the authoritarian values of the previous socialist regime often referred to as the Communist system with its influence on work habits, thinking, and living (Anderson & Humick, 2007). The policies and interventions of CIDA, along with the changing time frames of the project had an impact on not only the project but also challenged the efforts of KEDP faculty, especially in the context of working with UP administrators. The positive attitudes and dedicated Kosovar KEDP staff, and workshop participants, who desired change and saw a brighter future with educational changes, influenced and expedited the learning processes through modelling their commitment and active support for sustainable change (Buleshkaj, 2009). Characteristics of flexibility, adapting to change, understanding the cultural values

and the culture of institutions facilitated capacity building activities and working with individuals committed to learning and making changes (Anderson & Humick, 2007).

Western Expertise in International Work

Western expertise in education is in high demand in international development work (Schoorman, 2000). Internationalization and globalization are current trends being pursued by universities and countries in a competitive milieu of expansion and recognition for achievement and status (Edwards, 2007). Internationalization has become an important facet of higher education in the 21st century and an integral part of a changing scene in the educational process of learning for faculty and students alike (Schoorman, 2000). This phenomenon is creating a milieu of competition and opportunism (Edwards, 2007) with universities seeking to establish an international reputation by exporting programs and courses and by attracting foreign students. Modernization and technology are driving the world knowledge society and knowledge economy**,** creating new opportunities for collaborative academic work. As a result faculty members were expected to share knowledge and expertise both locally and globally (Edwards, 2007). Knowledge gained from international work is not often discussed in public forums or written about in the literature (Sanderson, 2008) therefore academic knowledge, expertise, and practices vital to successful international development work is lost. It is in this milieu of shifting paradigms that a gap in educational knowledge creates an opportunity to examine what faculty and academics have learned from their international fieldwork experiences.

Three Areas of Learning Examined in the Study

KEDP's focus was capacity building for change and sustainability of educational practices in the Balkans. This study examined three areas of learning: the first was what faculty learned about themselves as learners, how this learning from fieldwork experiences impacted them personally and professionally in their practice. The second area explored the challenges and implications of culture on their learning and work. The third area examined the influence and impact of institutions and politics on their work when implementing desired changes while working towards the goal of stability for reform in education.

Education and good leadership have been recognized as central components to bringing about change, raising the standard of living, creating employment, and stabilizing

governments and economies (World Bank, 2007a). Deep rooted cultural mores and local politics created far reaching challenges and problems for implementing programs for change and sustainability (Freire, 1996; Pieteres, 2001; Sen, 1999; World Bank, 2001). Although capacity building of leaders and professional development were identified by the World Bank, the United Nations, UNESCO, and the universities as key areas for change, cultural mores play heavily upon the acceptance and implementation of suggested change and progress that education promised to bring over time (World Bank, 2005, 2007, 2008a). Participation of local people in the country is central to building a sense of choice, decision making, responsibility, ownership, freedom, and pride in accomplishment while building a sustainable future as individuals and as a collective society (Pieteres, 2001; Sen, 1999).

The Purpose of the Study

The purpose of this single case study is to provide a rich description that details the knowledge and insight gained by University of Calgary Education faculty members providing capacity building and professional development to leaders, UP professors, school system administrators, directors, and teachers in Kosovo, Serbia and Montenegro. This study explores the type of knowledge gained by educators working in facilitation and leadership roles in capacity building activities in KEDP fieldwork within the context of the culture of institutions and society in the Balkans. Iterative individual and focus group interviews explored common themes emerging from individual interviews clarifying insights and generating new knowledge for the purpose of advancing professional development and capacity building. Iterative interviews allowed time to explore missing pieces to the puzzle regarding w*hat was learned* from international fieldwork experiences in education.

The study has four specific objectives for faculty members learning within the context of professional development and building capacity in international fieldwork: one to learn about the type of knowledge gained from their fieldwork experiences in leading, facilitating, teaching, learning, and consulting; two, to learn about how specific knowledge gained by faculty members became important to them in their work as educators and why it became important; three, to understand what education faculty members learned as professionals that can inform future capacity building activities; four, to gain a

comprehensive understanding of individual participants learning, extend current knowledge and generate new knowledge from focus group interviews related to developing professionals and building capacity.

My aim is to understand what faculty members have deemed as valuable learning from their professional practice in the socio-cultural context of their international fieldwork experiences. I want to understand how the knowledge gained can inform and strengthen future educational building capacity practices. The knowledge generated will be useful to inform future capacity building involving educators at all levels of education when facilitating educational practices both locally and internationally. The insights obtained from this single case study can directly influence policy, practice, and future research in professional development and capacity building.

The study examines three components within the main question *What did you learn?* from personal experiences: first, identifying the impact of what you learned on your personal and professional practice; second, learning about the cultural influences that impact educational practices in capacity strengthening and building activities; and third, the impact of the physical environment and local educational institutions when working with leaders in leadership development and capacity building activities. Insights, lessons learned, and recommendations made by faculty can contribute to the body of knowledge about implementing sustainable change in international fieldwork.

The Challenge of the Study

The challenge of the study was to discover what faculty had learned from international fieldwork experiences to understand why various aspects of learning became important to them. Since participants had been involved in the study up to eight years ago, questions needed to be organized in a way to trigger memories by telling stories of people and events as they reflected upon their fieldwork experiences and roles during their time with KEDP. The challenge was to reach deeper into learning by sequencing and generating questions for not only the individual iterative interviews but also the focus group interviews, by searching for the uncommon in the common, and learning how learning transformed personal and professional practices.

The Conceptual Framework

This research comes at a time when international development work is carried out as part of CIDA's commitment to assisting countries in conflict or in crisis. Since Canada is recognized as a leader in education (TIMSS Report, 2001), the request was made by UNMIK and MEST in Kosovo for Canada to bring teams of educators to the Balkans to assist in capacity building and inservice activities at all levels of education. Therefore, the focus of the conceptual framework of the study involves the pedagogical and practical aspects of experiential learning of faculty members involved in international development fieldwork. This study is situated within three interrelated perspectives of pedagogy; first, experiential learning theory (Kolb, 1984); second, adult learning theory (Knowles, Holton & Swanson, 1998; Mezirow, 1991); and third, sociocultural and social learning theory (Falk & Dierking, 2000; Wenger, 1998). The conceptual framework applies theory to practice with three objectives: first to understand what faculty members have learned about themselves personally and professionally from their international fieldwork experience in KEDP which impacts professional practice; second, what they have learned from the sociocultural milieu in which they worked; and third, what they have learned about the institution in both their home country and the foreign country relating to the international work experience.

The learning experiences of study participants are embedded in the conceptual framework following Kolb's (1984) experiential learning theory from first-hand experiences, reflections and metacognition and learning institutions related to their international fieldwork experience. During reflective thought, *learning-in-action* (Schön, 1983) occurs with new knowledge emerging as thoughts collide while making sense of specific situations. The principles of adult learning (Knowles, Swanson & Holton, 1998) guide the questions as experiences emerge and impact current personal and professional practices. The questions how and why give reason to pause and think more deeply when making sense of the story or experiences being shared. This construction of knowledge is based upon and results from the dynamic processes involving experiential learning (Kolb, 1984) such as iterative experiences, social interaction, communities of practice, participation, observation, reflection, and processing information (Wenger, 1998).

The *Andragogy in Practice* Model (Knowles, et al., 1998) identifies domains and principles of adult learning useful to this study involving faculty members and adult learners. In addition, the *Contextual Learning Model* adapted by Chang (2006) from Falk and Dierking's (1992, 2000) *Interactive Experience and Contextual Learning Model* identifies personal sociocultural and physical contexts as central to understanding the processes and products of learning in both of the models. In Figure 1, *The Conceptual Framework*, depicts a model illustrating the components and processes of experiential learning contributing to understanding the context of international fieldwork where cultural and cross-cultural experiences influence learning in another dimension. Adult learning, professional development, and strengthening or building capacity include the activities and theories applied when deepening learning for both the facilitator/leader and the learner. Learning occurs in a participatory and dynamic interchange between adults, where understanding the culture of the other may be an unknown. The areas of overlap in the circles describe the questions commonly asked by adults: What, Why, and How (Knowles et al., 1998). The overlapping areas of the inner circle are the outcomes of meaning making and transformative learning (Mezirow, 1991; Merriam & Ntseane, 2008).

Concrete experiences within the culture engage the learner in observing, reflecting, and making sense of the work at hand while deciding how to proceed to the next step. Abstract conceptualization is the process of thinking through how to proceed while incorporating theory into practice. The resulting decisions from these steps allow the individual the opportunity to implement the ideas in the cultural and educational settings.

Experiential Learning Theory

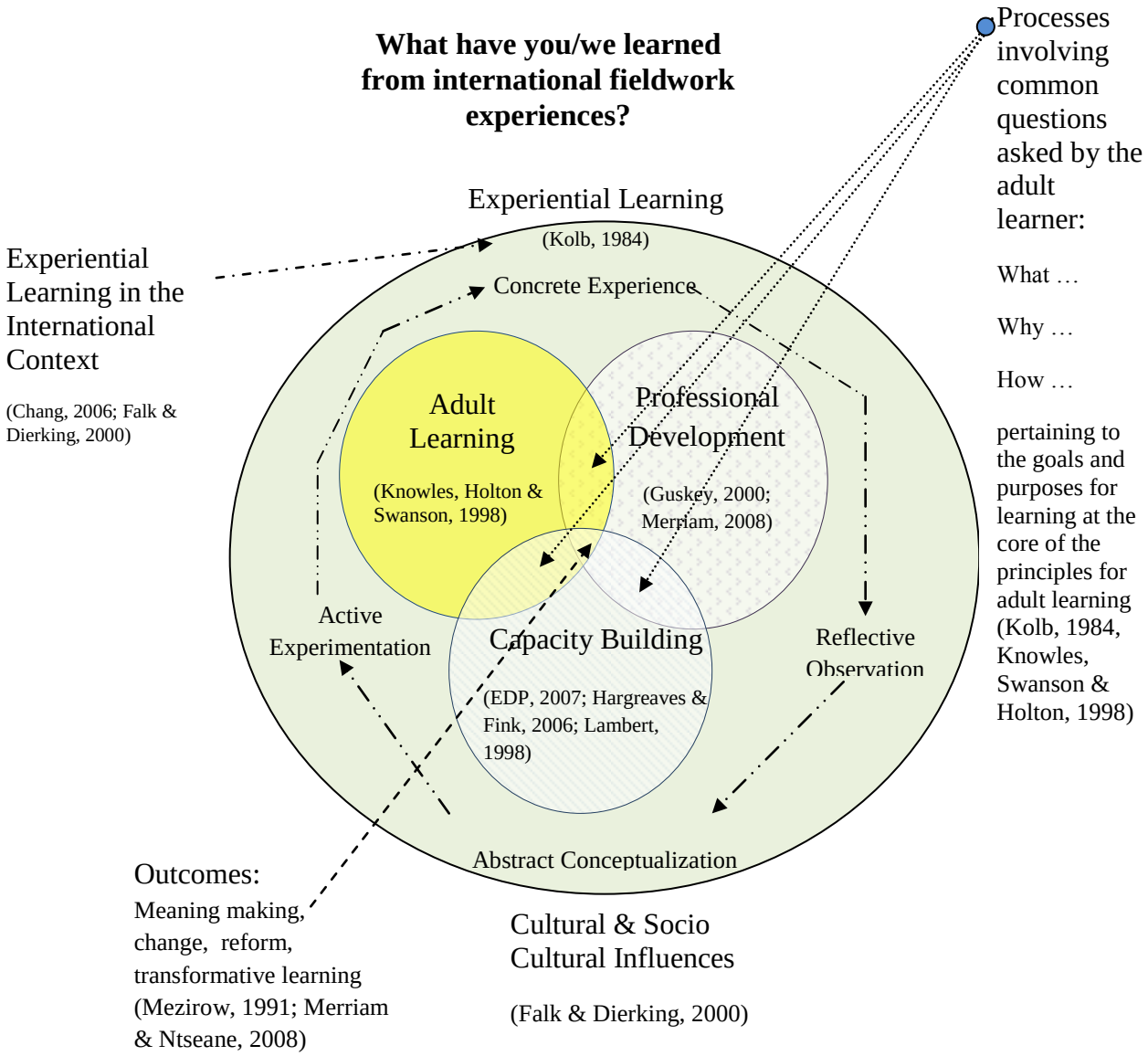
The study question *What have we (faculty) learned?* finds its context in Kolb's (1984) experiential learning cycle and applies Knowles, et al. (1998) theory of adult learning within it. Professional development and to build capacity were the goal of KEDP (KEDP, 2007). Learning becomes a mutual goal for faculty, Kosovars and Serbs, by learning to understand each other in a cross-cultural exchange of thoughts and ideas. Kolb's (1984) learning cycle creates the theoretical context in which adult learning, professional development, and capacity building or strengthening capacity in international fieldwork is examined. Learning from experience formulated in Kolb's (1984) experiential learning

theory is a holistic process integrating experience, perception, cognition, and behaviour – where experiences find meaning in the concrete and the abstract. This experiential learning cycle involves thinking processes where observing, reflecting, analyzing, and synthesizing a concrete experience is validating, and testing abstract concepts in the past, the present, and in the future influence thinking and learning (Kolb, 1998).

This thinking process of *reflection-in-action* (Schön, 1983) is where theory meets practice and analysis and synthesis of the experience takes place, whereby creating new insights,

Figure 1

Conceptual Framework Model



understanding, and knowledge while making sense of the experience. During various phases of the learning cycle, disjuncture occurs in the thinking process facilitating meaning making (Jarvis, 2006). When the learner reflects upon and describes an experience it can be shared fully, concretely, and abstractly (Kolb, 1984). It is through the experiential learning process that adults learn and further develop their own capacity for understanding and implementing processes and decisions in their work.

Vygotsky (1978) found "[l]earning from experience [was] the process whereby human development [occured]" (in Kolb, p. xi) and Kolb (1984) discovered that experiential learning theory offered the foundation for a hands-on approach to education and a lifelong process of learning. Discourse brought knowledge and insight to the forefront and facilitated the process of metacognition, behavioural development, and deepened understanding (Kolb, 1984, p.3). Learning and knowledge is structured in two basic dimensions: grasping of knowledge or prehension and transformation (Kolb, 1984). The transformation phase of learning inspires change that is sustainable. Moreover, learning is a continuous process of constructing knowledge, literally and figuratively by reflecting and using memories from various places and events to construct or reconstruct meaning by reassembling the pieces as best as possible. "At the core of all learning are memories, and memories are not permanent entities but rather a creation of new patterns from pre-existing patterns" (Falk & Dierking, 2000, p. 31); therefore what is discussed now may be different from what and how things are seen at a later time. Falk & Dierking (2000) cite studies which examine the ability to remember over time and discovered that "when learning occurs for reasons of intrinsic motivation it appears to be remarkably robust requiring only an appropriate environmental context or prompt to stimulate recall ... [Learning requires knowledge, motivation, and action involving emotions, physical, or mental needs in the context of a situation]. ... Context has two constants; one is that the context is constantly changing and the other is that context is always relative to the person" (2000, p. 32) ... [therefore] making learning a personally constructive process.

When faculty are involved in fieldwork, an interface is built between theory and practice and is "what Schön (1983) defines as 'reflection-in-action' … university instructors are both reflective researchers in their respective disciplines, as well as practitioners in the higher education *enterprise*" (Schuerholz-Lehr, 2007, p. 186). Experiential knowledge gained by faculty in their roles of facilitators leaders, mentors, as individuals or as cohort, in the sociocultural and institutional environment of international fieldwork lends itself to advancing knowledge about capacity building.

Adult Learning Theory

Faculty, as adult learners, incorporated previous work related experiences as school principals, superintendents, professors and teachers in their new roles as leaders, facilitators, project managers, instructors, mentors, and coaches enhancing their knowledge, skills, and attitudes (Guskey, 2000; Knowles, et al., 1998). Learning in a culture new to faculty challenged them in their roles in leading and facilitating leadership development as they worked within the cultural and political nuances at all levels of education in the school system, at the UP or with the Ministry of Education MoE in each country. The principles of adult learning were applied when examining *what* was useful learning, *how* the learning became meaningful, and *why* the learning became meaningful.

International fieldwork in education is typically directed toward adult learning. The three dimensions described in *Andragogy in Practice Model* (Knowles et al., 1998, p. 149) for understanding adult learning practices provide principles applicable for implementing adult education. The first dimension in the model involves the adult identifying specific goals and purposes for learning resulting in personal growth, which in turn, influences institutional growth and societal growth, thereby facilitating change. The second dimension of adult learning is often work or performance related and is shaped to address individual learner differences, subject matter differences, and the needs for specific learning situations. The third dimension describes the core adult learning principles or characteristics of the adult learner often used when designing learning experiences.

Adult learning is motivated by the need to know why, what, and how. Adults are typically autonomous, self-directed in their approach to learning; consequently the learner comes ready to learn and builds new knowledge upon prior experiences. Personal payoffs

are expected by the adult learner, therefore problem centered, contextual learning is preferred. Additionally, learning is contextual and is facilitated if individuals have choice and control over their learning (Chang, 2006). The Interactive Experience model and Contextual Learning model adapted by Chang (2006) from Falk and Dierking (1992, 2000) identifies learning as a process and a product influenced by three contexts: the individual's personal context, social or socio-cultural context, and the physical context. International work engages faculty by continually building upon previous knowledge and experiences within each of these contexts. The personal context of learning draws upon the individual's motivations and expectations for learning involving prior knowledge, interests and beliefs. The social or socio-cultural context involves collaborative learning and negotiation of meaning amongst those involved. The environment is the physical context and includes both the time and place in which learning occurs. Knowles, Holton and Swanson's (1998) *Andragogy in Practice Model* converges with Chang's (2006) *Contextual Learning Model* and become useful during the analysis phase of this study.

Strengthening and Building Capacity – Professional Development

> ... I would say capacity building ... started as our own capacity building... [and we modelled what was learned] and people really took over things, took ownership, learned how important professional learning is. (Interview, Kosova, 2009).

Kosova, a pseudonym chosen by a male Kosovar study participant and a KEDP faculty member, describes his understanding of capacity building while supporting professional development theory. Adult education as professional development is an ongoing and intentional activity that includes systemic processes and activities "designed to enhance the professional knowledge, skills and attitudes of educators so that they might in turn, improve the learning of students" (Guskey, 2000, p. 16). Interestingly, "although academics have been able to define professional development quite clearly, it is much less clear what constitutes meaningful professional development, since what is meaningful tends to vary across contexts, needs, and time" (Wallin, Hildebrandt & Malik, 2008 p.1). Although professional development and building capacity both involve intentionally planned activities to further develop the knowledge, skills, and attitudes of the learner; strengthening capacity is adding to existing knowledge, skills and abilities. The two

entities, professional development and capacity building, in the Conceptual Framework in Figure1 have been separated in that the goals of professional development and capacity building may differ; however, the intent and outcomes may overlap and share similarities such as developing an understanding of concepts rather than necessarily having outcomes of leadership development.

KEDP and EDP were "in essence a capacity-building program that aim[ed] to strengthen the knowledge, skills, and abilities of individuals and organizations involved in the education reform process, in particular those groups responsible for professional development of educators and educational administrators" (KEDP, 2007). The four goals KEDP identified for strengthening individuals and organizations are as follows: goal one, "leadership strengthening of local capacities for leading educational reform by providing targeted programming for senior leaders (up to the Ministerial level); [goal two:] administrator strengthening of local capacities of educational administrators and school directors through training programs that emphasize educational improvement and which in turn train individuals to support sustainable local capacities; [goal three:] inservice strengthening the development of local capacities to design, plan, and manage inservice professional development for educators; [goal four:] strengthening of Higher Education: the development and strengthening of pre-service teacher training programs that emphasize learner-centered pedagogy, democratic values, and respect between all people" (KEDP, 2007).

Capacity building is defined within the context of social and human development (Freire, 1996; Pieterse, 2001; Sen, 1999) by engaging leaders in learning within professional development (Lambert, 1998; World Bank, 2008a) with the purpose of deep learning to "achieve 'deep' reform" (Fullan, 2007, p. 36) and transformation (Hargreaves & Fink, 2006; Percy, 1997). "Deep learning and broad learning that satisfies" (Hargreaves & Fink, p. 33), … "is everyone's entitlement" (p.53), … and is described as "a great hunger to know, to understand, to communicate, and to leave the world a better place" engaging the learner in an "intellectually … socially… emotionally … [and] spiritually engaging" quest (p. 33). The turning point for change is identified by Kosova (Interview, 2009):

> ... but it was not just me personally, but the turning point was when we started to work with local people, saying: this is the training program, this is not the model I am bringing, this is the model we want to work with you and make a Kosovo model. That was the point when I said okay ... When we built that relationship and the trust that this Kosovar model, that works for here. ... [S]o that is when ... we were able to identify leaders [and] that way we were able to identify change agents. People were saying okay they trust us. You know we can do more, we didn't have an opportunity, now we have an opportunity, we can do more and people volunteered their time and they worked overtime.

The elements of social learning theory (Wenger, 1998, 2006) can be applied naturally in professional development because they are integrated into the social process of learning describing life experiences, making meaning or sense of the experience by creating an identity and being involved in a community of practice. Knowing evolves from learning, experiencing, interacting, and reflecting. Wenger's theory of situated experience includes the dynamics of everyday life, existence, improvisation, agency, and intention. The term *agency* is a complex term involving action, activity and becoming our own agent or broker by taking responsibility or ownership on behalf of ourselves (Sen, 1999). The other aspect of agency is being constrained or controlled – or having a lack of agency (Yue, 2010). Wenger (2006) and Sen (1999) both promote the value of experience through participation thereby enabling people to construct new meaning, and in so doing they are demonstrating agency. Making meaning involves a complex and an interactive process of making sense of perceptions and experiences in life (van Manen, 1997) by using information from all of our senses and the environment, and then constructing knowledge. Meaning making is not just the absorption of information, but the processing of information.

The theory of situated cognition (Brown, Collins & Duguid, 1989) and Wenger's (1998) along with the theory of communities of practice hold that learning is inherently a social process and cannot be separated from the social context in which it happens. Wenger (1998) examined how learning takes place through participation and how the nature of this learning is expressed in the communities to which we belong. The learning community of KEDP faculty members can be considered a community of practice where academics articulate with fellow colleagues and with other educators in the world through international work or at conferences. The opportunity exists for communities of practice to

meet together to generate creative interdisciplinary practices, although this may not always be successful. Wenger (1998) sees potential in taking risk and recognizes the advantages of ambiguity in education, giving participants the opportunity to negotiate meaning together.

Negotiation is increasingly a mutual practice keeping the community together through the dynamic processes of making meaning and continual learning which is how KEDP operated (Anderson & Humick, 2007). Wenger (2006) confirms what occurs in practice when he stated: "Learning transforms our engagement in the world as well as our being in the world. Learning is a social becoming, the ongoing negotiation of an identity that we develop in the context of participation (and non-participation) in communities and their practices" (p. 12). The learning occurring within the KEDP community of learners in a culture new to faculty encouraged cooperation, team work, and constant collaboration, thus strengthening the community.

Social Learning Theory

Social learning theory (Wenger, 1998) along with situated cognition theory (Brown et al., 1989) help us to understand and demonstrate the importance of understanding international relationships and diversity in communities of practice. Wenger (2006) acknowledges

> There is increasing recognition that the challenge of developing nations is as much about knowledge as a financial challenge. A number of people believe that a communities-of-practice approach can provide a new paradigm for development work. It emphasizes knowledge building among practitioners. Some development agencies now see their role as conveners of such communities, rather than as providers of knowledge.

Therefore, Kolb's learning cycle (1984) contributes to our understanding of social learning theory through experiential learning and adult learning theory by describing learning through active experimentation, concrete experiences, reflective observation, abstract conceptualization, and application of the learning to other situations. The result is the learner is living in a continual state of becoming or transformation (Kolb, 1984; Jarvis, 2006). Experiential learning theory resides in the work of Dewey, Lewin and Piaget, and is a process linking education, work, and personal development (Kolb, 1984). In Kolb's learning cycle, adapted by Jarvis (2006), the learner gathers input from all of the senses

creating relational linkages with the preconscious, conscious, and unconscious mind while reflecting upon present and past experiences. Listening, being and thinking, then analyzing and synthesizing the abstract conceptualization in an ongoing process of transformation is the process used in generating new information, or adapting and extending current knowledge.

The processes of reflexivity, reflection, and making meaning from experiences are components of adult learning theory (Jarvis, 2006) that could be said to reside in the overlapping and interlocking circles on the Conceptual Framework in Figure 1. Reflexivity has its roots in sociology in addition to being bi-directional with a circular process of thinking while making sense of information and knowledge. Cause and effect relationships are created by reflecting upon the past while also including the present (Garfinkel, 1967). The process of reflexivity includes accessing knowledge, learning, and experiences while constructing new meaning. The complex process of meaning making in experiential learning is also situated within Kolb's learning cycle (Kolb, 1984). For example, when exposed to a new culture, individuals may perceive and evaluate that culture in relation to own understanding regarding the norms, customs, and values of their own culture. The meaning derived from this process defines and becomes the individual's reality (Schuerholz-Lehr, 2007).

Guiding Assumptions and Beliefs of the Study

Worldwide poverty, economic and political crises have created needs for which education is seen as a solution. Educational initiatives in higher education have been directly influenced by the challenges and opportunities brought about by modernization and technological advances. UNESCO, OECD (2008a), and member organizations (CMEC, 2008) have become key players in influencing and moving the educational agenda forward to meet emerging needs. The World Bank, the United Nations and UNESCO (2006) have looked to Western countries and higher education institutions for expertise in providing worldwide access to education to meet the "Education for All" goals established by the United Nations. Higher education institutions are reshaping and being reshaped by globalization, competition, and the need to succeed on the competitive worldwide stage of providing education (Chan, 2004; Ruby, 2005; Knight, 2004).

Ironically, the competitive edge for higher education and the need to succeed in internationalization now includes developing an international presence and reputation by being involved in fieldwork, as well as competing for students and securing funding to operate the home institution. In spite of this trend, the central goal of development work is providing access to education. However, the complexity of the work creates a need for partnerships between countries, institutions, and faculty to better meet the educational challenges and opportunities. As a result, funding organizations encourage these partnerships or alliances to capitalize on resources and experts in the field to facilitate fieldwork (Yonezawa, 2007).

Sensitivity to the culture of indigenous groups has been identified as a concern in the process of globalization (Beerkins, 2003). Therefore, providing alternative methodologies and strategies for working with indigenous groups is a benefit and strength that westernization can bring to developing countries experiencing difficulty with modernization and economic progress (Gacel-Avila, 2005). As a result, the need for professional development of educators is growing in order to address the issues of intercultural sensitivity and globalization (Opre, Zaharie & Opre, 2008; Wallin, Hildebrandt & Malik, 2008). Since faculty in fieldwork are able to link theory with practice, their skills and abilities become valued. Hall (2007) has identified a growing need for documentation of personal and professional field experiences in order to create validity and authenticity for the work being conducted in the developing country. Authentic knowledge in this study facilitates enhancing the knowledge of the international community of practice and the academic community, as well as meeting the growing need for sharing expertise and successful practices.

The objective is to understand what faculty members have learned about themselves personally and professionally from the international work experience in KEDP and EDP; what they have learned from the sociocultural milieu in which they worked, and what they have learned about the institution in both their home country and the foreign country relating to the international work experience.

The Research Questions

The question "*What have you (faculty members) learned?"* is open to many interpretations at different levels of cognition both during interviews; when reflecting upon one's life work, and when applying the knowledge of theory and practice in focus group discussions. When faculty were asked to describe their roles in KEDP it facilitated recollecting memorable events, stories, and life experiences three to eight years earlier about what they had learned as individuals. Three sub-questions engaged meta-cognition and *reflection-in-action* (Schön, 1983) while generating new understanding, perspectives, and knowledge about their learning as individuals and as colleagues during the fieldwork. *What did you learn*? *How did this learning become important to you? Why did this learning become important to you?* were open-ended questions engaging faculty members in describing a large range of experiences important in understanding personal learning, professional practice, and life experience within the complexity of international fieldwork.

All of the questions examined three contexts influencing personal and professional learning that impacted professional practice (Chang, 2006): first, learning relating to personal understanding; second, learning about the culture and from the culture; and third, learning about institutions influencing their role and work. The sub-questions drew on contextual learning that involved the interplay between the personal knowledge and context, the social or socio-cultural context and the physical or environmental context in which learning occurred. This contextual model is "descriptive rather than prescriptive" (Falk & Dierking, 2000, p. 10) contributing to the richness of data. The questions drew on the characteristics of adult learners focusing on the need to know and understand underlying concepts about *what* was learned, *how* the learning became important, and *why* the learning became important to individuals (Knowles et al., 1998). A predetermined definition of learning was not provided, therefore allowing faculty to determine the definition and the course of the discussion. The open-ended questions provided faculty the opportunity to formulate and articulate what was important, meaningful, and salient to them while reflecting on events and constructing and reconstructing stories; therefore encouraging critical incidents in learning to emerge.

This data contributes to the reality and learning that academics created and acknowledged in their international development fieldwork in the Balkans through personal and professional life experiences. This *reflection-in-action* (Schön, 1983) created an interface between theory and practice, thereby, imparting perceptions and knowledge gained that was noteworthy to report in the current milieu of international development fieldwork within the context of globalization and internationalization of education.

Significance of the Study

Considering the amount of time and effort faculty commit to when involved in international field work, and the amount of funding directed toward work resulting from conflict or crises situations in the world, information gathered from the learning experiences of faculty member's warrants examination. University faculty, international development workers, and non-government organizations (NGO's) who committed a great deal of time, energy, and funding in international development work can learn from first hand experiential knowledge collected through interviews and collaborative focus group activities (Bernheim & Chaui, 2003; Crossley & Holmes, 2001; Moore & Chapman, 2003; Papoutsaki, 2007). The practical knowledge, lessons learned, recommendations, and expertise that resulted from fieldwork needs to be acknowledged in light of the shifting paradigms in education both locally and globally, and especially the learning experiences related to post-conflict situations. Creating an opportunity for the academic community to dialogue in individual and focus group interviews about the impact of international work on their learning, their working lives, professional practices and identities, while enhancing their learning and teaching, is a valuable learning experience in and of itself (Robson & Turner, 2007). This analytical exploratory case study described learning resulting from faculty members' life experiences, opportunities, and challenges provides practical knowledge and informs personal professional practices currently missing in academic research (Mundy, 2007).

OECD and member countries are making funding available to encourage partnerships and collaborative research studies, however, time for meeting and documenting the learning are presenting challenges for sharing knowledge gained (CMEC, 2008a; Goddard, Cranston & Billot, 2006). Faculty members representing various

universities, who were also involved in KEDP, contributed to this body of research. A need has been identified to update the current body of knowledge about the impact of international development projects and their influence on personal experiences and professional practices of faculty (Mundy, 2007; Murphy & Mundy, 2001). A continually growing demand for Western expertise in education exists (Schoorman, 2000) creating a milieu of competition and opportunism for countries and institutions to compete for opportunities in international work (Edwards, 2007).

Definitions

The following terms are defined specific to the context of this study. Some of the definitions are constructed by Kosovars involved in KEDP within the context of their practical experiences in capacity building within professional development and in the context of their culture and learning.

Agency-oriented development places the focus on an individual or group who takes control with a sense of responsibility and ownership. Agency also involves local or regional players taking an "actor-oriented approach" (Pieterse, 2001, p. 11) or participatory view of development (Pieterse, 2001) along with the empowerment of individuals and leaders while working as a team (Özaralli, 2003).

The Bologna Declaration is the process and document describing standards for post-secondary education established by the European Union.

Capacity building is working with individuals by supporting them through change, rather than doing it for them (Interview, Tom). It is facilitating learning while helping educators find the way by building ownership and creating opportunities for locals to take over (Interview, Kosova).

*Change i*s a continual process and with the goal of betterment it becomes an evolutionary process that lasts over time and can become sustainable (Hargreaves & Fink). Change is a crosscutting issue within the dynamics, complexities, and processes of development, capacity building, leadership, professional development, deep learning, transformation, and sustainability. Kosova, a Kosovar KEDP project manager explains: "I think the project was adaptable, flexible – people were really willing to modify to meet the needs of leadership".

The *communist approach* is defined as behaviours or traditions based on the socialist communist system. For example: the notion of expert where either teacher or professor was considered the expert and to have the answers and was not allowed to say "No, I don't know" (Interview, Kosova); memorizing what was taught rather than taking initiative, thinking for oneself or problem solving. If the teacher did not know the answers he or she lost their job.

Learning occurs within a *context*, situation, place or environment. The context is affected by two constants: first the context "is always changing and [second] the context is always relative to the person" (Falk & Dierking, 2000, p.32), therefore learning is a process of personally constructing knowledge within a specific context.

Although there are many definitions of *culture*, this study will define *culture* as the collection of shared values, experiences, beliefs and customs of a group of people (Falk & Dierking, 2000). Culture is an "adaptation, a social mechanism enabling individuals to survive. It is within this context that learning can be viewed as the process by which a society "shapes the mind" [Cohen, 1971] of individuals to create the kinds of persons who, as adults, will "be able to meet the imperatives of the culture" (Cohen, 1971 in Falk & Dierking, 2000, p. 39.)

Deep change is a complex process transforming an individual's authentic self and practices (Percy, 1997; Quinn, 1996) while perpetuating sustainable improvement (Hargreaves & Fink, 2006). Deep change or transformation is a journey to the center of our own existence (Campbell cited in Quinn, 2004).

EDP – The Educator Development Program including all components (KEDP, SEDP, MEDP programs) of the CIDA project in the Balkans. The project was "in essence a capacity-building program that aimed to strengthen the knowledge, skills, and abilities of individuals and organizations involved in the education reform process, in particular those groups responsible for professional development of educators and educational administrators" (KEDP, 2007). EDP supports educational reform in South Eastern Europe (SEE) by strengthening local capacities of educational leaders at the teacher, school, administrative, and ministry level.

Experiential learning within adult learning theory describes learning as active experimenting involving of concrete experiences while, reflecting, observing, abstracting conceptualizing, synthesizing, and applying the learning to other situations. The result is the learner is living in a continual state of becoming or transformation (Kolb, 1984; Jarvis, 2006); gathering input from all of the senses, creating relational linkages with the preconscious, conscious, and unconscious mind while reflecting upon present and past experiences through listening, being and thinking. When analyzing and synthesizing the abstract conceptualization in an ongoing process, transformation or becoming occurs (Jarvis, 2006).

Expert was defined by Kosova (Interview, 2009) as: "Learning stops there once you get your degree, your parchment; then you are done. You are the expert – well that was the approach, that was the thinking, the mindset and changing that mind set wouldn't happen and no one should expect that that was going to happen within one year or two years."

Development is the intervention organized according to a standard of improvement often discussed in terms of economics, modernization and progress or growth (Pieterse, 2001).

Faculty or *faculty members* are participants of this study who are educators or academics classified as any of the following: tenured, untenured, regular, adjunct, part-time or contract workers who were engaged in international fieldwork projects under the auspices of CIDA, Universalia Management Group, and the University of Calgary who were employed in KEDP, EDP and/or SEDP.

Globalization is a process impacting internationalization and is defined as the "flow of technology, economy, knowledge, people, values, and ideas . . . across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture, and priorities" (Knight, 2003a). Globalization is a "multi-faceted phenomenon" (Knight 2003a) imposing complex challenges upon education where economic and political power within societal forces are pushing higher education toward greater international involvement (Altbach & Knight, 2007). The tendency is to concentrate on wealth, knowledge, and power without respect for borders or states (Gacel-Avilia, 2005). As a result, "internationalization is changing the world of education and globalization is changing the world of internationalization" (Knight, 2003a).

Grassroots level refers to teachers who work in schools mobilizing change.

Grassroots movements are identified as Albanian students, teachers or school administrators taking action by demonstrating or informing the public of oppression and the need for change. It became a form of political resistance and cultural identification. It inspired a grassroots movement towards decentralizing the Albanian education system (Anderson & Humick, 2007).

The term *global* is also a controversial and value-laden term describing a worldwide perspective (Knight, 2003a).

Human development is defined in the context of human development promoted by Sen (1999) and Anand and Sen (1996) resting upon substantive freedoms providing choices and opportunities for participation in initiatives. Substantive freedom offers opportunities and choices for people to follow their values while exercising their right "to live a life they have reason to value" (Sen, 1999, p. 15) and to live a life that satisfies (Freire, 1996).

The terms *internationalization* and *globalization* are often confused and used interchangeably. However, they are very different when sharing a dynamic relationship reflecting the realities of the 21st century. The international dimension is common to both terms and has permeated many aspects of education and the role it plays in society. Internationalization is a developmental process involving all levels – the national, sector, and institutional level. The working definition of internationalization is "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (Knight, 2003a).

KEDP is the Kosovo Educator Development Program in the Balkans and funded by CIDA with a purpose of building capacity in leaders with the goal of building sustainable changes in education. KEDP was the founding program which began in Kosovo (KEDP, 2007).

The terms *international, intercultural,* and *global* are used as a triad recognizing the richness, depth and breadth of the diverse relationships between and among nations, cultures, countries, and institutions.

In this study, the term *Kosovo* is used as the name of the country "Republic of Kosova" because a male Kosovar research participant selected Kosova as his pseudonym. In the selection of this name he felt he may also be representing the voices of Kosovars.

Leadership “is about learning together, change and constructing meaning and knowledge collaboratively” (Hargreaves & Fink, 2006, p. 33) and collectively (Lambert, 1998). Sustainable leadership (Hargreaves & Fink, 2006) places “learning at the center of everything leaders do” (p. 27), … “is not self-centered; … is socially just” (p. 19) … [and encourages] “moral leadership … now and in the future” (p. 20). Leadership is situated and constantly progressing towards growth or betterment of people or situations.

Learning is a state and process of continually constructing, assembling, and processing knowledge both literally, figuratively (Falk & Dierking, 2000) while having no real beginning and no real end (Sylvester, 1995). Falk & Dierking (2000) state that “at the core of all learning are memories” (p.31). Learning requires not only prior knowledge and motivation but a combination of emotional, physical, and mental responses in an appropriate context within which to express itself (Falk & Dierking, 2000, p.32).

Learning by doing was defined as: “it was the best way to learn … learning by being part of development and studying” (Interview, Kosova).

M*emories* are not seen as “permanent entities but rather the creation of new patterns from pre-existing patterns. ... [Memories can differ from day to day and the differences] are but an artefact of the constantly changing and evolving nature of memory and learning” (Falk & Dierking, 2000, p. 31). Reflections and memories are used interchangeably.

MEDP – The Montenegro arm of the EDP project

Modelling is “learning through observation and imitation, also called *social learning or observational learning* ... and is considered a powerful tool for ... socialization. Role models turn out to be powerful mechanisms for affecting learning and behaviour” (Falk & Dierking, 2000; p. 49).

Nongovernment Organizations (NGO) were associations mobilized by governments from other countries to assist in relief efforts.

The parallel system is defined as the independent system of education established by the Albanians in 1990 marking the beginning of a number of significant and highly influential developments for managing education in Kosovo. The independent education system became the central response of the Albanians’ resistance to repression and domination by

the Serbian government and therefore was seen as a political endeavour (Anderson & Humick, 2007a).

Passion refers ... "to do[ing] more things and to learn[ing] from others. ... People showed up every single training ... they were motivated ... they really wanted to learn more and do more" (Interview, Kosova, 2009).

Professional development was understood by Kosovars to have the opportunity to

> talk and learn about things like lifelong learning ... [which meant] that learning never stops. That leadership is learning as well. Leadership is not just a position where people sit there and [say] I am the leader, but leaders are learners as well. They need to go through a learning process too... People didn't have inservice before and [now are happy to attend]; that is the first indication that you are passionate about this new opportunity that you never had before (Interview, Kosova).

P*rofessional development* is an ongoing and intentional activity that includes systemic processes and activities "designed to enhance the professional knowledge, skills, and attitudes of educators so that they might in turn, improve the learning of students" (Guskey, 2000, p. 16). Continual professional development is required in order to bring the expertise to the global and local market (Chan, 2004).

Reflection-in-action (Schön, 1983) or thinking on your feet is described as a mode of practice when faculty were involved in fieldwork when they made an interface between theory and practice. "University instructors are both reflective researchers in their respective disciplines, as well as practitioners" (Schuerholz-Lehr, 2007, p. 186); therefore, continuing to make sense of fieldwork experiences during interviews and drawing on what Schön (1983) identified as reflection-in-action.

Reflection-on-action (Schön, 1983) is thinking about the action in the past.

The concept of *collaboration* in research activity is now the rule not the exception and is encouraged by government, funding bodies, and research councils. However, "it occurs at many different levels, driven by a complex research system-policy dynamic. Three different models of collaboration are identified as inter-personal, team and corporate, each with its own rationale, structure, benefits and costs" (Smith, 2001, p.131).

Ownership refers to local educators considering the project to be their own by actively participating. Kosova (Interview) explains:

> The next summer you have a co-teaching model and then the third summer you have locals teaching and Canadians just monitor, mentor them, supervise; but not teach. ... But that was why people felt we are part of the project. Local people felt we were part of the project and this is our project not a Canadian project. And those things just happened step by step.

Results based management (RBM) establishes the targets and processes for accomplishing goals for flexibility and sustainability set within a timeframe for the EDP project (CIDA, 2010). Each quarter results were forwarded to CIDA. Kosova (Interview, 2009) described in this manner.

> We did have goals and we thought maybe that was the same. ... As a project one of the highlights, one of the best parts of the project was we always knew what we wanted to do. And that was because of those results and it helped channel the work that we did in different slots and different components.

Scaffolding is defined as creating processes and ideas between two or more individuals that become internalized (Falk & Dierking, 2000; Vygotsky, 1978).

SEDP – The Serbian arm of the project EDP

Broadly speaking, *sociocultural context* means human learning means that humans are fundamentally shaped by other human beings in a social interaction, in turn defining "who we perceive ourselves to be and how we perceive the world we inhabit. ... [The] world in which each of us lives is socioculturally constructed where meaning is created through shared experiences, beliefs, customs, and values of the groups that inhabit it with us. This collection of shared beliefs and customs is what we have come to call *culture*" (Falk & Dierking, 2000, p. 39).

Sustainable development is described as the complex interdependencies of three pillars (World Bank, 2007) constituting development: economics, social development, and environment (Elliott, 2006; Scott & Gough, 2003), where each change translates into progress or growth (Pieterse; Sen, 1999). Sustainable development is the outcome when knowledge or practices are shared resulting in enhancing the lives of others (Nkansa, & Chapman, 2006). Hargreaves & Fink (2006) concur: "Sustainability addresses the value

and interdependence of all life as both a means and an end. … [and] is by definition a moral concept and a moral practice" (p. 18).

Transformation means to change the form or appearance (Webster, 1988). Deep change or transformation is a "state of increased awareness … [leading to transcendence of self and to a state away from the normal, to becoming] … purpose centred, internally directed, other focused and externally open" (Quinn, 2004, p. 177). Deep change or transformation is also an intentional act by the individual.

Triggers is defined as learning situations, events, or a series of events to get going or start (Webster, 1988) initiating the change process or transformational change in the context of personal or professional practices. Triggers can also be thought of as catalysts to move the process along more quickly.

Limitations and Delimitations

The key issue in this study leading to qualitative or interpretive research was the search for deeper understanding of what educators learned from their experiences in international fieldwork, how they learned it, how and why it became important to them, and why it became important to them. The KEDP and EDP projects were selected since they met the requirements of a bounded case study in which participants or faculty members from one institution engaged in the fieldwork of another country. My assumptions included the following: faculty members perceived their involvement in international work to be based upon their personal learning experiences, therefore the perspectives provided in the interviews and focus groups would be trustworthy accounts of their understanding about their learning; what they learned, why they learned it, and how it became important to them.

Limitations of case study research include the potential for over-simplification or exaggeration of a situation leading the reader to make erroneous conclusions about the state of affairs (Merriam, 1998), especially within the complexity of international fieldwork and the context of a foreign culture. This case study is only one small piece of a very large picture of learning resulting from international experiences. This case study was limited by the abilities of participants to recall memories, my instincts, intuition, sensitivity to the situation, the processes, understanding the discussions, and by my integrity as a researcher.

Additionally, since I was a faculty member involved in the KEDP project, I am aware of biases affecting the research and the outcomes (Merriam, 1998). Other limitations involve issues of reliability in replicating the case study due to the complexity of the project, the culture, and the political situation. Validity and generalizing (Merriam, 1998) have been addressed in qualitative terms in the methodology of the study.

Being aware that case studies have been faulted for their lack of rigor in the collection, construction, and analysis of empirical materials brought to the study (Merriam, 1998), I addressed the issues of rigor by completing two individual iterative interviews, each approximately one and one half to two hours in length with thirteen faculty members, along with the option of meeting one more time in order to clarify data if necessary, or to respond to emerging questions by telephone or email. Five focus groups, with two to four people in each group, were formed according to assigned job roles. Two iterative focus group interviews, two to two and one half hours in length were held with 4 groups and due to time constraints one focus group interview two and one half hours in length with two participants. The option was left open for a third interview to clarify questions if necessary. Field notes were generated if needed as well as documentation which was provided to me by two of the participants.

A limitation of the focus group activities was the possibility that participants may censor what they say or conform to the group mores when responding to the questions. The skilfulness of the moderator in facilitating group discussions and the presence of a group of colleagues involved in the project could affect what some participants said about the topic as well as how they said it. Limitations existed in recalling events and generating knowledge through hindsight (Wolcott, 1994), additionally accepting the validity of the information of the account and data (Wolcott, 1994); therefore, addressing these concerns more extensively in the methodology section under the heading, soundness of research. Self-reporting may have had a bias towards providing a positive public image, as well as reporting what ideally should have occurred. Recalling details or events was an issue on occasion due to memory lapses. Taking time, being patient and carefully recalling events, the environment and situations opened the door to reconstruct events, the context, understanding the events, and the resultant learning. Numerous strategies for triggering

memories were used to create trustworthiness of the memories and are described in the methodology.

Reviewing the iterative interviews assisted me in cross-checking for validity of the information collected in the individual and focus group interviews. Being sensitive to these challenges and taking time, as well as being patient, facilitated recall while allowing time for in-depth reflective thoughts. Since I had also been involved in the KEDP project for the inaugural year it was challenging to not become too involved in the conversation and go "native" (Wolcott, 1994). The advantage to being a participant in KEDP was the understanding I brought to the missions and goals of the project.

Another limitation was that the perspectives of only two out of the thirteen participants were Kosovars and they too gave an international perspective as a result of their work with other international NGO's. Since the international work occurred in the FRY, and a wide variety of cultural differences existed, sensitivity to generalizing was important while keeping in mind the emerging themes and details of the topics creating patterns in the data being collected. Storytelling and humour were central to recall emerging naturally during both individual and focus group interviews. The size of the focus group was determined by the roles individuals had in KEDP allowing ample opportunity for participants to be actively engaged in discussions.

The study is delimited to the responses of members from the Faculty of Education at the University of Calgary as previously defined. By studying one case instead of multiple cases I am able to focus and provide more detail in the analysis; however, the intent was not to generalize when studying one case. Participants were limited to those who had been involved in KEDP and EDP. Participants may have been involved in international projects with other universities.

In the next chapter, the literature review, key areas underpinning international development research and fieldwork along with its historical evolution, build a context for the work of faculty in the FRY by forming a base for the findings within the discussion. Study findings and insights creating links between international development research and the evolving role of faculty in fieldwork; hence, identifying the importance of learning to understand the culture through the social construction of knowledge. Learning and working in a cross-

cultural situation creates insights into the immense impact of culture on decision making, the culture of institutions, and the formation of relationships. Fieldwork is the reality of both experiencing and learning by adults, where the importance of building relationships in a cross-cultural environment comes to light. Experiences of faculty as learners, leaders, facilitators, and mentors, who are building capacity, develop insights about change and transformation both personally and professionally.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The literature review provides a critical survey of six bodies of research constructing the multi-dimensional framework with which faculty members worked in during their international fieldwork. Section one constructs the foundation by providing a brief history on human development, educational development, sustainable development in association to the higher educational institution. Section two examines the changing role of faculty within the current trend of competition among higher educational institutes resulting from an increasing globalized knowledge society and an international knowledge economy. Section three explores the role of culture and its impact on fieldwork. Section four explores experiential learning and adult learning theory. Section five explores ideas on transformative change in international fieldwork by examining paradigm shifts within the complexity of international fieldwork. Section six explores building capacity, lifelong learning and leadership development in the context of transformative change. The summary of this chapter identifies the gaps in the literature, the rationale for my study, and the breadth of issues encountered by faculty members working in the within the complexities of international fieldwork in education in the post-conflict Balkans.

Development – An Overview

> The internationals came to liberate us and help us get the country and become leaders of the country we have now. … First of all [what was attended to was] the safety, security and then the rebuilding of the economy, the social aspects of living and everything (Interview, Kosova, 2009).
>
> I worked for the UN and it has done much good and helped our community very much and saved us, but it was a very chaotic organization and the competition was very hard and for example there were different groups. Like the Americans would consider themselves very strong and then they would exclude others, then the French would work something on their own, the English would say we do the things the best. So you just feel that it's so many factions trying to do something together, but it is not working out, because everyone pulls in their own direction (Interview, Meg, 2009).

Development is a complex, multi-dimensional process of change involving governments, higher education institutions, and corporations assisting countries when

accessing material resources while developing human resources for the betterment of the society and its people. Philosophies and policies for development have been deconstructed and reconstructed within a continually changing historical context of economic and political circumstances (Pieterse, 2000; Sen, 1999). A brief history of development points to the importance of human development that is sustainable in the context of reconstructing and enhancing education in a post-conflict and cross-cultural setting; hence, leading to the goals of capacity building by supporting and strengthening educators through intentional and personalized learning experiences.

Various approaches to development have been debated since the time of Aristotle, Mill, Marx, and Hayek (Pieterse, 2001), and more recently by institutions such as the World Bank, the United Nations, UNESCO, the International Monetary Fund (World Bank, 2008a) and CIDA (CIDA, 2007). Most literature assumes that the word development refers to international development and as a result readers envision a country not yet developed (Anand & Sen, 1996; Sen, 1999). Henderson's (1989) challenges the concept of developing because all nations are in a continual process of development. Due to the effects of globalization, development has been reshaped dramatically in recent decades (Elliott, 2006) enabling and empowering individuals and institutions at all levels of society (World Bank, 2007). Development is not linear, but rather a complex and curvilinear process, often chaotic in the shifting relations among "practice – research – policy – ideology - image – theory" (Pieterse, 2001, p. 8). Development is often described as crisis management and thus crisis becomes intrinsic to development and in turn takes on the "meaning of struggles" (Pieterse, 2001, p. 9). The struggles are about shaping futures while making improvements and desirable change or betterment (Freire, 1996; Pieterse, 2001; Sen, 1999).

Although development has its roots in the context of economics and politics and the growth of a country's gross national product (Pieterse, 2001; Sen, 1999), the focus in the 21st century is on education and building a knowledge economy (World Bank, 2008b). Development involves capacity building of the individual person, as well as social institutions in a situation of interdependency, where outcomes affect the quality of life (Henderson, 1989; Sen, 1999). International development work, also known as fieldwork, is a high-energy activity and is in constant flux; therefore, development thinking must be

open-ended, flexible, and adaptable (Pieterse, 2001). Development is not "static, but an ongoing dynamic process of questioning, critiquing, and probing alternative options in human development" (Pieterse, 2001, p.1).

Development theory is treated primarily as a social science, emphasizing the influence of economic and social thought, or is viewed implicitly and mainly as an ideology – and "is like a ship rocked in the sea of political pressures and shifting tides" (Pieterse, 2001, p. 3). Political leanings are often more important in shaping development theory than are theoretical considerations, where practice often lags behind theory (Pieterse, 2001). Development theories reflect images of improvement and desirable change, as well as a reaction to problems, power struggles, and perspectives in the context of prevailing events in history (Pieterse, 2001). Additionally, development theory involves being aware of multiple layers, furthermore, viewing the layers through different perspectives or analytic lenses. The perspectives in development include "modernization, dependency, neoclassical economics, alternative development, human development, and post-modernism" (Pieterse, 2001, p. 150). Elliot (2006) adds globalization as a new influential dynamic that is creating a paradigm shift in development.

In the past, development theory could be read as hegemonic or as a challenge to hegemony (Gacel-Avila, 2005; Pieterse, 2001) involving competition and power struggles for purposes of influence and control. Shifts in intellectual thinking placed another spin into strategic planning and functioning of development projects, thus creating instability. "These reflexive patterns of thinking … have become common in development" (Pieterse, 2001, p.6), affecting the recipient country in unpredictable ways. However, with the recent formation of partnerships as well as new global relations and power sharing exercised by international organizations, the frameworks of development thinking and projects are changing (CIDA, 2007; OECD, 2008; van der Wende, 2007). Pieterse (2001) likens development to "building a mosaic, and then building a kaleidoscope when the parts are synthesized, continually shifting the meaning of development" (p.7). A change in emphasis may occur when moving from projects to programs, changing from bilateral to multi-lateral cooperation amongst countries, NGO's or businesses (CIDA, 2007; World Bank, 2007c) or when shifting from "formal channels to informal channels such as NGOs" (Pieterse, 2001,

p. 17). Bi-lateral and multi-lateral refers to partnerships built among countries, organizations, institutions, and corporations who have established common goals and processes for their international projects.

Knight (2004) identifies many key drivers of change including the "development of advanced communication and technological services, increased international labour mobility, more emphasis on the market economy and trade liberalization, focus on the knowledge society, increased levels of private investment and decreased public support for education, and lifelong learning" (p.7). Over time, "improvement has meant economic growth, modernization, nation building, betterment of life, more opportunities, enlarging people's choices, enhancement of capabilities, good governance, poverty alleviation, poverty eradication, social inclusion and others" (Pieterse, 2001, p. 158). However, what was seen to be of even greater importance and value was human development, therefore bringing a major shift from the previous focus of economic development.

Human Development

An example of human development is taken from a focus group interview conversation held in 2009 for this study where Kosova and Meg describe what happened during the process of human development in Kosovo and how they felt. Meg begins the conversation explaining that from other projects she has observed

> the imitation of the old leadership style that we already had. … One person manages everything and you do as I tell you to do. So this is what we were trying to change and bring the new way of shared leadership and decision-making and participation, and yes … this project was particularly about that: building capacity, building leadership, shared leadership, [and] decision making. It was a different kind of method to build leadership in a sense and empower people and empower women and build initiative, encourage initiative.

The preferred way is to "tell us what you do and that is what is going to help us learn from you. If you are already doing it, then it is easier for you to show it to us or ask us to do something you are already doing and it is working" (Kosova). Meg replies that "there is that feeling of other people experimenting with us". Kosova agrees "that is the feeling". Meg continues on by stating

> We have our own culture – we also have knowledgeable people. I mean that knowledge was good for sometime right. …of course I agree with research. That should always be part of progress and making change, but don't come and experiment with us and like bring down the whole system if you don't know what you are doing. And if you don't know what you are offering make sure that this is going to work in this environment. … They just bring and have a project and we are going to do this and this and this in Kosovo. No you cannot.
>
> [Kosova adds] So the fear that Internationals came, now they could try anything. … Doors for some organizations would be closed because they just wanted to experiment, just want to try something new, well they just want to spend their money.

This conversation identifies some of the post-conflict experiences of Kosovars when NGO's came to Kosovo to assist.

A major shift in development theory occurred between the late 20th and early 21st centuries (Pieterse, 2001) when moving from a structural approach emphasizing the role of macro-structures towards an agency-oriented view. Macro-structures involved large-scale changes to economic and political systems, whereas agency-oriented development placed the focus on "a condition of activity rather than passivity" (Yue, 2010, p. 12) where an individual or a group become actively involved making things happen or taking control with a sense of responsibility and ownership. Agency involves local or regional players in strategic groups where this shift emphasized an "actor-oriented approach" (Pieterse, 2001, p. 11) or participatory view of development (Pieterse, 2001) and the empowerment of individuals, and leaders, as well as teams of workers (Özaralli, 2003). Another "aspect of human experience [was] to be acted upon, to be the object of events, to have things happen to oneself or in oneself, to be constrained and controlled: to lack agency" (Yue, 2010, p. 12). The philosophical shift of development in the 21st century was moving towards building global partners and world development as a result of globalization and multi-lateral agreements (CIDA, 2007; Elliot, 2007; OECD, 2008; van der Wende, 2007; World Bank, 2008a).

The focus on human development created a paradigm shift with the intent of developing the capabilities of people through education by involving institutions and the state (Sen, 1999; Pieterse, 2001). The philosophy of human development promoted by Sen

(1999) and Anand and Sen (1996) rests upon substantive freedoms providing choices and opportunities for participation in initiatives. Substantive freedom offers opportunities and choices for people to follow their values and exercise their right "to live a life they have reason to value" (Sen, 1999, p. 15) or to live a life that satisfies (Freire, 1996). Entitling people to "substantive freedoms encourag[ing] ownership and responsibility by developing people's capacity to improve the quality of their life" (Sen, 2001, p. 24) in its fullest sense it is seen "in matters public and private, economic, social, political, and spiritual" (Alkire, 2002, p. 182). This idea builds on Aristotle's focus of "flourishing" and building "capacity" and is related to the equality of life and to substantive freedoms (Nussbaum in Sen, 1999, p. 24). Participation was a part of the process of development (Sen, 1999, p.34) and capability was a kind of freedom (Sen, 1999, p. 75). Freedom is about processes, opportunities, means and ends, responsibility, and human capability to choose from options that are acceptable, "that they have reason to value and seek" (Sen, 1999, p. 86). Education has now become a key goal of betterment by educating people to take ownership and responsibility (Pieterse, 2001; Sen, 1999; World Bank, 2008b).

Westernization, colonialism, and working with indigenous people are often referenced in case study fieldwork research from the position of the colonized and therefore is linked to European imperialism and colonialism (Avila, 2007; Denzin & Lincoln, 2008a). This issue has created contradictions and negative images about collaboration with indigenous people and the demand for Western assistance (van der Wende, 2007) and Western approaches in non-Western countries in education. Additionally, approaches including UNESCO and the World Bank's adult literacy programs are being criticized for neocolonialism and for controlling decisions on political and economic issues (Canto & Hannah, 2001; Wickens & Sandin, 2007). Yet another contradiction is donor-driven professional development is often based on partnerships or multilateral agreements (Healey, 2000). As well, issues about hegemony (Johnston & Goodman, 2006), counter-hegemony (Schoorman, 2000) and the need to reflect critically on Western teacher training methods are raised as concerns (Crabtree & Sapp, 1993; Zwiers, 2007). However, the demand for involvement of Western countries in international work is continuing and expanding (CMEC, 2008; van der Wende, 2007).

Carney and Bista (2007) have found that studies often report what the funding agencies want to hear, therefore, one might question the dependability of what is written since it only provides a particular perspective. Although a need for more good case studies exists, the ones submitted have not been unique or of special interest, and therefore they have not been published (de Wit, 2007).

Development and Education

> I started my teaching career at the time of the parallel education system in Kosovo [territory governed by UNMIK]. It was a time of survival and at the same time, a period when the education system in Kosov[o] was slowly taking a different path from a socialist oriented country towards a more democratic pro-European oriented country. ... It was the courage and commitment of school leaders that motivated us, the teachers, to continue working in those conditions, hoping for a better day (Buleshkaj, 2009, p. 10).

Globalization has created a demand for access to Western education and expertise, thus creating a trend towards internationalization which in turn has built a knowledge society and a knowledge economy (Pieterse, 2001; Taylor, 2007). The Organization for Economic Co-operation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations, and the World Bank are driving forces in promoting internationalization and globalization in order to meet the demand for access to education in countries worldwide. The initiatives of OECD, Delors' (1996) four pillars of education and the development of the Bologna Declaration are foundational in aligning or standardizing the goals for tertiary education in North America, the United Kingdom, the European Union (Jarvis, 2008), and recently Asia-Pacific (CMEC, 2008b). These initiatives and the four pillars create a common goal in education with the drive for learning to know, learning to do, learning to live together, and learning to be (Delors, 1996).

Canada's participation in the 1998 and 2008 OECD conferences in Europe has facilitated building a common focus and goal for tertiary education. Canada has been a long-standing partner with OECD, UNESCO, and the Commonwealth in international educational activities, and other partnerships have been formed with the Council of Europe, the Asia-Pacific Economic Cooperation (APEC), the Education Forum, the Organization of

American States (OAS), Southeast Asian Ministers of Education Organization (SEAMEO), and the Summit of the Americas (CMEC, 2008a). Universities have historically had a central role in building the knowledge-based global economy (Altbach & Teichler, 2001). Academic partnerships and institutional change in higher education are being shaped by globalization (Tedrow & Mabokela, 2007) and internationalization continues to be one of the most powerful forces predicted to change contemporary higher education (Taylor, 2004). Internationalization as well as partnerships are being promoted through major projects in Faculties of Education in Canadian universities.

The University of Calgary has pursued international development initiatives since the 1990's and is actively linked to over 90 countries engaging in areas of need in international development projects. The Faculty of Education has pursued initiatives in partnership with the Canadian International Development Agency (CIDA), the United Nations, and the World Bank in Bosnia, China, Kosovo/Serbia-Montenegro, Lebanon, Russia, South Africa, and Vietnam (Faculty of Education, 2008). Currently, the Faculty of Education has over 90 faculty members, with more than 25 educators having been engaged in the previously mentioned initiatives as well as in Bhutan, India, South America, Ukraine, and Palestine.

Sustainable Development

Meg, a Kosovar faculty member in this research study, identifies steps towards sustainable development in gender education.

> For me the project started to become successful when the people wanted to learn more and when they wanted to hear more. That is the starting point, not the month when you start to work with these people. It's when they start getting interested in the topic … that's when you know they have bitten the hook and you have them.

Kosova (Interview) adds that when the MoE promoted inservice educators readily applied.

> People never had summer institute for teachers that is a new thing that is going on still – that is still alive. It is because you never had that [inservice]. You have summer institute … it would be for university professors … but not for teachers because once you get a diploma you are a teacher, you know everything, you don't need to learn more.

These descriptions reflect what two Kosovar educators experienced as sustainability of education in Kosovo. Development is no longer considered to have an end goal, but instead is considered in a continual process of evolution and change that meets the needs of the individual and society so that it can be sustained (Elliott, 2006; Scott & Gough, 2003). Sustainable development was introduced by the United Nations Brundtland Commission which opened a new debate regarding development in 1987 (WECD, 1987). Although the context for sustainability was environmental education, the application broadened to include responsibility and progress towards creating healthy environments. Recently sustainable development was outlined as the complex interdependency of the three pillars constituting development: the environment, economics, and social development (World Bank, 2007, 2008a). Education is an aspect of social development.

Sustainable development recommends a shift from the approach of using power over others to advance selfish interests to using power to facilitate self-development. Therefore, the view of learning changes from a "process which acts on individuals' characteristics to change the world to one which challenges individuals' views of the world as a means of influencing their characteristics and hence ways of thinking and living" (Scott & Gough, 2003, p. 119). This new paradigm, within the larger context of effective sustainable development recognizes education as having a strong leadership role (Kevany, 2007; Pieterse, 2001; Scott & Gough, 2003; Sen, 1999; World Bank, 2007). The current focus for sustainability is on education and capacity building through leadership development (World Bank, 2008a). In this context, sustainability is promoted as a moral concept (Elliott, 2006; Vare & Scott, 2007) engaging individuals in understanding their roles and responsibilities while realizing the impact of personal behaviours on the world (Pieterse, 2001; Sen, 1999).

The ultimate goal is working towards betterment, however "sustainable development ultimately looks like it will need to have room for human ingenuity and inventiveness in manipulating the environment, competition for environmental and economic assets and rule-making, rule breaking, and the self interest of individuals and groups" (Scott & Gough, 2003, p.77). Sen (1999) builds a strong argument for working towards betterment by promoting the concept of development as freedom, where freedom is

described as choice and enabling individuals "to assess the progress of a society and its effectiveness" (p. 18). Through effective leadership, accessibility to opportunities, participatory learning, and the freedom to choose, people are encouraged to initiate changes, resulting in the outcomes which liberate them from their previous bondage (Freire, 1996). Achievement of freedom is dependent upon the free agency of people and the opportunity to choose to be involved, to take responsibility, and to be part of the change process. In this way individuals can influence and transform the world around them (Freire, 1996) while creating sustainability. Therefore, education has now become a key goal of betterment - educating people to take ownership and responsibility (Pieterse, 2001; Sen, 1999; World Bank, 2008b). In this study, I will build upon the foundational theory of human development (Pieterse, 2001; Sen, 1999; Anand & Sen, 1996) and the importance of education in promoting sustainable development.

Higher Education – The Push and Pull of Internationalization and Globalization

Higher education institutions and academics influence international development fieldwork. The current trend of competition among higher education institutes is pressured by globalization and internationalization within the global knowledge society and knowledge economy. These trends impact not only the higher education institution but also the dual role of faculty in the home institution and in international development fieldwork. Within the context of the evolving higher education institution, faculty members are being affected by their own changing roles, challenges, needs, and the top-down and bottom-up pressures from the changing institution within which they work at home and internationally. Consequently the importance of international work and its impact on higher education is becoming more complex and confusing (Knight, 2004).

Higher education has always had an important international dimension and now is evolving with other roles. In this age of accelerating globalization, dynamic processes of increasing interdependence, growing competition, along with the communications revolution are calling into question the traditional forms of the university (Matsuura, 2006, p. 8). The role of educational institutions in the past was to transfer knowledge (Kehm, 2007; OECD, 2008); however, the focus is now on mainstreaming, on internationalizing higher education institutions where people

and knowledge are at the core in the bigger picture of globalization. The push and pull forces of internationalization have two facets which reshape higher education institutions (Ruby, 2005; Kehm & Teichler, 2007) each resulting in driving globalization (Knight, 1997; Stromquist, 2007). One facet demands involvement in the international educational fieldwork scene, and the other in bringing international students to the home campus. The United Nations, UNESCO, the European Union, and OECD have encouraged countries and institutions to establish collaborative partnerships to meet the larger agenda of internationalization, westernization, and globalization with the goal of meeting the educational needs of developing countries (van der Wende, 2007). This context and agenda places institutions in a position of getting on board and adapting or being left behind (OECD, 1998, 2008; van der Wende, 2007).

The evolving role of the institution and greater emphasis placed on the export of courses or programmes has also changed the traditional role of the faculty from transferring knowledge and engaging in research to learning on the job and international collaboration in research (Edwards, 2007). The production of knowledge and keeping up with changing knowledge affect the reputation of the institution and the employability of faculty members in the new paradigm of internationalization and globalization (Edwards, 2007). Internationalization increases eligibility for institutions and the academic's involvement in international fieldwork. Although, it is individuals who work together not institutions, it is within these multi-lateral partnerships that additional time is needed for learning, adapting careers, research, courses, and faculty involvement in international fieldwork (Smith, 2001). This automatically influences the work load of faculty members already stretched in their job (Chan, 2004; Paewai, Meyer & Houston, 2007; Smith, 2001).

A new demand for collaboration in research activity is now the rule not the exception and is encouraged by governments, funding bodies and research councils (Goddard, Cranston & Billott, 2006, Smith, 2006). "However, the concept of collaboration is difficult to define. It occurs at many different levels, driven by a complex research system-policy dynamic. Three different models of collaboration inter-personal, team and

corporate are identified, each with their own rationale, structure, benefits and costs (Smith, 2001,p.131).

Globalization and internationalization are shifting the paradigm calling for the formation of political alliances while being influenced by a competitive advantage. UNESCO, OECD and other organizations have joined together to fund and involve faculty in developing strategic alliances by creating opportunities for dialogue in planning conferences and projects to stimulate future research projects (deWit, 1997; OEDC, 2008; van der Wende, 2007). Competition is prompting OECD and UNESCO to ask organizations to develop strategic alliances and influence course development to address the shifting paradigms and the growing need for modular courses that are flexible and incremental (Smeby & Trondal, 2005). However, academics challenge mainstreaming and standardization (de Wit, 1997; van der Wende, 2007) pointing out the loss of subject expertise, autonomy (Edwards, 2007), and fearing the impact on professional expertise just to meet the needs and processes of internationalization and globalization.

OECD and member organizations see the Bologna Declaration as a potential model for working towards standardizing courses and university degrees not only in Europe but also in other countries (Edwards, 2007; Stromquist, 2007; Stromquist, Gil-Antan, Colatrella, et al., 2007). Discussions about mainstreaming challenge their readiness for changing and coming to terms with issues of autonomy and philosophical disagreements within the shifting paradigm. Mundy and Murphy (2001) express concern about the power and involvement of NGOs, teachers unions, and other political groups who have had an interest in education and the power to influence international policy and partnerships. They also have identified a need to investigate and to influence policies and solutions of influential internationalization networks. Therefore, the evolution of the roles of higher education have been shaped by a myriad of institutions, their policies and globalization forces in many complex ways.

Understanding the Role of the Academic

The traditional role of the academic was transferring knowledge and engaging in research (Edwards, 2007), however with new roles, greater emphasis is placed on learning on the job, international fieldwork, collaborative research, and exporting courses or

programs. Production of knowledge and keeping up with changing knowledge all affect employability in the new paradigm of internationalization and globalization (Edwards, 2007) further increasing eligibility for the involvement of faculty in international fieldwork. Smith (2001) underscores that it is individuals who work together not institutions; yet working with bi-lateral and multi-lateral partnerships demands additional time for learning, adapting careers, research, courses, and international fieldwork of faculty members. These demands automatically influence the workload of educators who are already stretched in their workload at home and now internationally (Chan, 2004; Paewai, Meyer, & Houston, 2007; Smith, 2001).

Expectations of Institutions

Education is recognized as a powerful change force for social and economic development in the world (Freire, 1996; OECD, 2008b; Pieterse, 2001; Sen, 1999). Advancements in the information era have conquered the barriers of distance, changed how the world exists and can interact while new opportunities are created for how institutions and experts can be involved in international work (Middlehurst, 2002; OECD, 2008; van der Wende, 2007). This creates greater demands and opportunities for Western expertise since academics are recognized as experts and leaders in educational research in international development work (Ruby, 2005). UNESCO and the World Bank expect higher education professionals to be researchers, leaders, instructors and fieldworkers while their institutions to meet the needs and demands of the *Education for All* initiatives of the United Nations (World Bank, 2008b). Consequently, the expectations of field workers means addressing the unique needs and concerns of the local people and their institutions while also understanding the implications of westernization on smaller countries with indigenous populations (Beerkins, 2003; Gacel-Avila, 2005; Knight, 2004; Papoutsaki, 2007). This process has been identified as a form of colonialism or neo-colonialism (Gacel-Avila, 2005; Papoutsaki, 2007).

Mission statements of institutions of higher education and ministries of education in Canada now contain a focus on internationalization (CMEC, 2008a), thus pushing new agendas onto institutions, faculty, and students by channelling their work and careers into new directions for the purpose of employability and globalization (Lefrere, 2007;

Middlehurst, 2002). The challenges facing universities are complex, multi-dimensional and diverse, and are changing the face of education and the institution by challenging both faculty and students to be prepared for diverse career opportunities. Universities and academics have an advantage if they form strategic alliances or partnerships (Schmidt & Langberg, 2007) and if they want to act on the worldwide stage of education or be left behind, or establish an international presence, maintain a reputation, or secure additional funding in order to survive (Edwards, 2007; Knight, 1997). As well, technology is pulling universities to becoming borderless (Middlehurst, 2002) while meeting the consumer focus of students as contrasted with the earlier focus on service (Robson & Turner, 2007). All of these demands and resulting pressures create a push and pull effect on faculty.

Since institutions and governments are now expecting collaborative work amongst academics from various universities and countries, they are responding by creating incentives and funding research accordingly (Goddard, Cranston & Billot, 2006). Collaboration in international fieldwork amongst faculty brings additional challenges such as dealing with complex dynamics of individual choice, available time, a diverse workload, and the competitive characteristics of international institutions and individuals, in addition to the political initiatives at home and on the field (Schuerholz-Lehr, 2007). Additionally, students, as well as the international community, are setting the agenda since the students' future involves career development opportunities and employability (Chan, 2004). Since competition is stiff, universities must be opportunistic (Edwards, 2007) in recruiting foreign students, raising funds through international projects, and establishing partnerships with countries and other institutions while building a resource base to keep up or ahead of other higher education institutions.

International students are also impacting the teaching and learning environment in the Western educational institutions. Foreign students bring funding to support the institution, however at the same time, are creating additional challenges requiring services for both faculty and students in addressing unique needs for teaching and learning. Since the additional services are also tied to competition, education has become a commodity being marketed worldwide (Chan, 2004; Chan & Dimmock, 2008; Sall & Ndjaye, 2007; Walker & Epp, 2010).

The marketing and commodification of education (Chan, 2004) has taken the knowledge society into the era of using knowledge to build an economy. The result is that business, not necessarily education becomes the focus, and the university becomes the vendor, and the student becomes the pay cheque (Stromquist, 2007). The global trends for recruiting students, raising funds through fieldwork opportunities, establishing overseas campuses, creating strategic alliances and building a global presence are being pursued to stake out territories (Schmidt & Langberg, 2007). Ultimately, the goal is to develop a worldwide reputation in order to survive as an institution. This is the complex milieu in which faculty members find themselves.

The Changing Roles of Faculty Members

The complexity of the demands institutions place upon individual faculty members and the impact they have on the changing roles of faculty in higher education, during an era of internationalization and globalization is immense. There is both a push and a pull in the expectations and the dynamics of the educator and the institution where each has the opportunity to be entrepreneurial and pull the other ahead or hold the other back from new initiatives. Professional development becomes a central need for faculty in order to remain abreast of new initiatives, strategic planning, in addition, their evolving roles as academics, as researchers, leaders, instructors, and international fieldworkers. Evolving roles and seeking external funding create additional challenges in finding time to accommodate new initiatives (Goddard, Cranston & Billot, 2006). Thus, establishing partnerships or alliances for collaborative research and writing has its benefits as well as demands when accommodating new approaches for working together.

The demand for Western expertise and collaboration has forced researchers and higher education institutions to become multi-faceted, continually shifting their focus depending upon the global needs, political situations, and external funding (Kehm, 2007). Globalization, like internationalization, is a process as well as an outcome, meaning that adapting to change and progress are essential in today's educational world (Yonezawa, 2007). These new opportunities and challenges have been added to the work of faculty in a global environment of competition during a time when the institution is also seeking power by creating more diverse opportunities within a spirit of entrepreneurialism. Added

pressures to adapt and continue to perform with these new demands for a just-in-time-knowledge worker creates additional stress to the workload (Paewai, Meyer & Houston, 2007). Since internationalization is now considered normative, a continual need for professional development exists, where on-the-job learning is required due to additional roles of managing, securing funding, and dealing with policy issues on the job (Paewai, et al). It is because of this that providing professional development becomes essential to address issues of intercultural sensitivity both in fieldwork and in the home institution (Schuerholz-Lehr, 2007).

The impact of internationalization on teaching, learning and research has led research to becoming more complex and intertwined, therefore requiring collaborative work involving a broad range of disciplines (Kehm & Teichler, 2007). The traditional role and career of professors has changed in many ways from being disseminators of information and sharing knowledge to becoming managers and leaders of learning locally and internationally (Paewai, Meyer & Houston, 2007). The result is that market forces beyond the classroom will inform internationalization of higher education in the next decade in fundamental ways (Edwards, 2007). Therefore, development of inter-cultural capacity and competence are necessary to build competence for instructing at home and in the field (Emert & Pearson, 2007; Opre et al, 2008). Thus, continual professional development is required in order to bring the expertise to the global and local market (Chan, 2004).

Collaborative communication is more complex in fieldwork due to the involvement of partnerships amongst countries, higher education institutions, local participants and faculty. Multi-lateral perspectives convey convergence from previously diverse systems; however, unique cultural needs within a diverse community will be lost (Edwards, 2007). The benefit in multi-lateral partnerships is the opportunity for institutions to learn from each another and shape projects with the potential for exponential growth of knowledge in the new collaborative paradigm of understanding fieldwork. Edwards (2007) predicts centralized planning in fieldwork will change what has previously been handled by the academic to follow the strengths and natural tendencies of the institutions involved while making decisions that may be better informed culturally. The key to mobilizing the plans

globally and locally will depend upon buy-in from faculty members who may see themselves as initiators and beneficiaries, or as pawns in a game played by institutions and the forces of internationalization and westernization (Walker & Epp, 2010). The expertise will continue to develop when the knowledge gained from personal and professional international work experiences is shared locally and globally. However, the open sharing of knowledge and expertise may be challenged as institutions and countries compete for territories and protect knowledge and expertise in order to stay competitive and carve out a niche wherever a resource base has been built (Paewai, Meyer & Houston, 2007).

In summary, when reviewing the literature about higher education institutions, the mandate of the institution is complex with policies, personalities, specialties, political agendas all requiring consideration while still supplying the education for future generations of learners and the academics career development at home. In addition there are now demands more than ever before for consulting with and implementing overseas projects. What is also revealing in the literature is how change in the higher education institution is slow, complex and resistant to change in Western and European universities (Anderson, Hiseni & Mooney, 2007; Trnavcevic, 2010). "Attempting to change a university is often more difficult than trying to change other types of institutions. Universities are stable institutions, which by their nature change slowly. They include governance structures and academic review mechanisms that by nature are slow, change resistant, and conservative; furthermore, those wanting to resist changes have considerable defences" (Anderson, Hiseni, Mooney, 2007, p. 158). This resistance to change was also evident at the UP in Kosovo (Walker & Epp, 2010).

Along with the challenges of the home institution, faculty must address the challenges of higher education institutions in international fieldwork that create a new dimension of learning about values, cultures, education systems (Trnavcevic, 2010; Walker & Epp, 2010). In addition to these challenges, faculty involved in fieldwork have an obligation to work with the funding agencies and the pressures amid demands for outcomes, results and deadlines (Walker & Epp, 2010). Therefore, lessons learned and reports about successful or best practices take on new meaning as reports are written to meet the demands and expectations of the funding organization (Carney & Bista, 2007;

Walker & Epp, 2010). Since time is of the essence for the higher education professional and learning is not shared or written about in research journals, the question *What have you learned?* provides an opportunity for faculty and academics to share their insights, knowledge, expertise, experiences, lessons learned and recommendations in this study.

The Cultural Context

Shared beliefs, values, experiences, as well as our physical environment and customs all give meaning to the world we inhabit, and are what we have come to know as culture (Bodycott & Walker, 2000; Falk & Dierking, 2000, p. 39). “Learning can be viewed as the process by which a society “shapes the mind” of individuals to create the kinds of persons ... who are able to meet the imperatives of the culture" (Cohen, 1971, p. 19-50 in Dierking p.39). Knowledge and behaviours are constructed and influenced by cultural, political and historical contexts influencing behaviours: what is learned, why it is learned, and how it is learned. Culture also determines how relationships are formed, built, and for what purposes (Falk & Dierking, 2000, p. 41). Therefore, it is important for faculty to understand culture, the context of cultural mores and institutions, and the processes for building relationships when working in new settings (Wenderoth & VanBalkom, 2007).

Ogbu (1995) suggests our cultural world is comprised of five components: one customs determining behaviours; two expecting behaviours that include codes, assumptions, expectations, and emotions; three artefacts representing what people value or have meaning in the culture; four institutions requiring patterns of knowledge, beliefs and skilled people in order to function in the political, economic, social and religious arena; and five patterns of social relations. Culture passed on throughout generations is continually evolving as individuals adapt their customary behaviours to include technological advances. Attending to and understanding how information is conveyed, the use of educational terminology when describing concepts, patterns in communication, status, seniority, and social distance all describe the importance of feeling comfortable in a culture. Awareness of cultural values such as hierarchy and seniority are important when meeting the inter-cultural learning needs of both the instructors and the students where each must be secure in their work (Bodycott & Walker, 2000).

Understanding the Concept of Culture

Working in a culture different from our own involves making sense of ambiguity and complex relationships that have been established between the culture, the history, and the politics of the country (Wenderoth & VanBalkom, 2007), as well as the current political and economic context in which people live. Educators involved in international work learn to live between their home culture and the other country's cultures, finding their level of comfort within the new culture (Vincenti, 2001). Perceptions and judgments of another culture are often derived from a personal understanding of the norms, customs, and the values that exist within the culture of the person. This mindset determines one's way of seeing reality (Schuerholz-Lehr, 2007; Wenderoth & VanBalkom, 2007). Intercultural competence of students and faculty research indicates that individuals who have an interdisciplinary understanding also have the ability for intercultural understanding (Schuerholz-Lehr, 2007; Vincenti, 2001).

> Education, in its deepest sense…concerns the opening of identities — exploring new ways of being that lie beyond our current state…. It places [learners] on an outbound trajectory toward a broad field of possible identities. Education is not merely formative — it is transformative (Wenger, 1998, p. 263).

Development work is influenced significantly by the politics of the day, the country's history, culture, ethnic issues, and the project itself (Pieterse, 2001; Sen, 1999). Since education by its very nature is value laden, care and sensitivity must be exercised in cross-cultural international work even more so where conflict has been a part of the country's history. A culture in conflict has experienced another story that must be considered as described by Dicum, 2008).

> The themes of adaptation, resilience, and politicization, or resistance, stem largely from outcomes related to the war and conflict environment and the need for survival. The interconnections of the three themes were present in formal school environments and less formal learning, particularly work-related environments, in a number of distinct ways. …The resilience of war-affected children has been noted extensively in the literature. Resilience is defined as "how children overcome adversity to achieve good developmental outcome" and is characterized as a process, a capacity, and an outcome (Masten and Coatsworth, as cited in Anderson 2004, 53). The literature steers away from images of children

> as passive victims of the adult world and instead focuses on their strengths, adaptability, coping skills, and abilities to become leaders of households and economic breadwinners and to otherwise actively contribute to their own survival. Resilience can sometimes be the outcome of adaptation for survival, but as the oral history evidence presented suggests, the link between them is complex and not easily predicted (p. 8, 9).

Kosovars, trace their history to the ancient Illyrians and are known as survivors and resilient people. Kosovo's geographical location, the challenges of many wars between kingdoms, converting from Christianity to Islam, and living with differing ethnicities all contribute to the tenacity to survive.

Social Construction of Knowledge and Culture

Vygotsky (1978) believed that cognition develops as a result of social interactions of the individual, and that knowledge is socially constructed and influenced by the sociocultural milieu (cited in Falk & Dierking, 2000, p.43). Falk & Dierking concluded "what someone learns, let alone why someone learns, is inextricably bound to the cultural and historical context in which the learning occurs. Our perceptions, descriptions and understanding of the world are all culturally and historically bound" (2000, p.41). It is in this sociocultural context where learning is filtered through our perceptions, how we process information and where we find meaning, how we are shaping the interactions of human beings. Each are being influenced, as well as influencing both the individual and the community in which the individual lives and works (Falk & Dierking, 2000, p.32, 43). This context also "defines both who we perceive ourselves to be and how we perceive the world we inhabit. In a very real sense, the world in which each of us lives is socioculturally constructed" (Falk & Dierking, 2000, p.39). Coming to this understanding about the construction of knowledge within the historical and cultural context of a society becomes imperative when faculty work internationally bring their Western knowledge, perceptions, philosophies and ideologies from their home culture into all aspects of their thinking and work in education (Beerkins, 2003; Carney & Bista, 2007; Gacel-Avila, 2005; Knight, 2004; Papoutsaki, 2007).

Dissonance occurs when individuals anticipate or are told about cultural habits that are in conflict with the practices of a culture or when personal assumptions lead to

behaviours causing embarrassment (Wenderoth & VanBalkom, 2007). Therefore, the development of inter-cultural understanding must permeate conversations, teaching strategies, the curricula and teachers and students learn to understand each other through shared goals and responsibilities (Bodycott & Walker, 2000). Expressing surprise is another way of becoming aware of dissonance, as it "indicates a clash of the observed reality with our implicit assumptions and related expectations of normality" (Wenderoth &VanBalkom, 2007, p. 35). Surprise is not an indication of a negative response, but rather an indication of what was not expected and is different from perceived values and norms. Cognitive expectations deal with factual knowledge, and normative expectations refer to expectations about how things normally are, and how they 'should be" in applying to me, and therefore should apply to all others (Wenderoth &VanBalkom, 2007, p. 35). Cognitive expectations are not generally emotionally charged and often send an individual to do more research, whereas normative expectations are emotionally charged and challenge fundamental beliefs or convictions. Misunderstandings are a form of hidden dissonance and are discovered when each assumes they understand what the other is saying, however somewhere along the way both realize they are speaking about different things. This realization causes individuals to reinterpret information based on new understandings – as was the case with the terms policy and politics, and learner and learner centred instruction. Insecurity can also develop when trying to live by the norms of a culture while realizing that one is not as informed about rules, habits, and values as one would like to be when in social situations (Wenderoth & VanBalkom, 2007, pp. 37-43).

Education in Post-conflict Situations

> So if you look at education … we need to make some changes and we need to make some drastic changes. What is that going to be? … We didn't know. … So then from our perspective, local people's perspective, I think one of the things to look at was: what can they [NGOs] offer? What can they share? What we needed was a system that will encourage ongoing professional development, a structure that will clarify things … how to prepare teachers who are going to keep up with inservice. … So how do we develop pre-service programs to meet those needs? So that is where we were looking to internationals. And in this case Canadians help us build a system and build structures in place that whatever happens with inservice is happening in inservice and pre-service, so it works together, and so putting together this in terms of policies that we didn't have. So

> how do we make inclusive policies that meet the needs of educators and will also be a transparent development process and that people take ownership over it … and things like that (Interview, Kosova, 2009).

These sentiments describe the thoughts and experiences of Kosova and what had transpired after the conflict. Typically work in education, in an international setting, begins two years after a crisis or conflict as people need time to re-establish themselves again in their homes, and meet their basic human needs for survival (Anderson & Humick, 2007a, 2007b). Therefore, additional awareness is required by faculty to be sensitive to the stress and feelings of fear that people have lived through in their past experiences and their continued need for security in the current and changing post-conflict milieu (Goddard & Anderson, 2010). The evolving nature of international work demands academics be knowledgeable and address the complex issues relevant to educational, cultural, political, institutional, and economic situations in the regions where they work (Wenderoth & VanBalkom, 2007). The fear of bringing in new ideologies and practices can be frightening to a culture when internationals arrive to work (Interviews: Kosova, Meg, 2009; Walker & Epp, 2010).

Two situations exist when arriving to work in a post-conflict culture and country; one is making changes to existing frameworks and the other is building new structures from the ground up. Starting from the ground up has the advantage of avoiding old habits and non-productive practices from the previous communist socialist system while introducing goals and ways of operating with local partners (Wenderoth & VanBalkom, 2007). When making new beginnings, it is more difficult to use the former ways of resisting since old structures within which to resist have also been lost. Conversely, change may not be possible in established institutions until there is a crisis that demands change. Post-conflict situations also have a sense of urgency for positive change, bringing hope and promise for the future; therefore, locals express interest, motivation, and effort by actively working towards change being successful (Wenderoth & VanBalkom, 2007). Since people have already lost so much due to the conflict, have risked a lot, lost family, friends, property and institutions supporting society, they then look towards internationals to support their

efforts, minimize the risks, and shoulder some of the responsibility of the financial costs to make change successful.

Learning in a Cross-cultural Setting

Western and non-Western approaches to professional development were common topics identifying different strategies for thinking and learning. Rather than using one approach or the other international students were finding a middle road between two cultures (Durkin, 2008; Gabb, 2006). Research reported that importing Western strategies was not the answer because understanding culture and communication were important when designing instructional practices in a non-Western culture (Zwiers, 2007). Case studies regarding teacher praxis found ethical and pedagogical concerns about international education endeavours which do not attend to building a comfortable classroom climate (Bodycott & Walker, 2000; Crabtree & Sapp, 2004; Dixon & Scott, 2003).

A concern was raised about favouring the education of the privileged by creating oppression of the poor. Therefore, recommendations were made for Western nations to identify new forms of transformative education to teach locals in a country how to work together. Some of the areas identified included addressing balance of power, involving locals in cooperative work for social justice, countering hegemonic goals, and working within the framework of praxis and critical pedagogy (Stevens, 2007). Deardroff (2006) identifies a gap in intercultural or cross-cultural training for developing cultural competence for educators. She is also looking at how to assess meaningful outcomes of internationalizing efforts. Stevens (2007) identifies a need for new forms of transformative education and discusses how to deal with marginalized voices through social justice. Case studies identified numerous gaps. Johnston and Goodman (2006) identifies the need to study emancipatory social movements since they nourish a sense of hope, as well as, emancipatory approaches to studying globalizations with ongoing dialogue without a "heavy-handed approach … or singular vision" (p. 26). What is needed is a shift in the logic of capitalism, a shift in the praxis of research (Johnston & Goodman, 2006), and closing the gap between rhetoric and practice (Leask, 2001).

Relationship Building in a Cross-cultural Environment

> We talked … about relationships … I am saying be flexible, be open. I mean these are two values, two aspects of relationship building: if you are not open to ideas and input, if you are not engaging other people, if you are not giving them an opportunity to get involved you are not building any relationship. You are not working with anybody so it does go back to relationship building and how people perceive you and how people look at you and how you build that trust and we modeled. Again we modeled what we preached, you [Canadians] go there, you say you worked with all communities, and Canada is multi-cultural. Well if we went there and just worked with one ethnic group, first of all you don't represent your own country. And if you keep saying you are multi-cultural and we have classrooms like this, well what are you doing here only working with one separate group. … And that is how we had the pleasure and the opportunity to work with all different groups and learn from everybody (Interview, Kosova).

Kosova describes the importance of building transparent relationships that model practices in the home country. Being consistent and transparent in behaviour is an example of supporting values when role modelling. Developing social skills is a learned skill, beginning at the stage of infancy and continuing on throughout life, similarly relationships are built in many ways and for many purposes and have the ability to promote or inhibit work and progress. Building relationships is a social skill and how it is done may vary within cultures (Ogbu, 1995). Cultures may have preferences for building relationships in specific ways, whether it is through first showing hospitality or by building relationships in the work setting. What is valued is being sensitive to the values of each culture (Wenderoth & VanBalkom, 2007).

Social Cognition and Culture

Social cognition is developed as individuals mature; acquire knowledge and skills about self and others by learning the values, emotions, perceptions, skill, and behaviour patterns within their cultural environment (Falk & Dierking, 2000). When social skills along with cognitive skills are developed during interactions, meaning is made influencing other areas of life. Social cognition develops from concrete experiences and moves toward abstract thought into metacognitive thought. When faculty members come to the realization, through metacognitive thought, why certain processes or techniques worked in

the home culture, yet failed to work in the international culture, they were able to make the necessary adjustments to their thinking and work. Being influenced by a culture occurs at two levels: the micro-level, where our perceptions and processing of learning are affected by the number and types of interactions in which we engage, and at the macro-level where meaning is shaped by the individual and the community when forming perceptions and concepts. "In this framework, any attempt to make sense out of learning requires an effort to understand the sociocultural context at both the micro and macro levels" (Falk & Dierking, 2000, p.32).

Mead (1924-25) and Vygotsky (1978) found that in order to understand an individual, one must first understand the individual's social relationships in the external conditions of life, the concrete social along with historical circumstances of life. From this perspective, all learning is built upon previous learning, not just of the individual, but of the entire society in which the individual lives (Falk & Dierking, 2000, p. 43). It is during conversations that scaffolding occurs as two individuals interact, creating processes, ideas and building knowledge together. This process is important in any of the interactions with educators involved in fieldwork, and in fact becomes especially important and central when working with interpreters and translators in the international setting. As discussions take place many situations arise where differing opinions exist about what is perceived to be happening and what is happening in reality (Falk & Dierking, 2000).

Building Relationships

Since knowledge is socially and culturally constructed, building healthy relationships in supportive environments between faculty members and local educators is integral to successful learning. Therefore "most human *learning* is self-motivated, emotionally satisfying, and very personally rewarding" (Falk & Dierking, 2000, p. 32) when it is facilitated in a safe and supportive environment free from fear and anxiety. Learning can be self-affirming at its most basic level when individuals are engaged in meaningful activities, having choice and control over their learning while developing skills that challenge but do not overpower the skill levels of individuals or groups (Falk & Dierking, 2000).

Relationship building is influenced by preconceived opinions, assumptions and surprises about the culture individuals are entering, therefore causing cultural dissonance and re-evaluation of information (Wenderoth & VanBalkom, 2007). Thus, being open and sensitive to the individuals' personal and cultural model of self (Reybold, 2001; Sanderson, 2008) individuals are able to build bridges between cultures. Understanding cultural values different from North American values about responsibilities in the home and how the community may work communally rather than as individuals (Zwiers, 2007) is central to working in different cultures. Awareness of educational and cultural values such as seniority, hierarchy, status, and understanding the underlying constructs and values of a society are imperative when planning professional development (Crabtree & Sapp, 2004; Wenderoth & VanBalkom, 2007). Sensitivity must also be exercised when personal change and transformation occurs since the community may exclude individuals who have been transformed and no longer fit into the culture (Reybold, 2001). Gender issues relating to the role of men and women in a society is an example of where transformation of values occurs affecting the entire society and how men and women are treated in the home and workplace.

Experiential Learning and Adult Learning Theory

This section builds upon experiential learning in the context of adult learning theory (Knowles, et al., 1998) and transformational learning (Mezirow, 1993, 2003). Professional development (Merriam, 2004, 2008) is one way to promote lifelong learning thereby strengthening and building capacity. In adult education, the curriculum is built around the student's needs, interests, and subject matter is brought into the situation when needed. The learner's experience is the resource of highest value in adult education and counts for as much as the teacher's knowledge (Knowlton, et al., 1998). The range of issues discussed in the literature about adult education and learning is diverse in terms of perspectives, concepts and typologies and continuing to evolve. Although the interests of adults, their development and the goals of education and institutions overlap, adult education as a topic can be divided into two broad categories: the theoretical – why and how adult learning happens and the practical; how learning is applied, encouraged, and facilitated. This facilitation process is known as professional development (Knowles et al., 1998).

Kolb's (1984) experiential learning model incorporates Bruner's (1960) basic theory about the act of learning which describing three processes occurring in an almost simultaneous manner: first the acquisition of new information running counter to or replacing what the person has previously known but is a refining previous knowledge; second is the transformation of the process of manipulating or incorporating knowledge to make it fit new tasks; and third evaluating or checking whether information is adequately incorporated or manipulated for the task. Knowlton, et al. (1998) and Merriam (2004, 2008) incorporate other key assumptions about adult learners contributing to the foundation of adult learning theory. Adults, having reached a mature level of cognitive functioning (Merriam, 2004) are motivated to learn as they experience needs and interests that only learning can satisfy.

Since learning is life-centered, experience becomes the central resource of adults as they direct their own learning activities towards incorporating life experiences, rather than relying on abstractions or content. Facilitating analysis of life experiences brings understanding while inspiring new learning. Therefore, the role of the facilitator is to engage adults in processes requiring inquiry rather than simply transmitting knowledge and evaluating what was taught. Since individual differences among people increase with age, adult education must make optimal provision for differences in style, time, place, and pace of learning, furthermore recognizing the adult learner as an active participant, rather than passive recipient (Knowles, et.al, 1998; Merriam, 2004).

Transformation begins with the individual, and is evident when the individual internalizes knowledge with the outcome of sustained behaviour change. This change in behaviour is intentional where conscious decisions are made based on experiential learning, cognitive learning, critical reflection, and informal or formal learning (Merriam, 2004; Merriam & Ntseane, 2008; Mezirow, 2003). "Critical reflection is the means by which we work through our beliefs and assumptions, assessing their validity in the light of new experiences or knowledge, considering their sources, and examining underlying premises" (Cranton, 2002, p. 65). During this process of transformation, engaging in discourse with others, exchanging ideas, receiving support and encouragement is helpful in weighing the alternatives and building confidence in the actions taken. Transformation is the result of a

process involving critically reflecting, decision making, evaluating, and engaging the individual's intuition, emotions, insights and relationships. Personality also plays a role (Cranton, 2002). The evidence of this process of transformational learning is often described as progress or development in developing countries (Freire, 1996; Pieterse, 2001; Sen, 1999). Involvement, cooperative work, and transformation are central to building sustainability within educational practices in fieldwork in international education projects (Merriam & Ntseane, 2008).

At the core of transformative learning are critical reflection, critical self-reflection, and making meaning from experiences. Culture was found to shape transformational learning experiences and a changing perspective; however, cultural values also called into question the assumption that transformational learning increases cultural autonomy and individual empowerment (Merriam & Ntseane, 2008), when in fact it may exclude individuals in the culture (Reybold, 2001). Lifelong learners motivated and often inspired by learning, find themselves in professional development activities in order to satisfy a curiosity to strengthen and build personal capacity.

Professional Development

> Everybody was talking Canadians, so they are talking about inservice, pre-service – a person didn't have a clue about that because we didn't use that terminology for inservice and pre-service because there was no inservice because there was no professional development. Once you started teaching that was very limited. So the first thing was experience and people seemed to be having fun. [In a visit to the workshop] we seen these posters, people happy, everybody talking to each other! So the atmosphere was really friendly and then they were shaking hands and laughing with and talking with instructors, which was oh. Okay they talk in a very friendly way they talk to the audience, so a few things. The other thing I thought was: how do they manage to be so professional? (Interview, Kosova, 2009).

Themes in professional development in education often include improving teaching and learning practices, training, capacity building, intercultural competencies, and learning environments while attending to intercultural issues and sustainable changes in behaviour. Building capacity, strengthening capacity and transforming individual practices are often an

outcome of professional development activities. These outcomes influence reform and paradigm shifts in education (Lambert, 1998).

Lambert (1988) defines "professional development as opportunities to learn, rather than as training" … Opportunities to learn means engaging in shared decision making, inquiry, dialogue, reflection, community service, peer coaching, and mediation workshops. ... to lead is to facilitate such learning as a shared purpose" (p. 88). Professional development is an ongoing and intentional activity that includes systemic processes and activities "designed to enhance the professional knowledge, skills and attitudes of educators so that they might in turn, improve the learning of students" (Guskey, 2000, p. 16). Influencing knowledge and practices are the most immediate and the most important outcomes of professional development. Learning through professional development is a necessary prerequisite for improvement (Guskey, 2000) of the individual and the institutional environment (Anderson & Humik, 2007). Professional development offers an opportunity for adults to build or enhance knowledge, skills, and attitudes. The learner's motivation and commitment to learning are central to the achievement of learning and transformation of changing individuals or organizations. Capacity building immersed in professional development engages leaders as learners (Lambert, 1998) which in turn, empowers and enables the advancement of personal knowledge, the promotion of individual agency (Pieterse, 2001; Scott & Gough, 2003; Sen, 1999), and the improvement or change in learning communities.

Professional development involves strengthening and building capacity in individuals through learning processes and activities designed to enhance professional knowledge, skills, and attitudes in order to improve learning (Anderson & Humick, 2007a, 2007b; Guskey, 2000). Capacity building (Vare & Scott, 2007; Kevany, 2007), in the context of transformational professional development (Fullan 2007; Lambert, 2003) remains an emerging field in education for sustainable development (World Bank, 2008a). Personal experiences and behaviour changes are identified as central to sustaining practices, however more research is necessary (Nkansa & Chapman, 2006). The quality of professional development is affected by the content, the process or structure, and the environment in which it occurs. "Interestingly, although academics have been able to define

professional development quite clearly, it is much less clear what constitutes meaningful professional development, since what is meaningful tends to vary across contexts, needs, and time" (Wallin et al., 2008, p.1).

The following recommendations recognize the ongoing necessity for continued research in professional development as it is still identified as an emerging field in education, particularly in light of the cultural context. Ongoing professional development is found to be central to ensuring quality of teaching and learning in education programs (Anderson & Humick, 2007a, 2007b; Dixon & Scott, 2003; Tatar, 2005; VanBalkom & Mijatovic, 2006). Engaging teachers in activities and developing active learning models in student-centered teaching approaches, and alternate forms of assessment were recommended (Zwiers, 2007). Including traditions, home education, and community practices when integrating new teaching methods were identified as central to learning in different cultures (Tatar, 2005; Zwiers, 2007). Engaging local teachers in developing resources for more non-teacher directed methods while synthesizing existing resources available in the country was advised over importing Western methods (Merriam & Ntseane, 2008; Zwiers 2007). Assessment, accountability in practices, capacity building and professional development were central to achieving the goals of sustainable educational practices. Many discussions indicated differing beliefs about teaching and learning in both Western and non-Western contexts with the benefits of intercultural and interdisciplinary teaching emphasized (Vincenti, 2001). Yet, concerns were raised about the implications of Western practices in education, their impact on the cultural practices of non-Western cultures, along with the concern about neo-colonialism and hegemony (Merriam & Ntseane, 2008; Zwiers 2007; Vincenti, 2001). Therefore, sensitivity to cultural values is important in professional development and capacity building activities.

Change and Paradigm Shifts

> It is just a different methodology – it is just a different approach to learning and teaching, and that is where KEDP has done so much in bringing LCI [Learner Centred Instruction] - the philosophy of it and so the focus shifts from the teacher to the student so now teachers are becoming more aware you are there for the student – the students are not

> there for you. So that needs to change. That's a big change (Interview, Meg, 2009).

This section, defines change and the complexities of change in development fieldwork as previously identified by Meg (Interview). Change frequently begins with the individual and moves to the institutional level, often influencing transformation, reforms and paradigm shifts within a *learning organization* where a culture of change is welcomed (Senge, 1990; Senge, Scharmer, Jaworski & Flowers, 2005). Sustainable reform in individuals and institutions impact not only the community of learners, but also the society (Anderson & Humick, 2007a, 2007b; Goddard & Anderson, 2010).

Change is a common goal of development, capacity building, transformation, and sustainability and therefore, should be viewed as a process not an event. Change, as a dynamic process occurring over time, is continually creating paradigm shifts in development (Pieterse, 2001; Sen, 1999). Paradigm shifts are also inherent in fieldwork involving education (Lambert, 1998, 2003), cultures, organizational systems (Schein, 2005), in the individual (Quinn, 1996; Percy, 1997; Sen, 1999), and within sustainability itself (Hargreaves & Fink, 2006). Although resistance is a common response to change (Fullan, 2007; Walker & Anderson, 2010), the need for change often occurs as a result of crises situations, unsatisfied human needs or violated rights (Anderson & Humick, 2007a, 2007b; Freire, 1996; Sen, 1999). Capacity building of leaders has been identified as the key process required for bringing about sustainable change in Education for All and Sustainable Development (World Bank, 2008a) and "the cornerstone of sustainability is building programs that are effective in changing people's behaviour. … The transition to a sustainable future will require that the vast majority of people be persuaded to adopt different lifestyles" (McKenzie-Mohr & Smith, 1999, pp. 15, 83).

In theorizing about change, Lewin (cited in Schein, 2005) maintained that planned processes of organizational change are more about managing learning than about making change happen. Central to bringing about human change, whether at the individual or group level, "is a profound psychological dynamic process involving painful unlearning without loss of ego, identity, as well as a process of difficult relearning and cognitively restructuring one's thoughts, perceptions, feelings, and attitudes" (Schein, p. 1). Change

theory in this study informs two aspects of development work: transformation of the leader's personal practices and transformation of professional practices in the context of learning organizations (CIDA, 2006). The terms development, transformational development, sustainability in development, sustainability in personal and professional practice, all speak about the change process as inherent, dynamic and reflexive. The emphasis is on the process or means, rather than the end, although stability may signal sustainability (World Bank, 2007). However, it is important to understand sustainability as an evolving process of continual learning (Hargreaves & Fink, 2006) leading to deep learning and transformational change of leaders and leadership practices with the goal of sustainability. This is the challenge of development work.

Change in development work is complex, chaotic, and unpredictable with a curvilinear nature due to political instability, crisis or unrest (Pieterse, 2001; Sen, 1999). Change agents, also described as catalysts, create turbulence (Wertheimer & Zinga, 1998) impacting the direction change takes and how it evolves. Therefore, actively involving educators at the local level may initially act as a catalyst for change, while at the same time creating opportunities and solutions for change. One of the issues in development work is bringing order or stability where instability has existed; however, only within the boundaries of the development project (Pieterse, 2001; Sen, 1999).

Paradigm shifts often occur in development work, where order emerges out of crisis, only to be turned into another crisis by economic or political events, new philosophies or power struggles; hence, shifting the intended goals again in order to meet needs or project objectives (Pieterse, 2001; Sen, 1999). The best made plans can be stopped in their tracks with the discovery of new political, cultural or ethnic power struggles. Therefore, being sensitive to and respecting the multiple layers of history, values, and mores of the culture is central to successfully bringing about change and sustainability (Nkansa & Chapman, 2006). If a system is disrupted, strategies and processes may need to be adapted again or dropped while bringing about another shift in plans and dynamics.

Understanding, implementing strategies and processes involving change with an acceptable degree of momentum is complex with many confounding variables. Yet, "crisis [situations become] powerful motivator[s] of change" (Fullan, 2007, p. 42). Studies have

found, change is more likely to occur if there is dissatisfaction with a current situation (Anderson & Humick, 2007a, 2007b; Freire, 1996; Pieterse, 2001). Reaching out to people by touching or speaking to their emotions changes attitudes and motivates the acceptance of change (Fullan, 2007). A paradigm shift in reform occurs when a critical mass is built and the grassroots embracing change, new ideologies, and behaviours (Jackson, 2006; Sen, 1999; Pieterse, 2001; Wertheimer & Zinga, 1998). A new attitude of learning is adopted and acceptance of change becomes - this is "the way we do things here" (Van Balkom & Mijatovic, 2006). Behaviour change or transformation is a necessity for both individuals and institutions in order to bring about sustainability (Quinn, 1996).

Complexity of International Fieldwork

In education**,** complexity is referred to as "the difficulty and extent of change required of the individuals responsible" (Fullan, 2007, p. 90) when implementing change. Furthermore, the change process is uncontrollably complex and in many circumstances it is not foreseeable. Since change most often occurs in uncharted waters, productive educational change is often somewhere between excessive control and chaos (Fullan, 1993). Complex changes operate in a milieu of continual deconstruction and reconstruction; the solution lies in the innovation, the planning, the process of clarification, the managing and the coping with change through active leadership and continual professional development.

Since complexity is dynamic (Senge, 1990) with interference from unpredictable, complex, non-linear circumstances (Pieterse, 2001), processes or strategies for change cannot be predicted or guided with any precision (Fullan, 1993). Due to the complexity of many variables it is difficult to find links between cause and effect (Senge, 1990), therefore what is important is realizing "productive change is a constant search for understanding, [and] knowing there is no ultimate answer" (Stacey, cited in Fullan, 2003, p. 20). As a result, the challenge of dealing with the multitude of unique and dynamic complexities in each situation encourages new thinking and the development of a new language for change. The result is shifting paradigms – in education, development, capacity building, sustainability, and learning.

Change must be meaningful and often implies a moral dimension that relies on leaders who understand what causes change and how to influence the causes (Fullan, 2007, 1993). Identifying "the need, the clarity, the complexity" (Fullan, 2007, p. 91), and the nature of change points to the quality and practicality of the change process. If openness and clarity in communicating needs have not been addressed, challenging issues may expose inadequate thinking and planning resulting in faulty assumptions revealing myriads of problems which in turn confound the project and change process (Fullan, 2007). Although, there is no formula for processes, strategies, or routes to implementing change, the solution to the complexity and the chaotic nature of the change process lies in "better ways of thinking about, and dealing with unpredictable processes" (Fullan, 1993, p. 19). Creating conditions for generative learning, by empowering leaders, who are committed to developing skills thus enabling in-depth understanding and deeper thinking are necessary for impacting change (Freire, 1996; Fullan, 1993).

Coming to terms with the fear of the unknown while venturing into uncertainty suggests that risk-taking is intrinsically part of the change process. "Press[ing] people to consider personal and shared visions and skill development over time" (Fullan, 2007, p. 23), and their commitment to the processes involving change (Freire, 1996; Hargreaves & Fink, 2006) enables sustainability (Kevany, 2007). Ultimately, having a moral purpose, the freedom and the capacity to be a change agent is often the driving force behind the initiatives and commitment to dealing with the complexities of deep change over time (Freire, 1996; Hargreaves & Fink, 2006; Sen, 1999).

Change that Transforms

The underlying philosophy and essence of transformational change is "about changing values… [where] the process includes critically examining the prevailing underlying assumptions, habits and priorities that exist… and protecting what's valuable and discarding what no longer is useful" (World Bank, 2008a, p. 5). Learning is recursive by nature, and can change and transform individuals differently and in dramatic ways (Freire, 1996). Learning over time, through varied activities leads to deep learning and deep change resulting in personal transformation (Fullan, 2006; Lambert, 1998; Percy, 1997, Quinn, 1996; Senge et al., 2005).

Through observation and further research, processes and emerging patterns for success in capacity building may appear therefore informing instructional design for professional development and capacity building of leaders. Knowing successful processes with the potential to engage deep learning and personal professional transformation will inform and contribute to reforms, and ultimately create sustainable development (Hargreaves & Fink, 2006). The reflexivity and randomness of learning is evident as leaders who are learners change while becoming transformed as a result of their learning experiences in professional development (Lambert, 1998, 2003).

The generative effect of transformation (Fullan, 1993, 2005; Lambert 1998) involves deep learning and deep change (Percy, 1997) bringing about sustainability. Learning opportunities liberate, empower, transform, and engage substantive freedoms which contribute to deep learning within the individual, the community, and society (Anand & Sen, 1996; Freire, 1996). Transformational change interrupts the current culture and processes, replacing it with a culture supporting action, initiative, innovation, accountability, participation, and commitment (World Bank, 2008a).

Capacity Building – The Individual and the Institution

Capacity building of the individual and the social institution occurs in a situation and relationship of interdependency where the outcomes affect the quality of life of both the individual and the society (Henderson, 1989; Sen, 1999). Since institutions are made up of individuals, capacity building along with a change in behaviours and attitudes affects the way institutions operate; although, culture, history and politics may dominate and predetermine how the institution operates and whether change occurs. This is a major challenge for bringing about change in individuals as well as the institution in a communist, socialist system (Buleshkaj, 2009). Capacity building is a basic building block with the capability of bringing about change at all levels of society (CIDA, 2007; Elliott, 2007; Scott & Gough, 2003; Pieterse, 2001; World Bank, 2008a). Yet, many projects fail because they do not have an understanding of the complexities of planning and implementing projects in the country or culture (Henderson, 1987; Nkansa, & Chapman, 2006; Stollery & Segal, 2007).

"Grounded in ownership, guided by leadership, and informed by confidence and self-esteem, capacity building is the ability of people, institutions, and societies to perform functions, solve problems, as well as set and achieve objectives. [Capacity building] embodies the fundamental starting point for improving people's lives" (Lopes & Theisohn, 2006, p. 17). "Information, communication and mediation [are contributors] to capacity building" (Scott & Gough, 2003, p. 38) and have a role in learning that leads to sustainable development.

Capacity Building and Change

Kosova (Interview, 2009) speaks about his understanding of capacity building and how the change process began.

> To me capacity building started when local people took over different roles like more of the leading roles, not just with the project and KEDP and local staff but [also] the stakeholders we worked with [such as] the teachers and youth organizations and school leaders. And that was when capacity real capacity development started. …[Kosovars knew they had skills in education, but feared that the internationals did not think they did. … You are not there to teach you are there to facilitate the learning of people. You are not there to show how things should be, you are there to help them find the way – how things should be when you include both perspectives , Canadian and local perspectives and that's when we started to get the momentum.

Further to this, Kosova found the turning point for change

> was when we started to work with local people, saying this is the training program, this is not the model I am bringing, this is the model we want to work with you and make a Kosovo model, that was the point … when we built that relationship and the trust that this Kosovar model works for here, for all different communities and not that we go and preach for hours and say this is how things should work. … So that is when … we were able to identify leaders. … That way we were able to identify change agents. People were saying okay they trust us. You know we can do more – we didn't have an opportunity, now we have an opportunity, we can do more and people volunteered their time and they worked overtime and they just worked with us.

The need to actively build capacity in leadership, specifically transformational leadership, sustainability is a recent realization and focus of the World Bank (2008a, 2007a, 2005, 2004). Capacity building as human development (Pieterse, 2001; Sen, 1999) and

leadership development (Fullan, 2005; Hargreaves & Fink, 2006; Quinn, 1996; Senge, 1990) encompasses the application of theory to praxis (Freire, 1996). Opportunities for learning are created with an understanding that each person has the "right through action-reflection… and through work… to transform the world" (Freire, 1996, p. 69). Capacity building involves "giving a predominant role to local expertise and local institutions, while also providing the tools needed to be effective in their functions" (Lopes & Theisohn, 2006, p. xiii). Freedom of access and choice (Hargreaves & Fink, 2006) while building relationships within a community of learners (Palmer, 1998, 2007; Senge, 1990), builds confidence and skills necessary to move towards progress as a cohort.

The complex challenges in capacity building include cultural and political considerations while strategically planning in order to meet the extensive needs and also providing the necessary depth in learning (UNESCO, 2007; World Bank, 2003). Capacity building engages learners and leaders, preferably at all levels (Lambert, 2003; Quinn, 1997; Senge, 1990) while empowering and enabling the advancement of personal knowledge, promotion of individual agency (Scott & Gough, 2003; Pieterse, 2001; Sen, 1999) while advancing improvement, deep change or transformation in the current global knowledge economy (World Bank, 2008b). The knowledge, skills, and attitudes within people are what is left behind after the money from the development project runs out or has become absorbed into the receiving society (Nkansa & Chapman, 2006). Building a critical mass of people who have internalized the change (Jackson, 2006; Wertheimer & Zinga, 1998) and transformed their practices (Freire, 1996), impacts organizations (Senge, 1990; Quinn, 1996) and advances progress significantly (Pieterse, 2001; Sen, 1999).

Transformation changes thinking, behaviours and openness to new values, innovative practices promoting "this is the way we do things here" (Van Balkom & Mijatovic, 2006). These practices exemplify the means and ends of transformational capacity building. Strong leadership can ensure capacity development receives the proper emphasis in all forums (World Bank, 2008b) which is why "the relationship between capacity development and leadership is fundamental for transformation" (Lopes & Theisohn, 2006, p.6). The goal of capacity building is to reform or cause transformation (Lopes & Theisohn, 2006) for continuing sustainable change. The challenge lies in the

complexity of the change process and how to change one individual who in turn brings others on board creating a multiplier effect, in turn, accomplishing larger goals for reform through education (Kevany, 2006; World Bank, 2007d, 2008).

Learning that Transforms

Lopes & Theisohn (2006) claim "[k]nowledge cannot be transferred; it must be acquired, learned and reinvented" **(**p. 6)**.** Falk and Dierking (2000, p. 111) found that

> learning always takes place within a pre-existing but often dynamic context of power-relations, rules, expectations, historical narratives and perceptions of group and individual interests, which affect not only what learners learn, but what they think it is important to learn and why. A theory which explains how we think learning leads to social change seems indispensible to the planning of any sustainable development project.

Learning is described as a human right (Freire, 1996) giving access to learning opportunities, decision making, and betterment (Hargreaves & Fink, 2006). Learning liberates and offers freedom of choice therefore creating a life with meaning that is worth valuing (Sen, 1999), and ultimately, a life that is satisfying (Freire, 1996). If learning is found to be useful to a learner's personal values, behaviour change follows naturally; this in turn becomes sustainable (Hargreaves & Fink, 2006). Continual learning in education is often achieved through the processes of professional development and is examined through the lens of a yearning, or the hunger to know (Percy, 1997; Quinn, 1996). This deep yearning is part of the process of transforming thinking or behaviour and is referred to as deep learning (Percy, 1997; Senge, et al., 2005; Quinn, 1996).

Deep learning is thoughtful (Hargreaves & Fink, 2006), connecting to the emotions and attitudes and bringing about change or transformation within the individual (Lambert, 1998, 2003). Deep learning as transformational learning changes not only the behaviour of the individual, but also the behaviour of others (Fullan, 2007; Percy, 1997; Quinn, 2004, 2005; Senge, et al., 2005) and depends upon each one to action (Scharmer, 2008).

"Deep and broad learning …. is often slow learning - critical, penetrative, thoughtful and ruminative" (Hargreaves & Fink, 2006, p. 53) engaging people's emotions, while connecting with a person's life (Percy, 1997; Quinn, 1996; Senge, et al., 2005). Deep learning may occur as a result of traumatic, shocking or energizing experiences which

connect to the inner spirit of an individual, triggering behaviour change, or transformation (Percy, 1997; Senge, et al.). Yet, when examining capacity building and professional development that is presented systematically, it may not accommodate adult learning or learning that occurs within lived experiences which is often chaotic by nature (Hargreaves & Fink, 2006) and may not allow time for processing information or deep learning. Access to continuing and lifelong learning for leadership, the organization and subordinates have been determined as being essential in preparation for the Education for All initiatives (World Bank, 2008a, 2008b).

Leadership Development – Transformational Leadership

Around the 1990's a shift occurred amongst researchers of leadership with models seen to being more consistent with the evolving trends in educational reform. Empowering leaders as learners, shared leadership, and organizational learning became thrusts in educational leadership. Transformational leadership emerged as a model for achieving reform and changes at all levels. On the international development scene (Pieterse, 2001; Sen, 1999), capacity building (Freire, 1996; Hargreaves & Fink, 2006) and leadership (Lambert, 2003; Fullan, 2007; Riera, 2008; World Bank, 2008a) have all seen recent paradigm shifts. Leadership has moved from being leader centered, individualistic, and hierarchical, with a focus on universal characteristics emphasizing the power of followers, to a new vision in where it becomes process centred, collective, context bound, non-hierarchical, and focused on mutual power and influence (Riera, 2008, p. ix). Transformational leadership theory, chaos and complexity theory, and relational or team based leadership theories (Riera, 2008) have influenced this paradigm shift. Of the three, transformational leadership has been recognized by the World Bank (2008b) as a major thrust for capacity building and mobilizing education for sustainable development.

Typically, educational consultants who are also considered leaders are selected to participate in development projects (CIDA, 2006, 2007), therefore, leadership is the lens through which capacity building and deep change are examined. During reform, leaders also require professional development as their roles and responsibilities evolve (World Bank, 2008a), however at its core, leadership is also the tool used to mobilize change (Heidenhof, Teggemann & Sjetnan, 2007). Transformational behaviours of leaders

following ethical policies develop credibility (World Bank) and have the ability to engage a critical mass; hence, influencing large scale changes (Sen, 1999) by promoting sustainability (World Bank, 2008b).

Differing philosophies about sustainable educational leadership exist. Fullan (2005) makes it clear the processes involving leadership, excellent communication skills and the relationship between leadership and sustainability are key variables for creating sustainable educational reform. Fullan (2005, 2007) recommends a systems approach "engaging the complexities of continuous improvement consistent with deep values of human purpose" (Hargreaves & Fink, 2006, p. 17). However, Hargreaves & Fink (2006) dispute a systems approach to sustainability and focus on "sustainable educational leadership and improvement [preserving] and [developing] deep learning that lasts and can be passed on" (p.17). Here, the focus of sustainability is a moral concept and a moral practice taken on by leaders who accept responsibility and work towards making a difference. Hargreaves and Fink (2006) claim that sustainable educational leadership puts learning first while the implementation process and "sustainable improvement depends upon successful leadership" (p. 1).

Although, specific skills for transformational leaders have not been agreed upon by researchers, there is agreement on some of the leadership processes promoting reform and transformation (Fullan, 2007; Lambert, 1998, 2003; Palmer, 1983). Distributing or sharing leadership among a team of leaders while engaging individuals at many levels of the organization have been identified as vital goals of successful reform (Hargreaves & Fink, 2006; Lambert, 2003; Quinn, 1996). Additionally, charismatic leaders who energize and motivate learners to accomplish common goals (Lambert, 2003) through transformative behaviours (Hargreaves & Fink, 2006) were identified as integral to mobilizing reform. Applying teaching and learning processes, motivating and engaging leaders and subordinates by speaking to the emotions and "connecting to the person's reality … [as well as] engaging the psyche" (Gardner 2004, cited in Fullan, 2007, p. 43) or mind through reflection and transformational processes has been found to be successful (Percy, 1997). Building trust in the professionalism of individuals and involving collaborative learning are identified as change agents (Lambert, 2003; Quinn; Percy, 1997). Visionary leaders

engaging transformational leadership practices (Heidenhof, Teggemann, & Sjetnan, 2007) mobilize change by removing barriers motivating (McClelland, 2007) and empowering (Lopes, & Theisohn, 2006) colleagues at all levels of a learning organization (Quinn, 1996, 2004; Senge, 1990).

Transformational change has been attributed to highly developed interpersonal and intrapersonal communication skills within leaders and leadership processes (Lambert, 2003; Percy, 1997; Quinn, 1996). Moreover, deep learning connects and transcends transformational leadership and transformational professional development (Senge et al., 2005; Percy). Yet, little is known about the inner dimension of the self within the arena of management and leading transformational change (Scharmer, 2008). This study examines how faculty members as leaders identify transformational change that has impacted their personal and professional practice.

Transformational Learning and Sustainability

Learning develops "a new awareness, a new sense of dignity and is stirred by a new hope" (Freire, 1996, p. 15) motivating individuals to change or transform their practices. If the individual finds the transformed practices to be beneficial, the practices are continued or sustained and shared with others, therefore transforming the world around them (Freire, 1996). Through the process of learning and doing, learners discover their creativity and realize their work can transform the world (Freire, 1996). Being liberated from previous experiences such as poverty, people find new hope and take on new responsibilities, ownership, and as a result flourish (Elliot, 2006; Pieterse, 2001; Sen, 1999). Researchers continue to strive towards understanding the triggers and processes leading to deep change as well as those leading to transformation and sustainability (Hargreaves & Fink, 2006; Lambert, 1998, 2003). Sustainability is not an end, but a process of change continuing to evolve towards betterment (Sen, 1999). The goal of transformational professional development then is implementing processes that not only evolve into personal betterment, but also continue to be sustained within transformational leadership (World Bank, 2008a).

Using personal experiences researchers describe deep learning, transformational leadership, and sustainability (Lambert, 2003; Percy, 1997; Quinn, 1996; Senge et al., 2005) in order to bring understanding to these dynamic, yet abstract concepts. Senge, et al.

(2005) explored personal experiences, processes and events leading to deep learning while attempting to understand when and how transformational change would occur in individuals. These triggers for transformational change were defined as *presence* and led to the development of Theory U (Senge et al., 2005). *Presence* is defined as making deep experiential connections using all of the senses to engage the individual in knowing what may not have been consciously known before (Senge et al.). *Presence* is the ability to sense and bring into consciousness one's highest future potential (Scharmer, 2008) moreover gaining an understanding of the behaviour; therefore, valuing, experiencing and living life more deeply.

Reflection on life's events causes an individual to work through the layered experiences revealing new and deeper meaning or understanding. Percy (1997) speaks about a hunger and yearning to know, describing the deep learning of transformation, as a shuddering accompanied with a deep connecting that comes from within. These experiences become consciously acknowledged as profound realizations. Deep learning is the lens used to examine inner knowing, where the human spirit is the inner force bringing about change or transformation. Deep learning engages the individual on a personal and professional level with the potential for affecting change in the workplace, transforming the workplace, and the surrounding community (Percy, 1997). Palmer (1998) explains learning as the yearning to know and the courage to teach – not teach content – but rather to teach by engaging the human spirit. van Manen (1991) describes learning and knowing as intuition, explaining that learners and leaders can draw upon tacit knowing when making decisions affecting self esteem and deep knowing within the human spirit.

Freire, (1996), maintains learning is liberating and once learning motivates individuals, they are radically transformed taking on the struggle to change the oppressive structures of society. Fullan and Hargreaves (1991) argue that learning must be transformative in order for change to be sustainable. This transformation drives learners and leaders to continue to have faith in the people engaged in the work of education (Fullan, 2007; Hargreaves & Fink, 2006; Lambert, 2003). The means and ends of transformation include positive goals and attributes of learning bringing value to what deeply matters to the individual, the learning community, and society (Freire, 1996;

Pieterse, 2001; Sen, 1999). Liberation (Freire) and substantive freedoms (Sen, 1999) are acknowledged as encouraging the human spirit; however, the literature is often overlooks consciously engaging and encouraging the deepest part of the human being – the human spirit (Palmer, 1998, 2007). In order for education to become sustainable, educators and leaders are challenged to pay attention to deep change and transformation (World Bank, 2008) by engaging and encouraging the human spirit, rather than discouraging, or crushing the human spirit. Transformational learning, deep learning and deep change are recursive and reach beyond intellectual, emotional, and social intelligence; beyond metacognition, heart knowledge and intuition (Percy, 1997; Quinn, 1996).

Today's leaders require new ways of learning to connect people to the complexities of an emerging future (Scharmer, 2005) in the current knowledge economy, where transformational leadership has new requirements for leaders to be learners, and learners to become leaders (Fullan, 2006; Lambert, 1998; Percy, 1997, Quinn, 1996). New demands exist for the workplace to be a community of learners who are motivated to bring about sustainable change and betterment (Lambert; McGregor, 2008; Schein, 1996; Senge, 1990). This is something individuals and the community must do for themselves because no one else can do it for them (Anderson & Humick, 2007a, 2007b). The challenge is to engage leaders and learners to take risks, to engage in deep learning, deep change, become transformed in the process, and thus move towards continued personal and professional growth that is sustainable.

Chapter Summary

Gaps in the Literature Review

The following gaps have been identified in the literature review. A demand for Western professional development exists internationally, however what was missing was spending time training local people to use their own culturally sensitive resources to perform professional development while planning for sustainability (Healey, 2008). New models for professional development for training reflective practitioners were identified as needs along with a better understanding of the reality of the work of teaching and learning in the international context (Angelides & Gibbs, 2007). Developing and evaluating programs for professional development and capacity building were also continuing need

(Alharbi & Al-Atiqi, 2009; Dixon & Scott, 2003; Wallin et al., 2008). Carney and Bista (2007) and Healey (2008) identified the need for understanding failure and describing lessons learned. The process of internationalizing universities while faculty were applying experiential learning overseas was found to close the gap between theory and practice, however experiential learning approaches deserved greater attention in theory and practice (Domask, 2007; Leask, 2001). Professional development along with strengthening the capacity of faculty involves building upon experiential learning (Anderson & Humick, 2007a, 2007b), however the challenge lies in addressing the cultural values, contexts and needs of the society. Curriculum development and professional development for faculty members was required on an ongoing basis to enhance the teaching and learning skills of educators working in non-Western countries and when partnering with institutions (Deardroff, 2006; Dixon & Scott, 2003), indeed managing this process was identified as a challenge that was not addressed in the literature.

The Need for Case Study Research in International Development

The challenge for qualitative researchers is that federal government funding agencies are looking for generalizations in order to facilitate policy development (Ellis, Bochner & Denzin, 2008a), yet these agencies do not understand the strength of case studies providing complex data that is meaningful and useful for informing educational practices, policy, and change. However, positivistic researchers concede that the very attributes of case studies that make the interpretation, the construction of knowledge and learning meaningful and useful could not be obtained from surveys or questionnaires. Additionally, case studies provide unique opportunities for educators involved in international fieldwork projects to learn from the increasingly complex and changing issues relevant to fieldwork situations. Although insights and lessons learned from case studies are found in educational journals, the information shared is what is considered safe to share, and what is approved by the funding agencies and the politically correct (Bodycott & Walker, 2000; Carney & Bista, 2007; Reybold, 2001**).**

Hall (2007) has identified a growing need for documentation of personal and professional field experiences in order to create validity and authenticity for the work being conducted in the developing country. Authentic data in this study facilitates enhancing the

knowledge of the international community of practice and the academic community, additionally meeting the growing need for sharing expertise and successful practices. Hence, international development fieldwork projects in education such as KEDP/EDP fit within a bounded system of case study research (Wolcott, 1995, 2001; Stake, 1995) with a story to tell and lessons to learn that can advance knowledge for future projects. Therefore, this inductive exploratory case study describing learning from faculty members' life experiences would provide practical knowledge which is currently missing from academic research (Mundy, 2007).

Criticisms and Concerns

A great deal of criticism exists in regards to the ethical and pedagogical concerns in international education endeavours by the Western countries in non-Western countries (Johnston & Goodman, 2006; Crabtree & Sapp, 2004; Leask, 2001; Stevens, 2007; Wickens & Sandin, 2007), even though the Western worldview and teaching methodologies are still being requested. Suggestions are made to teach the local people to teach each other, yet this not perceived as a common way to operate (Crossley & Holmes, 2001; Tatar, 2005; Zwiers, 2007). Crossley and Homes (2001) identify two challenges that continue to exist: first, Non-Western countries are dealing with powerful international development agendas while still dealing with their own educational needs and priorities; therefore, suggesting two different agendas are at work and the voice of small countries is not being heard. Second, Western countries come with their own agenda and interpretation about what needs to be accomplished but may not have consulted with the nationals to understand what it is they really want and need. Needs have been identified to bring theory and practice closer together, valuing the national's insights, cultural perspectives, and decisions about what is significant, why it is important within the historical and cultural context and how locals and internationals can proceed collaboratively. However, the goal is not to win people over, but to understand objectives in the fieldwork situation and develop an awareness of that particular situation and need, then move forward in partnership (Domask, 2007; Leask, 2001) with an agency-oriented approach.

An Emerging Field

Capacity building in the context of transformational leadership (Hargreaves, 2006) and transformational professional development (Fullan 2007; Lambert, 2003) remains an emerging field in education for sustainable development (World Bank, 2008a). Personal experiences and behaviour changes are identified as useful information for understanding sustainability; however, more research is necessary (Nkansa & Chapman, 2006). A need exists to identify the lived experiences of educational leaders by identifying triggers or processes that lead to deep learning, deep change and transformation of the individual who is working within the context of education for sustainable development (Kevany, 2007; Nkansa & Chapman). Stories about experiential learning (Kolb, 1984) from educational leaders involved in international fieldwork can inform practices and processes of deep learning, transformation, and sustainability. The key issue within international development fieldwork is about learning, teaching, and strengthening or building capacity, however the issues of globalization, internationalization, political systems, and complex agendas of competition and capitalism impact the work in multifaceted ways.

Rationale for the Study

University academics encourage their pre-service or graduate students to write about their international field work, their learning, and transformational experiences (Beck, Ilieva, Scholefield & Waterstone, 2007). However, faculty members do not typically write journal articles about themselves, their learning, transformational experiences, or the implications of their international work other than in brief or passing comments (Sanderson, 2008). Lack of academic writing creates a gap in sharing expertise and practical knowledge about fieldwork experiences. Researchers question current educational practices, suggesting alternative approaches and perspectives when building capacity, leading, engaging in professional development, and in teaching and learning **(**Papoutsaki, 2007; Schuerholz-Lehr, 2007), furthermore realizing transformation and social change are not occurring in international work (Sen, 1999; Stackpool-Moore, Taylor, Petitt & Millican, 2006).

It is evident there are more problems than solutions and research needs to be conducted gathering data, interpreting, and analyzing what education faculty members have

learned or understood from their international work experiences. Much can be learned from successes, challenges, and struggles in the complex milieu of international work occurring amidst the 21st century's phenomenon of internationalization, globalization, and westernization while also establishing alliances with partnering organizations and corporations. The knowledge gained from this study would not only benefit the academic community but also governments, funding organizations and NGO's in better understanding the complex issues, problems, and processes affecting academics who are involved in international work.

Case studies and surveys are common ways of researching international work reporting on concerns, initiatives, and lessons learned (Carney & Bista, 2007; Moore & Chapman, 2003; Olson & Kroeger, 2001). A gap in the literature identified research was missing that focused specifically on one group of faculty members within one institution involved in one specific project that described specifically what was learned individually and collectively from international fieldwork experiences. One goal of the study was to shed light on what was learned that impacted personal and professional educational practices and identify new knowledge, practices, insights, lessons learned and recommendations gleaned that would otherwise be lost.

The EDP/KEDP project involved strengthening and building capacity in education initiatives at all levels of education: the Ministry of Education, university administrators, school system administrators, school directors and teachers in Kosovo along with leadership initiatives in Montenegro and Serbia. Unique to this study was the milieu of shifting paradigms in a post-conflict territory where elections created political instability amongst leaders and trained leaders lost their positions, in turn bringing change and reform to a standstill. At the same time EDP/KEDP was building bi-lateral alliances with NGO's in Kosovo who were also focusing on sustainability of reform while formulating steps towards the processes of meeting the Bologna Standards for education within the European Union. Interestingly, environmental education research studies have a definite focus on learning from personal experiences and making recommendations for change while including lessons learned (Ebbutt, 1998; Kevany, 2007; Scott & Gough, 2003). However, this approach was missing in the field of general education. Typically, research articles

would briefly mention lessons learned when also reporting outcomes of development work to their funding agencies (Healey, 2008; Moore & Chapman, 2003). Researchers reporting on lessons learned examined the practices of participants, outlined key successes while including a few recommendations, and only reported failures if it was considered safe or politically correct to do so (Angelides & Gibbs, 2007; Emert & Pearson, 2007).

Numerous research studies noted the trends and the impact of shifting paradigms on education along with the personal life and professional work of educators (Emert & Pearson, 2007; Mundy & Murphy, 2001; Robson & Turner, 2007; Schuerholz-Lehr, 2007; Stromquist, 2007). However, in-depth studies have not been identified; hence, need to be written describing what was learned by a group of faculty involved in international development fieldwork (Carden & Earl, 2007; McGrath, 2008; Wallin, Hildebrandt & Malik, 2008; Nkansa & Chapman, 2006). Therefore, it is timely to study and write about the expertise used to generate new knowledge learned by faculty. This study gathered practical knowledge, as well as considerations for strengthening and building capacity and professional development processes that became useful for faculty and students engaging in international fieldwork opportunities.

Concluding Thoughts

The literature review has examined paradigms shifts in development work (Pieterse, 2001; Sen, 1999), theories and processes for change (Gleick, 1987), and sustainability of change (Fullan, 2005; Hargreaves & Fink, 2006; Scott & Gough, 2003) in human development (Freire, 1996). Sustainable development promotes capacity building as a basic building block in bringing about change at all levels of society (CIDA, 2007; Elliott, 2006; Pieterse, 2001; Scott & Gough, 2003; World Bank, 2008a), however, in spite of educational contributions to development, results for sustainability have fallen short of expectations (Freire, 1996; Pieterse, 2001; Sen, 1999; Stollery & Segal, 2007; World Bank, 2008a). Since the processes for learning change in the context of the complexities within development fieldwork and transformation occurs in a chaotic way (Fullan, 1993; Lambert, 1998; Percy, 1997), consistent results in development practices are often elusive (Scott & Gough, 2003).

Higher education faculty in international fieldwork experience the push pull of internationalization, globalization, and the entrepreneurial goals of their institution, as well as their own personal and professional goals. The entrepreneurial spirit of faculty and the nature of international fieldwork bring together two entities challenging educators to toil while hoping to make a difference in education and in society. The demands of cross-cultural work in the context of international fieldwork commands unique skills of faculty such as sensitivity and understanding when engaging in participatory learning and teaching while building capacity through professional development. Additionally, transformative learning on the part of the individual as learner and leader supports change, although changing the institution is another story. The hope for transformative and sustainable change lies in experiential learning and transformation of personal and professional practices; hence making a difference in education by intentionally working towards betterment (Hargreaves & Fink, 2006).

In summary, a qualitative case study involving faculty from one institution discussing individual and collaborative learning experiences arising out of international fieldwork based on educational practices would make a significant contribution to the literature. Iterative individual and focus group interviews answer the question: *What have you learned? Why and how is this learning important?* and *What have we learned?*

The next chapter on research methodology describes qualitative case study methodologies and processes for collecting, analyzing, and interpreting data. Case study methodology highlights naturalistic findings unique to international projects in development fieldwork.

CHAPTER THREE: METHODOLOGY

Introduction

This chapter begins with my rationale for selecting qualitative research methodology and is followed by explaining the key components central for designing and conducting case study research within the qualitative research tradition (Yin, 2009). Second is the focus of the case study as it is described introducing the questions and attributes specific to this case with a step-by-step account about how I conducted my research. Third is how study participants were identified as well as the rationale for why and how they were selected. Fourth describes the detailed steps for the process of gathering data and a rationale for each step. Fifth is where both validity and reliability are explained using qualitative research terminology: credibility, trustworthiness, triangulation, transferability, dependability, and confirmability. Sixth is a detailed description of how I analyzed data. Seventh explains my role as a researcher by describing my relationship to the research questions, the study participants, and the venue. Limitations and strengths are identified, and finally eighth, ethical considerations provide a detailed explanation of how I maintained a focus for the study.

Why Qualitative Research Methodology?

The following section compares qualitative and quantitative research explaining my rationale for selecting qualitative research methodology rather than quantitative methodology providing examples of the attributes specific to my study. Rather than following the quantitative or positivistic research methodology of statistical analysis of the data, qualitative methodology or an “interpretative, naturalistic approach” (Creswell, 2007, p. 36) brings a clearer understanding to a social phenomenon (Merriam, 1998). This supports my research interest about what faculty learned, how they learned it, and why the learning became important to participants (Knowles, et al., 1998; Morgan, 1997). Creating generalizations, making judgments or statements about cause and effect are integral to quantitative research methodologies (Stake, 1995); however these are not the goals of qualitative research. Positivistic researchers do not see a way of measuring complex data acquired from interviews about human learning in scientific terms nor making generalizations, therefore the results from interpretative inquiry are considered implausible

and treated as not credible, undependable and invalid (Denzin, 2001). Wolcott (1995) contrasted the "tightly designed quantitative studies to the creative use of qualitative ones" (Wolcott, 1995, p. 89). Rather than testing theories or forming hypothesis based on one pre-determined set of questions, as is done in quantitative research, questions are generative and framed for exploration in a qualitative research study (Merriam, 1998; Stake, 1995; Wolcott, 1995, 2001; Yin, 1994, 2003). For example, in this interpretative study, data was analyzed between interviews, then more questions were generated allowing me to develop an increasingly detailed knowledge of my topic.

The term methodology refers to the "way in which we approach problems and seek answers" (Taylor & Brogan, 1998, p.3). Nine key characteristics, unique to qualitative case study research identified by Creswell (2007, pp. 38, 39), describe how I have approached the problem and conducted the research following the qualitative tradition, rather than quantitative research methodology. First, quantitative research is typically conducted in an environment controlled by the researcher; however, qualitative research is conducted in its natural setting where participants are comfortable (Wolcott, 1995). Although, I did not conduct the research in the field in the FRY, I was a faculty member on the KEDP project; therefore I understood the research environment (Stake, 1995). I saw my research challenge as an inductive one. It is because of this I decided not to chose a definition of learning. I wanted participants to move easily within the topic of learning and not control their ideas by a definition. This is unlike experimental research in which the investigator controls the instruments used in the study, whereas the open-ended discovery-oriented questions support "naturalistic inquiry" (Paton, 1990) allowing the conversation to evolve naturally about the participant's fieldwork experiences.

Second, the words of the participants were my primary source of data and I, the researcher, was the key instrument, rather than relying on impersonal questionnaires and surveys (Creswell, 2007; Merriam, 1998). I approached the problem by examining participants' perspectives and interpretations of their own learning from the reality they have built from fieldwork experiences in the KEDP/EDP project. The research emphasis on participants' perspectives brings together attributes, opinions, and experiences in an effort to find out not only what participants think, but how and why they think the way they

do (Morgan, 1997). In approaching the problem in this manner, I could then understand that a research problem is not solved by changing anything in the world but by learning more about the problem and understanding it better (Merriam, 1995; Wolcott, 2001). Typical for qualitative research is the hope of "understanding people from their own frames of reference and experiencing reality as they experience it" (Taylor & Bogdan, 1998, p. 7).

Third, the "data collected from multiple sources" create[s] a "chain of evidence" (Yin, 2003, p. 85) in the iterative individual and focus group interviews, rather than from surveys or questionnaires used in positivistic research. Although, the literature review provides content validity for the interview questions, the open-ended nature of the questions (Appendix C) permits the participants to describe what is meaningful to them (Patton, 1990). When triangulating data (Appendix J) I used a process of first analyzing the transcribed interviews, then organizing the documents about the KEDP project into categories, then into themes and looking for patterns and confirmation of information.

Fourth, rather than using statistical analysis suggested in positivistic research, topics of interest emerged from the data gathered in the first individual interview using "inductive data analysis" (Creswell, 2007, p. 38). Further questions were generated for the second individual interview when categories and themes also had emerged. Questions for the first focus group (Appendix G) evolved from the analysis of the categories and themes in the iterative individual interviews. Questions for the second focus group interview evolved from the previous focus group. Patterns emerged while analyzing themes from the individual and focus group interviews "establish[ing] a comprehensive set of themes" (Creswell, 2007, p. 38). By using open-ended questions that continued to evolve from the original questions, the procedures of qualitative research were "characterized as inductive, emerging, and shaped by the researcher's experience in collecting and analyzing the data" (Creswell, 2007, p. 19). Questions change at various times during the interviews in order to better understand the research problem. Throughout the process of interviewing, I followed a path of analyzing data between interviews developing increasingly detailed knowledge of my topic contrary to positivistic research which is based upon using a consistent set of questions throughout the study without making any changes. Therefore, my research is

inductive since my interest is in developing insights about learning from "patterns of data, rather than collecting data to assess preconceived models, hypotheses, or theories" (Taylor & Bogdan, 1998, p. 7).

Fifth, the "participant's perspective and meanings" (Creswell, 2007, p. 38) about what they learned from international fieldwork is what is important in this study, not my ideas as the researcher, which is a standard practice in positivistic research. Participants, rather than the researcher, shaped the themes (Merriam, 1998) from the process of individual and focus group interviews. Instead of using impersonal instruments with predetermined themes, such as surveys and questionnaires and other reductionist and quasi-experimental methods borrowed from the positivistic tradition (Yin, 1994, 2009) I am using open-ended questions framed for exploration in this qualitative case study allowing themes and categories to emerge. In-depth conversational interviews allowed me to collect highly descriptive data and develop relationships with research participants providing a more fluid and personable form for collecting detailed evidence (Wolcott, 1994, 1995). Participants build their understanding of a human problem through a series of complex pictures with words (Creswell, 1994, 2003) and by telling stories they create their reality while interacting with their social world (Merriam, 1998). These conditions require an interpretative methodology preferring careful listening over measuring, and the ambiguities of thoughtful analysis of texts in place of statistics (Josselson, Lieblich & McAdams, 2002). Sixth, although the "design [is] emergent" (Creswell, 2007, p. 38), the questions evolved and changed to follow the interests of the participant. Quantitative research recommends the sample group should be over thirty participants, however qualitative research varies between six and fifteen. If the number of participants is too large it takes a great deal of time to "make penetrating analyses of the interviews. If the number of participants is too small, it is difficult to generalize and not possible to test hypotheses" (Kvale & Brinkmann, 2009, p. 113).

Seventh, "the theoretical lens" (Creswell, 2007, 39) through which the study was viewed was experiential learning (Kolb, 1984) and adult learning (Knowles et al., 1998). Additionally, culture became another lens as participants brought their cultural values to the interpretation of a culture different from their own (Falk & Dierking, 2000; Marshall &

Rossman, 2006; Schuerholz-Lehr, 2007; Vincenti, 2001). Interpretive inquiry allowed me to infer what I had heard from the study participants and what I understood from my own experiences in education, fieldwork, and readings. Participants construct their own interpretations about the questions, the interviews and the study as well as readers create their own interpretation, and I as the researcher express my own interpretation; hence, multiple perspectives of the problem emerge. Qualitative research methodology involves participants, who through telling stories in interviews, create holistic data that is "broad, complex, interactive and encompassing the narrative … [and] laden with values" (Creswell, 2003, p. 182). Reasoning is complex, multi-faceted, iterative, and simultaneous, using inductive and deductive thinking processes. Iterative refers to "the researcher continually adapting … questions along the way" (Kvale & Brinkman, 2009, p. 103). Stories told in case study can capture political, ethical, moral dimensions of life experiences where other research methods cannot (Pieterse, 2001). Participants bring their understanding to a human problem by building complex pictures with words (Creswell, 1994, 2003), and therefore an interpretative methodology is required.

Eighth, a holistic account of the entire case (Yin, 2003, 2009) is rendering a complex picture of the problem explored by reporting rich details of multiple perspectives from thirteen participants, the international fieldwork context and life experiences, thus creating a larger picture illustrating the complex interactions of the multi-dimensional factors in international development (Merriam, 1998; Wolcott, 1995).

Ninth, in the final interpretation of the lessons learned (Lincoln & Guba, 1985), insights and recommendations are reported, rather than charts and graphs used in positivistic research. The literature review provides content validity for the interview questions where the open-ended nature permits the participants to describe what is meaningful to them (Patton, 1990). Therefore, qualitative or naturalistic research methodology lends itself to examining people's learning experiences within the complexities of international development work, paradigm shifts, and fieldwork experiences (Pieterse, 2001; Scott & Gough, 2003) by allowing for the interpretation of the evolving and complex constructs embedded in learning (Pieterse, 2001). Naturalistic methodology was selected because the complexity, the nature of the work, and the number

of variables in international work are not controllable or quantifiable, as is required in quantitative research (Pieterse, 2001; Creswell, 1994, 1998, 2003; Wolcott, 1995).

In summary, qualitative research draws on subjective information along with the intuition and sensitivity of the researcher when working with participants (Kvale & Brinkman, 2009) and has been described as craftsmanship in research (Wolcott, 2001). In contrast, empirical research draws on objectivity and requires the researcher to be objective without becoming too involved with the participants. In place of forming hypotheses and testing theories, which are unique to quantitative research, inductive research strategies build concepts or theories (Merriam, 1998). Additionally, naturalistic research methodology focuses on process, meaning and understanding, with writing that is "richly descriptive" (Merriam, 1998, p. 8), "fundamentally interpretive" (Creswell, 2003, p. 182), while being suited to learning about the complex and evolving nature of capacity building in development projects.

Case Study as a Research Methodology

Introduction

The qualities, strengths, and limitations of case study have been debated extensively (Denzin, 2008). Case study has already been described as a qualitative research methodology examining a social phenomenon in the previous section. This section describes the rationale for selecting case study, the qualities or characteristics, and the strengths or limitations of case study. The design of my case study explains the context, the purpose, and description of the in-depth procedures for conducting it. Charts and diagrams (Appendixes: E, F, G, I, J, K, and L) illustrate the kind of evidence, multiple sources of evidence that have been sorted and categorized in order to find relationships and patterns; in order to understand information differently (Wolcott, 2001, p.129). Issues concerning rigor, reliability, validity, and generalizations are discussed under the topic of quality in the inquiry. Finally, the need for case studies in international development work is introduced.

Case Study Research Design

Four prominent scholars, Merriam (1998), Stake (1995), Wolcott (1994) and Yin (1994) have contributed substantially to the development and design of case study. Merriam (1998), Stake (1995) and Yin (1994, 2003) understand case study to be a research

strategy that demands detail, precision and rigor (Yin, 2001). This case study takes on all of the attributes of qualitative methodology outlined earlier, but in principle it is the type of problem and the questions that determine the methodology used in the study, and the "methods with which the phenomenon is approached" (Aaltio & Heilmann, 2010). Case study, according to Yin (1994), is a qualitative research process and a means of empirical inquiry investigating the contemporary phenomena in a real-life context where the boundaries between the phenomenon and the context may not be clearly evident. The qualitative case study is an intensive, holistic description of a single instance, phenomena, or social unit. It may also be considered an end product of fieldwork (Merriam, 1998). Case study allows the reader to learn about experiential learning as the essence of understanding (Geertz, 1973) a situation, event, or phenomenon (Kolb, 1984).

Rationale for Selecting Case Study

I chose case study because it is associated with fieldwork in education (Merriam, 1998; Merriam & Ntseane, 2008; Stake, 1995) and is a research process investigating a contemporary phenomena in learning about international fieldwork experiences within a real-life context of professional practice. The KEDP/EDP project meets the requirements of a bounded case that provides a holistic description and analysis of a single phenomena of learning (Merriam, 1998) experienced by university faculty members. This study is also a single case study because it is not comparing my case with other case studies (Yin, 2003). I chose an exploratory case study because it investigates the unknown of a distinct social phenomenon not well researched previously (Streb, 2010). This exploratory case study uses open-ended questions such as what, why and how, thereby creating a flexible structure allowing me to adapt to unforeseen questions and ideas generated in iterative interviews. This creates the opportunity of changing direction in pursuit of the unexpected (Merriam, 1998), as well as, looking for the uncommon in the common (Stake, 1995) while collecting and analyzing data. This attribute provided the freedom to be creative in weaving my way through questions and emerging ideas with study participants (Wolcott, 1995) while allowing the interview to be a natural conversation (Clandinin & Connelly, 2000). Case study created an opportunity to continue building relationships with the study participants in the interviews at the same time as deconstructing evidence and reconstructing and co-

creating learning. This was a mutually beneficial learning experience building a spirit of collegiality. In quantitative case studies, the researcher is the sole beneficiary of the acquired knowledge and the participant remains detached from building a relationship with the researcher (Merriam, 1998; Stake, 1995; Wolcott, 1984).

Attributes of Case Study

Case studies are a bounded system with boundaries of time, events and processes, (Creswell, 2007; Yin 2003); and are "problem centered, small scale, and entrepreneurial endeavors" (Shaw, 1978, p. 2); as a result they are suited to exploring fieldwork experiences of educators in an international development project. Case studies can examine how a group confronts certain problems by taking a holistic view of the situation. In this study, individuals and the group were confronting issues within their fieldwork experiences and what they had learned in the context of their personal and professional practices.

In case study, I as the researcher, build a separate reality based upon my experiences in the KEDP project; each participant builds their separate reality based on their experiences, and together we built another reality as we shed new light on events, stories or situations attempting to understand them differently (Wolcott, 1994, 1995, 2001); yet, often finding a sense of sameness (Creswell, 2007). In this process, I as the researcher create a bias towards my understanding and my interests which in turn affects the evidence collected, the analysis and the interpretation of the research. This bias creates problems of validity (Merriam, 1995) which must be addressed by building trustworthiness, credibility and dependability in the case study. Therefore, in qualitative case study, I as the researcher, acknowledge this bias at the outset. During the interviews, thick descriptions evolve as stories are told, events are described, and situations are queired or problem solved bringing rigor to the work **(**Kvale & Brinkmann, 2009; Merriam, 1998). Additionally, thick description creates interest in the case providing authentic evidence towards observing and interpreting social meaning; hence, optimizing understanding.

Strengths, Challenges and Limitations of Case Study

The strength in case study is in the variety of forms in which data analysis and interpretation are conducted and explained by applying examples in the analysis section in this chapter. Theory can be developed from case study (Stake, 1995; Wolcott, 2001),

however this is not necessarily a goal of this study.Theory guides observations and can lead the way but it can also get in the way (Eisenhardt, 1989). Findings from case study can advance the knowldege base in education by providing a better understanding of educational processes, problems, and programs, with the potential of affecting or improving practice (Stake, 1995). Although case study provides a rich holistic account of the phenomena offering insights into the meaning of people's experiences and learning, it does not predict future behaviour (Merriam, 1998).

To summarize the merits, case study is a unique form of a careful collection of authentic evidence from people in an unobtrusive way in their natural setting. The case study has boundaries specifying a specific situation, context, culture, and time in history. Case study involves a process of collecting detailed evidence by using established techniques, however the "brainwork ostensibly is observational, [and] more critically it is reflective" (Stake, 2005, p. 449). Reporting occurs after fieldwork evidence has been analyzed, using a coding system establishng converging patterns of information, and careful interpretation of observations that can be used when creating meaning about new learning regarding the phenomenon being studied (Marshall & Rossman, 2006). Case study is concerned with ideas, illustrations, and finding new meaning rather than finding diffinitive answers, and is concerned with the real and the particular (Stake, 1995, 2005; Wolcott, 2001). The benefit is in a report or story told in a lively and interesting way (Stake, 1995). Understanding emerges from a combination of good thinking, personal experiences, observation, and assertions made by other researchers, as well as, from the reader's own scholarship (Stake, 1995). Readers of the study may draw their own conclusions based on observations and other data. In conclusion, this case study within the qualitative research tradition gathers data from a bounded case using iterative individual and focus group interviews in order to discover the meaning of what faculty members have learned from international fieldwork experiences.

Challenges

The challenge of transcribing, analyzing , and interpreting the rich data collected from recordings (Wolcott, 1990, 1995), in addition to constantly winnowing the data, is at times overwhelming (Marshall & Rossman, 2006). The "trick [is] to discover the essences

and then reveal those essences with sufficient context, yet not become mired trying to include everything that might possibly be described" (Wolcott, 1990, p. 35). Although using computer software for analysis was tempting, it would have led to the loss of the essence of meaning, interpretation, and multi-dimensional thinking that only humans can perform (Wolcott, 2001; Yin, 2009). As a result, I used numerous steps in analyzing the word-for-word transcriptions and designed a coding system (Appendix E) to accommodate analysis and pattern matching (Stake, 1995; Wolcott, 1995; Yin, 1994). As the researcher, I determined the focus and the story to be told when interpreting data (Wolcott, 1990, 1995) and was able to fill in gaps, with the potential for advancing knowledge.

Challenges of case studies exist in the oversimpliflication or exageration of a situation leading to incorrect conclusions; therefore, I needed to develop specialized skills and bring sensitivity, intuition, and integrity to the entire process (Merriam, 1998; Stake, 1995; Wolcott, 2001). The skills of the researcher determines the quality of the data, the bias, the analysis, and interpretation. Research was carefully planned to address credibility and trustworthiness, therefore proving vaildity and reliability. It is difficult, if not impossible, to replicate an exploratory case study (Stake, 1995). Generalizations cannot be made from a holistic case study, however generalizations can be generated from information presented by numerous participants in the study. Generalizations can be made by the reader as well.

Designing My Case Study

In the following section I provide the context of my case study: *What was learned?* by describing the background information for the case and the purpose of the case. The focus of the case study is described along with the process of selecting participants for my study. Step by step details are provided for the procedure employed for data collection. The chapter concludes with an explanation of the the processes of data analysis, interpretation, the researcher's role and ethical considerations.

The Context of the Case Study

The war in Kosovo and other FRY countries came to an end in June 1999 and rehabilitation began immediately after that time. Research for educational reform began in 2000 and KEDP was formed in 2001. From March 2001 to June 2007 faculty members

from the University of Calgary Faculty of Education were involved in the CIDA funded KEDP/EDP project as a part of the post-war intervention for rebuilding the education system in Kosovo, Serbia and Montenegro. KEDP played a major role in coordinating the efforts of the international educational community and provided direct support for professional development to teachers, school principals, school system administrators, and faculty of the UP. The University of Calgary's involvement in capacity building and professional development in post-conflict Kosova has been a milestone in modernizing education (Buleshkaj, 2009). This education project qualifies as a case study for the following reasons: as a project it is bounded as an event, by time and place since it took place as a post-conflict initiative in the Balkans between 2001 and 2007, beginning in Kosovo, expanding to Serbia and Montenegro (Stake, 1995; Yin, 2003). Educators at all levels of the school system and MEST in Kosovo, the Faculty of Education, UP, and mid level educational leaders in Serbia and Montenegro were participants in the processes (KEDP, 2007). The defined challenge and outcome of the KEDP/EDP project was to facilitate educational processes that would advance education, strengthen and build capacity in educators and leaders for a sustainable system of education in the FRY (Buleshkaj, 2009; KEDP, 2007). Another challenge was to implement a constructivist democratic framework in place of the communist practices. Some of the characteristics of communism seen in education were the influence of hierarchy, lines of authority and to speak after permission was granted by the individual in authority. In addition, the formality of the way school classes were taught; students stood to greet guests, stood to speak or answer questions, did not ask questions, but waited to be asked. Formality and respect for those in positions of authority were evident. The influence of communism was strong and new attitudes, ways of doing things were slowly taking hold and changing after the summer in-service program was held by KEDP. Additionally, NGOs tended to use constructivist democratic methods in meetings and workshops. as they were explained, learned and lived most often during professional development activities where the learning was based on various elements of democracy.

Rationale for Selecting the Case

This case was chosen to gain insight, discover meaning, and interpret rather than test hypothesis from a specific situation (Merriam, 1998; Stake, 1995; Yin, 1994, 2003) because "[t]he interest is in the process rather than outcomes, in context rather than variables, in discovery rather than confirmation. Insights gleaned from case studies can directly influence policy, practice and future research" (Merriam, 1998, p. 19). This project was selected because as a researcher, I needed to be knowledgeable about the work; and since I had been a faculty member in the KEDP project between 2001 and 2002, the case qualified for my research. Faculty members were selected based on their expertise and suitability for international work and defined as educators or academics working in the KEDP/EDP international fieldwork project under the auspices of the University of Calgary and employed as staff members of KEDP, MEDP, or SEDP; collectively known as EDP. Staff members were employed as tenured, untenured, adjunct, and part-time or as contract instructor positions for more than several weeks, and preferably over a number of years; as a result participants would understand the depth and breadth of knowledge required. Faculty members who had been involved as guest lecturers or conference speakers qualified as participants only if they had also worked continuously in KEDP work for three or more weeks. Gender balance was not important to this study, although of the 13 participants seven were male and six were female. Information was gathered to learn about the number of projects in which faculty members were engaged in, the number of years, the countries in which they had worked, and their job role. During the span of the project, eight out of thirteen participants had returned to the field to Kosovo numerous times. This evidence was sufficient to meet the criteria set out earlier for this study to be credible and reliable. Additionally, this case is bounded by place – the FRY, time; 2002 to 2007, and space meeting the criteria for qualitative and case study methodology. Numerous books, journal articles, websites, emails provided additional information adding dependability and trustworthiness of information.

Purpose of the Case Study

The purpose of this single case study is to examine the knowledge gained by University of Calgary Education faculty members involved in KEDP/EDP who facilitated

strengthening and building capacity through leadership and professional development involving teachers, principals, and school system administrators, UP professors and graduate students in Kosovo, Serbia and Montenegro. Data collected using iterative individual and focus group interviews of KEDP/EDP faculty identified *what faculty learned* as individuals and as a group international development fieldwork experiences as leaders, coordinators, facilitators, professors, consultants, instructors and mentors. It is anticipated that this case study allows me to explore a comprehensive understanding of learning experienced by the participants as individuals and as a group of colleagues within the context of the KEDP project. During the process of collection, analysis and interpretation of data I looked for patterns within pre-determined categories (Merriam, 1998; Yin, 2003) of personal and professional learning experiences, cultural customs and institutional patterns of behaviour and change.

Furthermore, as a researcher, the purpose of the case study was for me to understand the meaning of the reality (Wolcott, 1995, 2001) that participants have constructed and how they made sense of their world during their fieldwork experiences. The reasoning used by both the participant and the researcher in the interviews was complex, multi-faceted, iterative, and simultaneous while using inductive and meta-cognitive thinking processes. The data is not only holistic but also "broad, complex, interactive … [and] laden with values" (Creswell, 2003, p. 182). Therefore, individual and focus group interviews served the purpose of capturing political, ethical and moral dimensions of life experiences and professional practice in case study where other research methods could not (Pieterse, 2001).

Hence, I used a case study approach to explore a bounded system (Yin, 1994) where boundaries were clearly identified by events, processes, and time and following a specific structure to generate research for this in-depth study (Merriam, 1998; Stake, 1995; Wolcott, 1995, 2001). The KEDP/EDP project had a discrete beginning in 2001 and officially ended in 2007 (KEDP, 2007). A unique opportunity awaited me as a researcher to continue to build relationships that had formerly been established as colleagues in the KEDP/EDP project from 2001 to 2006, and together expanding and sharing our knowledge. And to this end, two KEDP colleagues became researchers and continued to advance knowledge and understanding about capacity building initiatives in education (Buleshkaj, 2009),

democracy and hybridity (Petrunic, 2007) in their Master's theses. My interest in this case was in the process, not necessarily in the outcomes, in context rather than in the variables, in discovery rather than in confirmation (Merriam, 1998; Stake, 1995). My case study is exploratory by virtue of the wording of the questions in its intuitive approach (Yin, 2009), and interpretative in the data when pursuing a deeper understanding of what was learned from international fieldwork (Fulton, 2010). This is evidenced in the way data was collected, analyzed and interpreted.

In conclusion, case study method allowed me to gain insight, discover meaning, and interpret rather than test a hypothesis from a specific situation (Merriam, 1998; Stake, 1995; Wolcott, 1995, 2001; Yin, 1994, 2003). My hope is that insights gleaned from this case study will potentially influence policy, practice, and future research (Merriam, 1998, p. 19) in international fieldwork.

Focus of the Study

The Problem

The goal in this single inductive and exploratory case study is to gain an understanding about learning that has the potential for advancing knowledge about international fieldwork in education (Alharbi & Al-Atiqi, 2009; Angelides & Gibbs, 2007; Carney & Bista 2007; Healey, 2008; Dixon & Scott, 2003; Healey, 2008; Leask, 2001; Wallin et al., 2008). The following three questions exposed relevant issues in international development projects and describe the lessons learned (Lincoln & Guba, 1985) from the faculty member's international fieldwork experiences: first, *What did you (faculty) learn from your international fieldwork experiences?*; second, *how did this knowledge impact your personal and professional practices?*; third, how and why did this knowledge become important to you?

Objectives of the Study

More specifically, the focus of this single case research study examined *what faculty members have learned* in their roles as leaders, coordinators, facilitators, instructors and mentors involved in capacity building and professional development in post-conflict FRY where education was being rebuilt and modernized. The study has five specific objectives describing the learning experiences of Education faculty members facilitating or

leading professional development and building capacity in international fieldwork: first is to learn about the type of knowledge and insights gained by faculty members from their fieldwork experiences in facilitating/leading, teaching, learning and consulting; second is to learn how specific knowledge became important to faculty in their personal and professional practice as educators, and why this knowledge became important to them; third is to understand the lessons learned that can inform future capacity building activities in international work; fourth is to explore what faculty learned about the physical and cultural environment and working within the institutions; fifth is, to extend knowledge, examine insights that may generate knowledge about capacity building and professional development.

My aim and anticipated outcomes are to understand what faculty members have deemed as valuable learning impacting their personal and professional practice while in the socio-cultural context of post-conflict Balkan society. I want to understand how their knowledge can strengthen and advance future capacity building and professional development practices locally and internationally. The insights gleaned from this single case study can directly influence policy, practice, and future research in capacity building.

Research Questions

This section of case study methodology provides an in-depth, holistic description and analysis of the intent of the questions for this single exploratory case advancing knowledge regarding: What did faculty learn from their international fieldwork experiences that impacted their personal and professional practices and how can that knowledge be used to advance capacity building of leaders in education? These questions expose relevant issues in international development projects and describe the lessons learned (Lincoln & Guba, 1985) from their international fieldwork experiences.

This study followed an evolutionary process of asking questions. It began when I asked myself *What did **I** learn from my international fieldwork experiences in the KEDP project?* When interviewing participants the question evolved to *What have **you** learned*? When analyzing the study further, my focus changed to *What have **they** learned*? When determining a title for the thesis, the discussion evolved into *What did **we** learn*? I was also a member of the project and have learned with the study participants and benefited. The

objectives of my study were worded into questions for the individual interviews (Appendix C) using language that was direct, forthright, comfortable and simple (Krueger, 1998) so that participants would be encouraged and motivated to share their experiences and perspectives. My intent was to design clear open-ended research questions allowing the participant to lead the discussion in interesting and unexpected ways, yet keeping the focus of the question (Wolcott, 2001). The challenge was following the evolving question, having tolerance for ambiguity at the same time making sense of what was important as evidence (Stake, 1995; Wolcott, 2001).

The questions posed determine whether the research study is descriptive, explanitory or exploratory (Creswell, 1998, 2003). The questions *what* and *why* determine the topic of interest in the phenomena and the processes guiding exploring complex learning (Morgan & Krueger, 1993). The question *how* examines how learning occurs in fieldwork and not how the case study was conducted (Knowles et al., 1998; Morgan & Krueger, 1993). These open-ended questions determine the processes of the analysis, interpretion, and presentation of the evidence; thereby, also defining my study as an exploratory case study (Merriam, 1998).

The question *What have you learned?*, as an inductive and exploratory question, is wide-open to many interpretations at different levels of cognition, both during the individual interviews and in the focus group discourse – by the researcher, the participants, and the readers (Yin, 2003, 2009). By being open-ended, the question allowed participants to describe a large range and variety of human experiences important in understanding their learning and life experiences (Merriam, 1998; Wolcott, 2001) within the complexity of international work in the KEDP/EDP project. Participants formulated and articulated information that was important, meaningful, and salient to them, often telling stories about events and experiences (Clandinin & Connelly 2000). To facilitate the process of answering the open-ended questions, participants began by explaining their job roles and responsibilities in the project, then took time to explore what they had learned personally and professionally, impacting their personal and professional practice. The discussions wove together what they had learned about themselves, the culture, living in the culture, the physical environment, and the institutions.

The questions, found in Appendix C, solicited information pertaining to each participant's personal characteristics as an adult learner and meta-cognitive thinker about personal experiences and the situational context within the culture (Knowles et al., 1998; Kolb, 1984). Three sub-questions formed categories expanding the key question *What have you learned?* The sub-questions were: what have you learned from your personal and professional experiences, from the social and socio-cultural context of fieldwork and from the physical context of fieldwork? The physical context influences the learner and refers to the environment, surroundings or situation where the learning took place (Chang, 2006; Knowles et al., 1998). Participants were encouraged to provide detailed descriptions or narratives about situations, institutions, policies, restrictions, and/or rules influencing or impacting the individual's work.

Moreover, the question *What have you learned?* was broken into sub-questions to capture the three contextual factors influencing learning described by Chang (2006) as: contextual learning involving the interplay between the personal context, the social or socio-cultural context and the physical context. The contextual model is "descriptive rather than prescriptive" (Falk & Dierking, 2000, p. 10); thereby contributing to the richness of data. The characteristics of adult learners identifies the need to know and understand the concepts about *what* needs to be learned, *why* it needs to be learned, *why* things happen, and why it became important to them; as well as, *how* new learning became evident to them (Knowles et al., 1998). These concepts are reflected in the questions and sub-questions found in Appendix C. The models by Chang (2006) and Knowles, Holton and Swanson, (1998) converged and brought a clearer understanding about adult learning when collecting data about the goals, purposes and outcomes of personal learning in international fieldwork. Therefore, the questions *what, why* and *how,* from Knowles, et al. (1998) model, support characteristics of adult learning as a subset of Chang's (2006) contextual learning within the dimension of individual and situational learning. These constructs were supported within Kolb's (1984) experiential learning model.

A predetermined definition of learning was not provided; hence, allowing participants to determine the definition and the direction of the discussion considering what the experiences meant to them (Kolb, 1984). The open-ended questions provided the

opportunity for participants to formulate and articulate what was important, meaningful, and salient to them through stories and narratives from critical incidents of learning (Wolcott, 1995). The data collected contributes to the study about the meaning or reality (Merriam, 1998; Schuerholz-Lehr, 2007) that faculty built from their personal and professional life experiences and the learning that became meaningful to them in international development work (Kolb, 1994; Sanderson, 2008). Answers to questions were expressed as thoughts, narratives and descriptions of situations, events, critical incidents or teachable moments about personal learning (Clandinin & Connelly, 2000; Merriam, 1998; Wolcott, 1995).

In conclusion, along with generating the initial open-ended question to see where it would lead, looking for the uncommon in the common, the unexpected and the particular in the general (Stake, 1995; Wolcott, 2002) kept me focused and intrigued.

Study Participants

In this section I described the process of determining the sample size, identifying participants, describing why and how participants were selected, the purpose, size, composition of the focus groups and last, a description of the participants and their roles, and the venues for the interviews.

The Pilot Test

The pilot was conducted to test the interview processes (Kvale & Brinkmann, 2009) to ensure that the questions I was constructing were clear and understandable by all participants (Patton, 1990). I wanted to test the methodology, the processes of data collection, transcribing, analysis and coding strategies designed for the study, as well as work with the recording technology and test the use of Elluminate technology for connecting people from Calgary, Victoria, and Virginia.

For me the first step in the pilot was to invite a former university colleague and friend to interview me using the questions I had generated for the study to receive feedback regarding the questions. The rationale for this was that it was important to personally experience generating answers to the questions and to discover that the questions *how* and *why* required much more time for thought (Morgan & Krueger, 1993), consequently realizing the importance of pausing and not rushing participants.

For the pilot test, purposeful sampling (Creswell, 2007, p.74) was the first step determining specifications for participants who had been involved in educational international fieldwork, (Krueger, 1998), were knowledgeable (Frey & Fontana, 1993; Krueger, 1998), but had not been members of KEDP/EDP. Five potential participants and three university professors agreed to participate in the study. The ethics approval process was followed with the pilot test participants in the same manner as with the study participants.

The pilot consisted of two individual iterative conversational interviews, one focus group interview using two rather than three semi-structured iterative interviews, and one rather than two iterative focus group interviews. The rationale for this decision was that information became repetitive and saturation was achieved after two interviews (Lincoln & Guba, 1985; Seidman, 1991). Saturation has been identified in three ways when repetition of information occurred from numerous participants and when reaching the saturation point of information without new knowledge being generated, sufficiency or "enough" (Seidman, 1991) to reflect the range of participants that make up the population. A mutual decision between the participants and the researcher was made that sufficient data had been collected with two pilot interviews and one pilot focus group interview. Due to technological difficulties with the Internet and Elluminate Live Manager technology, two instead of three participants were involved in the focus group interview.

Interviews were transcribed and documents emailed to participants for comments if they desired, although the interview data would not be published unless I first checked with the participants. A chart was developed following the interviews developing themes within the prescribed categories from the conceptual framework (Marshall & Rossman, 2006). The data for the pilot was collected over four weeks.

The pilot provided an opportunity to simulate individual and focus group interviews and to clarify my quandaries and questions for readability, comprehension, wording and response variation (Frey & Fontana, 1993). Comments made in the pilot setting were helpful in assessing the clarity, the efficiency of my questions, the content I might anticipate, the flow of the questions and conversational interviews, and the analysis and interpretation processes of the study. The discussions during the pilot were dynamic,

providing excellent information and valuable suggestions for adapting and giving me more confidence to proceed. Members of my supervisory committee also offered helpful suggestions regarding the phrasing of questions and categories for questions. This opportunity to pre-test the questions added to the flow of the individual and focus group interviews and strengthened the framework of the design. The pilot study became a very valuable experience on all accounts, especially when dealing with distance technology.

Sample Size for the Interviews

How many interview subjects do I need? The answer to this common question is simply: the number depends on the type of study it is and to "Interview as many subjects as necessary to find out what you need to know" (Kvale & Brinkmann, 2009, p. 113). However, another recommendation is between 5 and 15 (Kvale & Brinkmann, 2009) or 4 and 12 (Marshall & Rossman, 2006). The general impressions gained from studies suggest fewer interviews and more time spent on preparation and analysis (Kvale & Brinkmann, 2009). Thirteen participants who met the criteria I had established were selected from a group of eighteen.

Purpose of the Focus Group

Focus groups are basically group interviews (Morgan, 1997) with the purpose of producing supplementary data to the primary method of individual interviews as well as triangulating data from the individual iterative interviews. Whereas, individual interviews were used to "gain an in-depth understanding of a person's opinions and experiences" (Morgan, 1997, p.11). As the researcher and moderator of the group, I determined the initial topics, relying on interaction and debate thereby creating generative thinking with more questions while unearthing new ideas and insights about learning or situations or events within the cultural context of fieldwork (Seidman, 1991).

Focus groups bring strengths and weaknesses to the study. A strength of focus groups is that in an atmoshphere of trust and synergy, group interactions trigger new ideas, insights, and forgotten ideas while deconstructing and reconstructing knowledge that would not have been possible without interaction (Morgan, 1997). Some topics produced greater depth and continuity in the group interviews as participants debated issues and brought their unique understanding and interpretation of a particular situation to a specific

experience. A limitation to the focus group was that the researcher controled and influenced the focus group, therefore not being totally “sure of how natural the interactions [were]” (Morgan, 1997, p. 9). However in exploratory research, the strength is in being able to give control over to the group and allow for a free-flowing discussion with open-ended questions. On the other hand, the strength of the researcher’s focus is the ability to produce concentrated amounts of data on precisely the topic of interest. My interest in the study was to seek different perspectives and additional ideas to supplement the data from individual interviews and generate new or deeper insights.

Open-ended questions were posted on PowerPoint guiding the questioning process and facilitating the process of moderating. This was useful when connecting participants in cities in various parts of Canada and the United States. As the moderator of the focus group, sensitivity to the following was important: group dymnamics, observation for such things as members swaying opinions; how relations outside the group might influence response patterns within the group since participants knew each other as colleagues; the potential that the group culture could interfere with individual expression, and domination by one person or the group looking to one or two individuals for input first (Fontana & Frey, 1993). These characteristics in a group situation require the moderator to have skills to manage group dynamics.

The goals were explained for collecting data about specific topics generated from the individual interviews and possible need if clarification is required. Stories and insights into experiences were solicited to create or add new information, as well as probing for more depth in the data, requesting supporting rationale for their opinions and feelings grounded in personal experience (Patton, 1990). The objective was to use each method of data collection to contribute deeper insights and something unique, unusual or uncommon in understanding the phenomena in my study. This supplemental data collected from the focus group facilitated validation for events observed from the individual interview data (Fontana & Frey, 1993) and triangulation of data; thereby, bringing additional rigor into the study (Morgan, 1997).

Group Dynamics

Since participants knew each other, building rapport involved taking time to catch up with each other about recent activities of common interest. Participants expressed appreciation for the opportunity of sharing insights together in the focus group (Interviews, David, Jill, Jim, Louise, Yvonne & Tom). Conformity (Morgan & Krueger, 1993) was not a problem as participants shared with each other, stating their point of view, often adding to the previous statements, or providing alternate experience, explaining their perspectives and rationale. Participants often stayed to continue the conversation past the designated time to add new ideas confirming Krueger's (1995) findings that this was a nice problem to have. Participants shared recommendations for changes to some of the processes about international development fieldwork.

Identifying Participants for the Study

Rationale for Focus Group Size and Configuration

The criteria for the size of focus groups vary in numbers. According to Anderson (1990) an ideal group size is six to twelve participants for discussions; in contrast, Patton (1990) suggested groups of five to eight people for focus group interviews. However, Morgan (1997) indicated that small groups work best when participants are likely to be both interested in the topic and respectful of each other. The number in a focus group was also established by "the amount that each participant [had] to contribute" (Morgan, 1997, p.42) rather than by numbers. and a smaller group gave each participant more time to contribute their knowledge and stories. Focus groups were also formed based on the characteristics of similar job roles and/or responsibilities held in fieldwork (Morgan, 1997). Therefore, some groups were as small as three and as large as five with the moderator (Morgan, 1997). It was anticipated that focus groups would be larger, however since Elluminate Live Manager technology was used for many discussions rather than face to face discussions the number of participants in a focus group was reduced to make more time available (Morgan, 1997). The pilot study revealed that two and one half hours went by quickly when three participants were engaged in conversation without the opportunity to discuss topics in any depth (Morgan, 1997). Since the number of participants was thirteen

and since the pilot study indicated that it was difficult to answer questions in depth by each participant, the number of focus groups was increased from a possible two to five.

The Criteria for Selecting Participants

The first criteria for selecting participants for the case study required people of similar backgrounds and experiences (Patton, 1990); therefore all educators selected had been employed in the KEDP/EDP project between 2001 and 2007 and were defined as faculty members within the Faculty of Education at the University of Calgary, Alberta, Canada. The project itself defined those who could be involved in this case study (Stake, 1995; Yin, 2009). Eighteen members of the project were identified by a faculty member and the researcher who was familiar with their involvement in the project from 2001 to 2007. Thirteen participants out of eighteen potential participants eagerly agreed to participate, a 72% rate of participation which was considered to be an adequate number for this study.

Fieldwork Roles and the Focus Group

The work roles of the thirteen participants in KEDP/EDP fieldwork fell into several categories of employment: two were managers of the project – initially one Canadian and later one Kosovar who took over the project; one former Dean was the coordinator of higher education; nine university professors who worked as in-service instructors, coordinators, mentors and consultants; and one Kosovar specialist in gender issues. All Canadians working in the project had masters and or doctorate degrees in education. All Canadians had extensive experience in education: one as a former superintendent of school, two with experience as area superintendents and six with experience as school principals, nine with experiences as university professors or as a sessional. Six faculty were either retired from their positions or nearing retirement when they began working in the project. As a KEDP faculty member, I was the in-service coordinator for school system educators in the project, and previously had experience as an acting supervisor in a school system, specialist of curriculum, coordinator of in-service for KEDP, sessional at the University of Calgary, workshop leader and high school teacher.

The groups were organized in the following manner to maximize participants who had similar responsibilities. Two Kosovar faculty members were placed together to provide

the perspective of local educators and what they learned; four participants worked with the in-service of teachers and training leaders in the schools, two participants worked with leaders in strengthening and capacity building; four university professors worked with university administrators and faculty in Kosovo; and two participants worked with pre-service at the university and with teachers.

Who are the Participants?

A brief description of the participants and their roles in EDP are described along with the length of their involvement and their educational background.

In Kosovo, David was the field project manager of EDP from 2001 – 2005, overseeing staff, taking a lead role in strategic planning and other administrative tasks, additionally mentoring staff and educators in Kosovo. In Canada, David spent his career in education as a former superintendent of schools, school principal and teacher. David was a sessional at the University of Calgary Faculty of Education, a member on numerous government committees for the MoE in Alberta, and committee member on a local health board among other consultancies. Recently David was an educational consultant in Jordan on a CIDA project and currently working on a USAID project with leaders in Kosovo. David has a Masters of Arts and a Bachelor of Education.

Kosova is the pseudonym selected by a Kosovar who worked in KEDP/EDP from September 2001 to the completion of the project in 2007 in numerous roles in Kosovo. He took over the role of field manager of EDP from David several years prior to the completion of the project. Kosova obtained some of his education during the time of the Albanian parallel system. He worked in partnership with internationals and locals as a workshop leader/facilitator, as an interpreter, translator for many articles, numerous other projects, and tasks within KEDP/EDP. Kosova was also a school teacher in Kosovo during the parallel system. In 2009 he completed a MA in Education and is currently working on a PhD in Education at the University of Calgary while residing in Canada since 2007.

Meg is a pseudonym a Kosovar who worked in the area of gender education in the KEDP project in Kosovo for two years and previous to KED Meg, worked with numerous NGO’s in Kosovo. She has an undergraduate degree from the UP and in 2008 completed a MEd at the University of Calgary while residing in Canada since 2006.

Laurie, Professor Emeritus from the University of Lethbridge and former Dean of Education was the coordinator of the pre-service program for teachers in Kosovo and the UP from 2001-2004. Additionally he was a professor at numerous Canadian universities and a school teacher. Among other initiatives, Laurie was editor of *Canadian Literacy Today* journal and was involved with the International Reading and Writing program.

Jill is a pseudonym for a Professor Emeritus at the University of Calgary working with UP professors and administrators in the KEDP project. Jill was involved in the KEDP project from 2003 – 2007 and has returned to Kosovo numerous times to continue presenting leadership and gender education sessions at the Summer Institute at the UP and sponsored by NGO's from the EU. Jill has a doctorate, has taught at universities and schools in Canada and the United States. Jill was a school principal and school teacher working at all divisions of education. Additionally, she has consulted with businesses about human relations.

Tom is Professor Emeritus at the University of Calgary who has worked in numerous roles with UP professors and administrators for several years in the KEDP project. He presented leadership workshops to school system administrators and school principals in the summer of 2001 and since then has worked with UP professors, consulted, and recently completed research reports for the World Bank. Additionally, Tom worked with an international project in South America. Currently he is a research consultant for an EU project in Kosovo.

Louise, a retired area superintendent of schools, worked as a co-ordinator of teacher training and consultant from 2001 – 2006 in the KEDP/SEDP/EDP leading the train-the-trainer component for capacity building and leadership development of teachers, presenting workshops and coordinating the LCI casebook. In Canada, Louise was an Area Superintendent, school principal and a teacher with the Calgary Board of Education. Louise has consulted on numerous international projects with the University of Calgary. Louise has a Master's degree in Education and completed coursework towards a doctoral program.

Jim, a retired area superintendent of schools, worked in capacity building of school system leaders and school principals and as a leader/facilitator for KEDP/SEDP/EDP from 2001 – 2006. He presented leadership workshops to various groups. In Canada, Jim was an

Area Superintendent, Director of Curriculum, school principal and teacher with the Calgary Board of Education until his retirement. Jim has consulted on numerous international projects with the University of Calgary. Jim has a Master's degree in Education.

Carol, a retired college professor, worked with university professors and pre-service teachers at the UP for three years in the KEDP project. Carol was a professor in a teacher training college in Quebec.

Kirk, currently a professor in the Faculty of Education at the University of New Brunswick and formerly a professor in the Faculty of Education University of Calgary, worked in the KEDP project with UP students enrolled in the U of C scholarship program who were working towards a Masters in Education.

Ana, a professional development consultant focused on in-service teacher training, youth development, and enabling local capacity building in regional school administration offices in numerous leadership roles in the KEDP/SEDP/EDP project from 2003-2005. Currently Ana is the Academic Planner of the English Language Program in the Faculty of Education, University of Calgary. Ana has had various roles in leading and presenting workshops, additionally, facilitating and coordinating conferences in EDP. Ana's heritage is Croatian and she speaks Serbian. Ana has a MA in Education from the University of Calgary.

Yvonne presented and facilitated workshops and trained teachers as trainers in the KEDP project for several years. She was involved in writing the LCI casebook in the KEDP project as well as a University of Calgary China project. Yvonne was a part-time professor at the University of Calgary, and is a retired specialist in curriculum, principal and teacher with the Calgary Board of Education. Yvonne received her undergraduate education in Australia.

Gavin presented and facilitated workshops for teachers, training teachers as trainers in the KEDP project from 2001-2005, and was involved in the development of the LCI casebook in the KEDP project. Currently, Gavin is a U of C professor and has been involved in numerous other international fieldwork projects. He received his undergraduate education in Britain.

Venues

In choosing the location for the interviews I considered the needs of the participants such as distance, convenience, comfort, and privacy. The selection of venues for interviewing were based upon decisions made by participants (Merriam, 1998); although, I offered suggestions for potential places that were comfortable, quiet, and convenient (Merriam, 1998, Wolcott, 1994) where parking fees did not apply. My primary concerns were the ability to hold a discussion in a quiet place in order to capture data using digital audio recording technology and remote electronic Elluminate technology. As faculty we had met numerous times socially over the years for meetings or to celebrate events. Since all participants had been colleagues in the project at some point, although not working in the field at the same time, we were familiar and comfortable with each other in making collaborative decisions and participating in discussions regarding the project. Therefore, some individual interviews were held in participants' homes, in university office's, conference rooms or at my home, rather than at the university. Numerous individual and group interviews used University of Calgary Elluminate Technology and were conducted from Calgary with individuals in Calgary, New Brunswick, Quebec, and Washington.

Data Collection

Introduction

This section is an overview of the procedural steps and processes of data collection, analysis, and arrangement of logistics such as: contacting, scheduling and setting up the individual and focus group interviews for this single inductive exploratory case study. Gathering and analyzing research data required systematic behaviour and data from multiple sources (Aaltio & Heilmann, 2010). This data was collected through iterative individual and focus group interviews, emails, field notes, as well as books written about the project in order to develop a detailed, in-depth picture of the knowledge gained (Creswell, 2003) from participant's international fieldwork experiences.

Organizing Interviews – Logistics

I anticipated conducting the research over a limited time period of four months which is consistent with Morgan's (1997) experience when he suggested that, depending upon the number of interviews and groups, the availability of the participants and the kind

of analysis intended for the transcripts and the study could take between three to six months. As a result, the pilot began in July and was completed by the middle of August. The actual study began the end of August with the hope to complete by October, however, due to the large task of transcribing twenty seven individual interviews (Wolcott, 2001) prior to engaging in focus group interviews, the timeline was extended to December. Focus group interviews were completed in December.

When planning and contacting participants for the pilot, I was aware of the windows of opportunity for participation of faculty, however due to their heavy workloads and commitments to classes, marking, and international fieldwork travel. The end of June and early July proved to be appropriate for the pilot study. Ideally, it was best to do the interviews fairly close together, in order to build synergy and maintain momentum and interest in the topic. The same was true for the focus group. The time period between interviews and focus group meetings worked well during the pilot, so the same strategies were followed in the study. Knowing this, participants could fit interviews into their schedule realizing their part in the study would be completed within several weeks.

Contacting Participants

Setting up effective contact and recruitment procedures required careful planning and considerable foresight (Morgan, 1998). I followed Morgan's (1998) advice in making contacts a pleasant interaction, and as former colleagues in the same project, we enjoyed a brief time of reconnecting. I telephoned eighteen potential participants and spoke to the majority using the script as a guide (Appendix B) which outlined the purpose, guiding questions, study expectations, time commitment and time frame of the study (APPENDIX C). I reviewed my ethical commitment to research, the University's policies, the need for the consent form, noted participant's right to privacy and confidentiality, and participant's disclosure of information to colleagues during the focus group interviews. I discussed the option to become involved or decline the invitation and the option to leave the study at any time. I arranged for suitable meeting times and places to accommodate the needs and circumstances of the participants. In follow-up to the telephone conversation all documents were emailed allowing participants to review them prior to their first interview. Participants who I was unable to contact by telephone were emailed the documentation for their perusal.

Eighteen faculty members who were involved in KEDP/EDP were invited to participate in two to three semi-structured iterative conversational interviews and two or three semi-structured iterative focus group interviews. The majority of the participants responded immediately in the affirmative expressing a desire to contribute to advance knowledge that would benefit others. One participant was interested in participating; however, due to time constraints was unable to do so, therefore it was determined I would glean knowledge from available journal articles and other publications on his behalf.

Methods for Collecting Data

The methods for collecting data included face-to-face individual, focus group, and electronic iterative interviews using Elluminate software. Additional data included emails, telephone conversations, the EDP/KEDP website, numerous books, two Master's theses and journal articles.

Interviews

> Knowledge of the topic of the interview in particular is required for the art of posing second questions when following up the interviewee's answers. The quality of the data produced in a qualitative interview depends on the quality of the inteviewer's skills and subject matter knowledge (Kvale & Brinkmann, 2009, p.82).

The following section describes the skills required when interviewing, the types and characteristics of interviews, and designing first and second questions.

Skills Required in Interviewing

Interviewing is a process, an art and craft (Kvale & Brinkmann, 2009; Stake, 1995; Wolcott, 2001) requiring skill development and practice in asking questions while keeping the conversation alive and vibrant. "The purpose of interviewing was to find out what is in and on someone else's mind" (Patton, 1990, p. 278) seeking to interpret the meaning of central themes in the participants' life experiences (Kvale & Brinkmann, 2009, 28). Interviewing requires attention to many details while multi-tasking and concentrating on the task at hand. Key skills for interviewing drew attention to building *thick descriptions* (Geertz, 1973), understanding the context, the reality constructed by the individual, and their point of view.

As the researcher, I engaged in active listening skills (Kvale & Brinkmann, 2009, 138-140) as I followed the interests of the participants in their conversation while being aware of how my personal biases and interests influenced the investigation (Merriam, 1998; Morgan & Krueger, 1993). I was interested in participants identifying fascinating or critical incidents in learning, as well as, learning from teachable moments causing me to pause, reflect, and mull things over.

I sensitively probed for detailed descriptions, was open to new and unexpected phenomena, did not have readymade categories and schemes for analysis, and carefully interpreted the meaning of what was said and how it was said (Kvale & Brinkmann, 2009). The evidence of authenticity resided in authentic and *thick description* coded documentation in the transcriptions and second questions in the interview. Rigor involved paying attention to the participant's point of view, the details in the conversations, second questions generated, and the transcriptions of the individual and focus group interviews (Kvale & Brinkmann, 2009). Kvale & Brinkmann (2009, p. 69) explained the practical wisdom of interviewing as the skill of providing "thick ethical description" or the ability to see and describe events in their value laden contexts. Geertz (1973) described *thick description* as the "ability to perceive and judge "thickly" by using practical wisdom rather than mechanically following universal rules.

The complexity of numerous tasks during the questioning demanded concentration and the use of skills such as "cognitive clarification of the subjects experience of learning" (Kvale & Brinkmann, 2009, p.25) and metacognitive skills while staying true to the participant's meaning. Continual awareness of the potential for the researcher's bias caused me to be reminded of the importance of remembering whose interpretation it was, the researcher's or the study participant's (Stake, 1995). Challenges during the interviewing process included the time consuming, tedious process of transcribing the evidence while simultaneously analyzing the data and generating new questions before the next iterative interviews. However, the process of analyzing, interpreting and looking for themes and patterns in the data made it a rewarding experience (Merriam, 1998; Wolcott, 1995).

Characteristics of Individual Interviews

Two in-depth face-to-face semi-structured individual interviews (Merriam, 1998; Wolcott, 1995) were designed to promote reflective discourse and allow the participant to socially construct meaning through talk. Planning iterative individual and iterative focus group interviews (Kvale & Brinkmann, 2009, p. 103) allowed for an open-ended, dynamic and flexible approach guiding conversations (Yin, 2009), encouraging reflective thinking, and clarifying points of interest in the second interviews for both individual and focus group interviews. The iterative interview provided opportunities to clarify and pose more open-ended questions on topics of interest to me and the participant. Iterative interviews provided a process for generating themes from the data gathered and analyzed from each previous interview (Kvale & Brinkmann, 2009). The questions generated from this process shaped the dialogue in the second interview and focus group interviews. Interviews were informal, friendly, and conversational "allowing participants to ground the research in their perspectives without filtering their views through pre-established constructs and categories" (Seale, 2004, p. 299). Inferences were made in a natural conversational process as both researcher and participant searched for meaning while finding common understanding.

The flexibility in structure of the interview process in case study (Merriam, 1998; Stake, 1995; Wolcott, 1995; Yin, 2003) allowed me to adapt questions to unforeseen events and change direction in pursuit of understanding certain topics or critical incidents about learning at the same time reframing the question to find missing pieces to the puzzle (Merriam & Ntseane, 2008). Discourse and topics were often random, circular and continually returning to the topics faculty members found interesting, as well as, valuable for the research. Recommendations and lessons learned often arose in the course of the conversation. In case study, the answers to the question often cover many years of experience can still be relevant for today (Merriam, 1998). The reflective interviewing process "lays open thoughts, feelings, knowledge, and experience, not only to the interviewer but also to the interviewee … and leaves them knowing things about themselves that they didn't know – or [at] least were not fully aware of – before the interview" (Patton, 2002, p. 405). The generative process of learning through iterative individual and focus group interviews allowed time for individuals as well as the researcher

to analyze conversations while assisting both in drawing conclusions and achieving greater depth in the findings. I hoped that the interview was an enriching experience where the participant "produce[d] new and insightful knowledge" (Merriam, 1998, p. 79) informing personal and professional practices in education which could in turn lead to a better understanding of the application of theory in practice (Kvale & Brinkmann, 2009).

Designing Questions

Since the project was completed in 2007, and it is now numerous years later from the time participants have been involved in fieldwork, I was aware of the need to carefully and thoughtfully plan the questioning process by taking the participants back in their minds eye to their role, the fieldwork, the memories of people, the events and places. Although some participants were concerned about their recall, as reflections began flashbacks and recollections of job descriptions emerged, eyes lit up, memories returned of events. Soon the stories came to life as though they happened yesterday by re-creating a world in which they were an inhabitant (Denzin, 2002) in place and time, the sounds, sights, smells and work. Memories returned and metacognitive processes emerged and at times participants came to a better understanding as they reflected on the reconstructed events, ideas or situations and put pieces of the puzzle together that may have been incomplete in their minds (Denzin & Lincoln, 1985; Merriam, 1998; Merriam & Caffarella, 1999; Wolcott, 1994). As participants spoke, a deeper understanding emerged as "reflection-on-action" (Schőn, 1983) brought new learning and experiences to consciousness.

The semi-structured conversational interviews focused on one main theme and question and three sub-themes, however the questions (Appendix D) were neither strictly structured, nor entirely nondirective (Kvale & Brinkmann, 2009). As the interviewer, I was particularly interested in the subject matter and answered the question *what* while clarifying the purpose with the question *why*, then searching for insights and understanding when asking *how* learning impacted the individual personally and professionally.

Angelides (2001) and Angelides and Gibbs (2007) argued that analysis of critical incidents can be used by researchers interested in collecting qualitative data quickly in a case study approach. The participatory nature of interviews and focus groups contributed to understanding learning that resulted from critical incidents in international work. During

their experiences in overseas work, Bodycott and Walker (2000) learned “more often than not, [critical incidents] shaped the stories that were shared during meetings, and subsequently formed the basis of our learning and teaching experiences and adaptations. Prominent among our discussions were issues related to language and communication” (p. 83). Creswell (1998) identifies the importance of engaging a philosophical discussion about the processes of exploring the meaning of individual experiences and how these meanings can lead to discovering patterns of thinking and learning within the international experiences.

As the resercher, I was conscious of moving between being an insider and an outsider (Stake, 1995) in two dimensions. For example: I recognized myself as an outsider when interviewing Kosovar faculty members representing a different a culture from my own, yet when discussing issues where I was involved, I recognized myself as an insider. As an insider, I moved between knowing some individuals very well, to knowing others through social events, thereby creating a common bond of shared thoughts, experiences and values (Morgan & Krueger, 1993).

During the process of interviewing the insights shared brought awareness for the need to understand cultural differences between what Kosovars and Canadians understood because Western thinking had nuances and different approaches to thinking about teaching and learning from those in nonWestern countries (Bodycott, & Walker, 2000; Ebbutt, 1998; Durkin, 2008; Gabb, 2006; Healey, 2008; Kyi, 1995; Merriam & Ntseane, 2008; Michelson, 1996; Papoutsaki, 2007; Reybold, 2001; Robson & Turner, 2007; Tatar, 2005; Wallin, Hildebrandt & Malik, 2008).

Procedures during Individual Interviews

During stage one of the first interview, participants were thanked for participating, the information in the telephone script for contacting participants was reviewed, and the signed consent and agreement forms were collected. Participants were informed about the use of quotations for the study and the opportunity to review the manuscript along with the transcriptions. I described two strategies for recording, using a digital recording on computer, and the traditional audio tape recording. Due to poor sound quality, a SmartPen™ was used for digital recording rather than Audacity software on the laptop

computer. The process for note taking, the number of interviews and the time to commit for the interviews were reviewed. The comfort of the setting was attended to for the participants.

In stage two of the first interview, a hard copy of the questions was provided which had also been sent with the email confirming participation. The formal interview began by discussing the role, the duration of time of their involvement, and job responsibilities with KEDP/EDP. This encouraged participants to place themselves within the project remembering events, incidents, and learning activities. Stories were welcomed.

In stage three of the first interview, open-ended questions began with *What have you learned personally and professionally that became important to you?* Sub-questions and emerging questions were further generated describing how and why the learning became important to them. Questions which related to the other two categories of questions learning about culture, capacity building, and the institution were discussed. At the end of the interview, participants were thanked and a time was arranged for the next interview. Suggestions were made that if new thoughts or ideas came to mind they would be discussed at the beginning of the next interview or they could be emailed. Written reports and journals were welcomed.

The second interview was approximately one hour to one and one half hours long and allowed for clarification and more in-depth discussion about topics of interest to myself and the participant. Questions or comments were solicited from the participant and questions generated after the first interview initiated the interview process. This interview followed the same format as the first interview.

The option of a third interview was open to a mutual decision between the participant and the researcher. The third interview was found to be unnecessary by individual participants and focus group members; however, it was mutually agreed upon that if clarification was needed, I could follow-up with an email or telephone call. I was sensitive to both timing of the data collection phase and the time commitment of up to eight hours per participant. For example, when to plan each interview to meet participant's busy schedules, when to be aware of when the interview time had lapsed, and when participants

were tired or felt they had no more to contribute. A few interviews extended over the recommended two hours (Seidman, 1991).

Since the individual interviews were iterative, clarification was possible from the previous interview and he two iterative focus group interviews, although it was necessary to send three emails for clarification. Only in one instance was a third interview requested due to the poor quality of the recording using Elluminate technology. The iterative interviews identified insights generating new knowledge by triangulating data.

Focus Groups

Focus Groups Procedures

Focus group discussions included an extended exploration of the common themes developed from interviews, which in turn encouraged a variety of viewpoints, and generated new ideas, greater detail, clarified and triangulated data from multiple sources (Marshall & Rossman, 2006). Iterative meetings allowed time for exploring the missing pieces and for understanding the life experiences in fieldwork (Merriam, 1998). Synergy developed easily within a collaborative learning environment during the two iterative focus group meetings. Iterative meetings encouraged participants to engage in learning at a higher level of cognition and also to learn from meta-cognition, reflective thought and hind sight (Merriam, 1998). Discussions were dynamic, animated, recalled memorable events, and were thoughtful when attempting to better understand some of the events and surrounding politics.

Two iterative focus group interviews, approximately two to two and one half hours in length (Stewart, Shamdasani & Rook, 2007), were held with the potential for a third focus group one and one half hours in length if necessary. The third focus group interview was not held since information was repetitive, new ideas were not being generated (Stewart, Shamdasani & Rook, 2007), and participants did not feel there were other pressing topics to discuss. Emerging themes from each interview were used in the subsequent focus group interview with the aim of generating new knowledge. Data was recorded, transcribed, and coded for an ongoing process of analysis, pattern matching and convergence of data for the purpose of triangulation (Stake, 1995). Document analysis occurred simultaneously when triangulating data. Since the composition of each focus

group was designed according to the roles of the participants. Questions were formulated after each first focus group interview specific to each focus group.

The Process of Questioning Specific to My Study

Questions for the initial individual interviews were emailed when participants were invited to the study. The focus group questions were generated from the individual iterative interviews as well displayed using Microsoft PowerPoint and posted the day of the interview for those using Elluminate technology. A second set of questions were generated from the first focus group and posted on PowerPoint as well. The interview phases for the focus group followed a similar format to the individual interviews by outlining the procedures.

The process of questioning began with simply asking the questions designed for the initial stage of collecting data through in-depth face-to-face individual interviews. During the time a question was answered, other open-ended questions were generated to follow the participant's or my interests, as well as, looking for depth in describing the context or the event. At the end of the interview participants were asked if they had other ideas to add. At the beginning of the next interview, participants were asked if any other thoughts or ideas came to mind. Then questions of clarification were asked to follow-up topics of interest. Additional questions were generated after listening to the audio tapes, transcribing the notes and written as my field notes. After the analysis of all of the individual interviews, questions were generated for the focus group. Since the focus groups were divided into role or job related groupings, questions differed from one group to the other, with some questions common to each group. The same process for generating questions was used for the second focus group. Often in the process of questioning, participants would say "that's a good question" as though to say – I hadn't thought about that before, and thoughtfully responded with information they realized was generative thinking often adding information to their own learning or answering questions they wondered about. Comments were also made about appreciating the opportunity for contributing to the study and developing knowledge and understanding affecting personal and professional practices. The goal of the interviews was to be interesting, free flowing and a positive experience for participants while providing depth of information.

Generating the Second Set of Questions

After the first and second interview, the audio recording was replayed and if time was available, the data was transcribed. The data was analyzed and field notes were read identifying a new set of questions, adding depth or pursuing tangents in the discussion while looking for common themes. Analysis occurred simultaneously while collecting data thus generating the next question. A cursory analysis of transcriptions was accomplished by electronically highlighting sections of interest to me on the digital document. After the individual interviews, the field notes, transcriptions, and detailed analysis of the two individual interviews were placed into categories and themes in a chart (Appendix D), they were then used to generate questions for the first focus group interview.

The Process of Transcribing and Field Notes

This next section provides details about the recording and transcription process. Interviews and focus group activities were recorded with a simple Sony audio tape recorder. In order to complete the transcribing, a Sanyo transcriber from the university was used. As a back-up Audacity Software was used on my laptop computer ; however the quality on either mode was poor. Therefore, a Livescribe Smartpen™ was purchased providing a clear digital recording while taking field notes simultaneously with the benefit of downloading digital data onto my computer to read at a later date. Field notes were made during the interviews, as well as occasional notes emerging from the findings, my reflections and reactions along with potential questions for the next interview. The Smartpen™ provided an excellent backup for a regular tape recorder and provided a superior audio quality. The digital audio file made it easy to reference the exact place in the audio recording and was replayed when analyzing the data. However, the disadvantage of the Smartpen™ for transcribing was that it was difficult to pause when keyboarding.

The audio tapes were transcribed word-for-word to maintain accuracy in the text and ensure that participants were not misquoted. It took me approximately six to nine hours to transcribe an audio tape that was one and one half to two hours in length. Two individual interviews were completed with each participant and three with one participant; therefore, having twenty seven individual interviews and approximately forty eight hours of recorded data were collected. For the focus group, eight interviews each being approximately two

hours in length were completed. In total, approximately sixty four hours of audio required transcribing.

Field notes were taken using the SmartPen™ during most of the interviews and afterwards the interview field notes were written with thoughts and questions as a supplementary source of data. In the course of gathering data, ideas about the analysis process emerged. Thoughts, feelings, impressions, reactions, biases and strategies for continuing the research were noted.

Quality of the Inquiry

This section explains terms used in qualitative studies to support validity such as credibility (internal validity), generalizability (external validity), dependability, and confirmability to evaluate the trustworthiness or quality of the project (Lincoln & Guba, 1985; Marshall and Rossman, 2006).

Qualitative researchers emphasize the meaningfulness or validity of their studies whereas quantitative researchers emphasize reliability and replicability in research (Taylor & Bogdan, 1998). Creswell (2007) discusses validity as understanding and discovering meaning not as internal or external validity as is required in quantitative research, but describes validity as a process and an "attempt to assess the "accuracy" of the findings described by the researcher and the participants. This view also suggests that any report is a representation of the author" (pp. 206 -207). Specific terminology informs the research approach, which in turn, informs the formation of questions, approaches to data collection, analysis, interpretations, and final report of the findings (Denzin, 2008; Denzin & Lincoln, 2008b). Disputes arose when quantitative researchers challenged qualitative case study as a legitimate form of research since it did not meet the scientific standards of rigor, quality, validity, reliability, and generalizability that were in question (Denzin, 2008). Positivistic researchers wrote about the lack of validity in interpretive and case study research, yet questioned other terms and approaches used to prove validity (Eisenhardt, 2002; Merriam, 1995; Torrance, 2008). Understanding the human condition is the primary rationale for investigation in interpretative research, therefore establishing guidelines for determining the trustworthiness and validity of a study are different from those used in positivistic research

as their goal is to discover a law or test a hypothesis (Lincoln & Guba, 1985; Merriam, 1998).

Soundness of Research

Creating quality or soundness in research is integral to any credible research study; therefore, certain constructs and criteria must be evident to judge and establish validity or "truth value" (Lincoln & Guba, 1985). The terms initially generated for "truth value" are "applicability, consistency and neutrality ... [and are matched to positivistic terms] internal validity, external validity, reliability and objectivity" (Marshall & Rossman, 2006, p. 201). However, new terms with different connotations for validity and reliability have been generated: credibility or believability, transferability or generalizability, dependability and confirmability to represent characteristics of rigor in qualitative research (Denzin, 2008; Marshall & Rossman, 2006). Four constructs indicating the quality, trustworthiness or soundness were identified for qualitative research: first, credibility in the findings and criteria on which to judge them; second, transferability and applicability of the findings to another setting or group of people; third, replication of the findings with the same participants in the same context; and fourth, ensuring that the findings reflected the participants and the inquiry rather than the researcher's biases (Marshall & Rossman, 2006).

As a researcher, attention was paid to the concern regarding the use of memories and reflection as data, since participants had been removed from the work for anywhere from three to nine years. As a result, the questions for the interview were carefully formulated and organized to retrieve the memories. Recall and memory were often considered problematic as data for research (Denzin & Lincoln, 1985; Wolcott, 1994); however, Stake (2005) argued that "experiential descriptions and assertions are relatively easily assimilated by readers into memory and use" (p. 454). Furthermore, applying prior knowledge and experience to construct and reconstruct situations are qualities of reflective practitioners. Merriam and Caffarella (1999) define reflective practice as allowing "one to make judgements in complex and murky situations – judgements based on experience and prior knowledge" (p.232) and is most closely associated with professional practice, therefore relevant to the study of past fieldwork experiences. Jarvis (2006) describes

complex ways in which our experiences are transformed, memorized and then reintegrated into our biographies; therefore, in all our learning we are being changed. Knowles (1989 in Jarvis, 2006) claims “the richest resources for learning are within the learner themselves”, (p. 187).

Information is placed into long-term memory where the brain has an enormous capacity for storage. “It includes memory for specific events and general knowledge that has been gleaned from those events over the years” (Ormrod, 1999, p. 192 in Jarvis, 2006). Long-term memory has been conceptualized as the most complicated component of the memory system. Jarvis (2006) describes the process of taking in information through our five senses and storing it in our memory for future reference and sense making that becomes part of the process of learning. Adult learning occurs through a continual process of gathering information, processing it, creating knowledge that is repeatedly reviewed and reflected upon throughout life ultimately transforming the individual (Jarvis, 2006; Mezirow, 1991).

To overcome the concern of recall and memories being used as research data the following strategies were used to give trustworthiness and credibility to the data.

1. To begin the interview participants were invited to describe when they worked in KEDP, their job roles, living environment, memorable events, people and celebrations. Jarvis (2006) claims “we remember in context much better, so that memory without context may actually not reflect total memory at all” (p. 117). In this study participants were drawing on experiential past and present knowledge (Jarvis, 2006; Kolb, 1984) by recollecting and vividly describing the setting and experiences with thick descriptions (Geertz, 1983), using narratives, examples of events, situations, personal relationships, and focus group interpretation (Stake, 2005).
2. Designing iterative individual interviews exploring, clarifying verifying events and situations; additionally including two iterative focus group interviews verifying information amongst the participants (Kvale & Brinkman; 2009).
3. Furthermore member checking with the purpose of validating accuracy of transcriptions and verifying what was said (Lincoln & Guba, 1985; Stake, 2005) revealing how data was presented, quoted and interpreted in the context of the situation. Emails were sent to all participants requesting the use and context of

their quotations with 10 out of 13 participants replying stating that they were accurately represented. One individual found an improperly transcribed word.

4. "Analysis and triangulation [was] used to tease out what deserve[d] to be called experiential knowledge from what [was] opinion and preference (Stake 2005 p. 455). Analysis occurred between all iterative interviews and questions with clarification sought during the next interview. Interview data from both individual and focus group interviews was triangulated with stories while also comparing accounts of data between individuals. Triangulation occurred when comparing the interview data with two books authored by KEDP members still involved in the fieldwork in 2006 and 2007 (Anderson & Wenderoth, 2006; Anderson & Wenderoth, 2007). Thus triangulation of data was used to "process multiple perceptions to clarify the meaning, verifying the repeatability of an observation or interpretation" (Stake, 2005, p. 454). Triangulation of data also identified the different realities in which participants lived in their educational experiences in international fieldwork. The stories were found to be consistent.
5. The purpose of the study was to examine how knowledge and learning from fieldwork still impacted personal and professional practice today; thus learning was incremental.

Credibility

Credibility or believability is one criteria for supporting quality and validity in qualitative research (Stake, 1998; Wolcott, 2001; Yin, 2009). Credibility has to do with the qualities of soundness, trustworthiness or how believable the qualitative research is (Lincoln & Guba, 2000). Credibility is established by carefully exploring the problem, describing the complexities of the processes and interactions in the setting, social group or pattern of interaction. The indepth description of details about the processes and interactions in the data are intended to convince the readers; hence, supporting the validity of the study (Marshall & Rossman, 2006). Boundaries are set in case studies. For example: the KEDP/EDP project had natural parameters set for the population who were educators involved in fieldwork, time of the study from 2001 to 2007, and the place was the FRY.

The study resides within the limitations of the theoretical framework of experiential learning and adult education within the context of capacity building. The complexities and processes of the study were described in the data collected through in-depth face-to-face interviews, the literature review, the analysis, the findings and the discussion. The processing of individual and focus group iterative interviews, recording interviews,

establishing accuracy through word-for-word transcriptions, taking fieldnotes, observing participants, noting pauses indicating thought and voice inflections when collecting detailed accounts of authentic evidence provided by study participants are characteristics of a credible study (Wolcott, 2001).

Paton (1990) explained that the credibility of an inquiry depends on rigorous techniques and methods for gathering high-quality data described within the context and carefully analyzed. The credibility of the researcher is based on education, experience in international development work, status, and a philosophical belief about my grounds for the study. A variety of strategies were employed addressing issues of credibility and internal validity by keeping accurate and detailed records, carrying out analytical procedures in a systematic manner, and documenting as fully and truthfully as possible (Patton, 1990); hence, illustrating transparency. Detailed descriptions of the setting, the process, and participants illustrates attention to the complexity of processes and interactions; thus, making it convincing to the readers.

Transferability

Transferability and applicability are constructs illustrating what the researcher and the participants have described in the findings to be meaningful and useful to readers and others working in similar situations in international fieldwork asking similar questions (Marshall & Rossman, 2006). By providing "enough 'thick description' about the contexts and participants" of the study, it is possible for other researchers to "make a reasoned judgement about the degree of transferability possible" (Guba & Lincoln, 1982, p. 246). Additionally, participants see themselves reflected in the stories and are able to inform, inspire and provide another perspective beyond the current ways of approaching capacity building activities in fieldwork. As the researcher, generalizations based on the sample of the population I am working with were suggested, however it is the reader who will determine if the findings can be applied to another population presumed to be similar enough and make generalizations. It is the reader who makes the judgement and the argument about the relevance of the initial study to the second setting, however this may be problematic due to the complexities in both the study and the new setting for another study (Stake, 1995).

Replication

Replication of a qualitative case study in its entirety is not possible due to the complexity of the context found within the situation, the culture, the history, and the nature of change in people in their environment (Stake, 1995; Yin, 2009). However, the same questions could be asked of multiple groups within the same case study while expecting a well-trained team to collect the data (Merriam, 1998; Stake, 1995; Yin, 2009). In this study, themes emerging from two iterative interviews were identified and presented to the focus group to gather more in-depth information, additionally to check for convergence of data from multiple sources. There is the potential that some of the steps in the processes and questions for this study could be replicated by other groups involved in international work, however the results may differ.

Dependability

Dependability supports validity of the research by identifying the extensive amount of time required to collect data on the field and the close, and trusting relationship the researcher establishes with the participants making it possible to present a thick description, using the voice of the participants – this not only adds value to the study but illustrates a method of documenting accuracy in the study (Creswell, 2007). These processes illustrate soundness and consistency by providing a dependable account of the changing conditions in the phenomena and context, by drawing attention to a constantly changing social world, the influence of unstable politics, and history in the post-conflict society (Creswell, 2007). Additionally, dependabilty was facilitated by providing detailed information about my position as the researcher by identifying my assumptions, biases, and values in the analysis and selection of themes. As Merriam (1998) concluded " rather than demanding that outsiders get the same results, one wishes outsiders to concur that, … the results make sense – they are consistent and dependable" (p. 172).

Confirmability

Confirmability captures the concept of objectivity in the study making my logic transparent to the reader so that it is understood. The characteristics of the data and findings should be confirmed by understanding how logical inferences and interpretations, were made therefore increasing the strength of the assertions (Marshall & Rossman, 2006, p.

203). An audit trail of records such as audio tapes, fieldnotes and transcriptions establishes confirmability has been kept allowing others to inspect the procedures used.

A description of the process was provided to participants noting how the questions were generated and shaped according to the interests of both the researcher and what participants wanted to share; hence, also assisting them in understanding their experiences. Cross-checking was done by emailing participants the manuscript and transcriptions to ensure the quotations were in the intended context, justifying analysis with literature, checking, and rechecking data for other explanations. Descriptive fieldnotes were used for developing an audit trail of data collection and analytic strategies.

Patton (1990) has advised "the validity and reliability of qualitative data depends to a great extent on the methodological skill, sensitivity, and integrity of the researcher" (p.11). My educational development is reflected in the way the inquiry was conducted; similarily, the format is reflected in my understanding of human interaction and communication, adult learning and leadership based upon my experience as a school system curriculum specialist, in-service coordinator in the KEDP project, professional development planner, facilitator and teacher. However, my role is still that of a learner throughout the research process. Therefore, although my own knowledge and experiences have allowed me to make sense of what was heard from participants, every effort was made not to filter participant information through my own lens of what I wanted to hear.

Rigor

To prove rigor in this interpretative study, detailed, in-depth authentic data was collected from multiple sources, thereby building a rich context from iterative in-depth individual face-to-face individual interviews (Wolcott, 1990, 1994, 1995) to iterative in-depth face-to-face focus group interviews (Seidman, 1991). Analysis of written documents such as: emails, notes, journals, books and reports (Creswell, 2007) about the KEDP/EDP project further support rigor in the study. To this end, included is the experience of a critical friend interviewing me with the study questions prior to interviewing participants.

Member Checking

Member checking allowed study participants to review the transcribed data from the interviews and check for the accuracy of their quotations in the context and the

interpretation found in the manuscript (Seidman, 1991). These processes account for credibility and authenticity in place of reliability. Taylor and Bogdan (1998) suggested that this process "strengthens the researcher's relationships with the informants and the quality of the study" (p. 97). Carefully attending to ethical issues adds credibility to the study.

Triangulation

Credibility and rigor are achieved by using multiple sources of data such as interivews, books, emails, reports, and journal articles for creating convergence of data and thoroughly triangulating the descriptions and interpretation on an ongoing basis throughout the study (Stake, 2005). Triangulation is about finding multiple perspectives for knowing the social world rather than about achieving truth (Marshall & Rossman, 2006). "Triangulation is the act of bringing more than one source of data to bear on a single point" (Marshall & Rossman, 2006, p. 202) and is achieved by cross-referencing multiple sources of data such as interviews, documents, and journal articles, thereby bringing authenticity (Creswell, 2007, Seidman, 1991) and credibility to the evidence (Stake, 1995). Consequently, conducting iterative individual and focus group interviews with thirteen participants, as well as using numerous books and journal articles discussing the EDP project support vaildity.

Generalizability

Marshall and Rossman (2006) explain that a study's transferability or generalizability are problematic and question whether the generalizations from one study can be transferred to another. However, many versions and descriptions of the term generalization exist in the qualitative research literature. Stake (1995) identified grand, petite, naturalistic, and modified generalizations. Creswell (2007) supports Stake (1995) in his use of naturalistic generalizations. Rather than generalizing and forming conclusions in the last step of the analysis, the researcher is making assertions describing the interpretation in personal views or as theories or constructs found in the literature (Creswell, 2007).

Case studies are not designed to create generalizations (Wolcott, 2001), however according to Stake (1995), modification of generalizations can be made. Stake (1995) sees generalizations emerging from comparative and correlational studies and not from case studies; nevertheless, the strength of case study is in the particularization, not the

generalization, and learning what the phenomenon is and what it does. Stake (2005) speaks about naturalistic generalizations and states assertions or generalizations can be formed by the reader who learns from the case creating meaning by comparing new information with previous knowledge, thereby applying the learning to other cases (Creswell, 2007; Merriam, 1998; Wolcott, 2001) Quantitative researchers challenge case study for not identifying generalizations; nevertheless believe generalizations should be outcomes of research studies and are useful in building theory and creating policy (Denzin, 2008; Ellis, Bochner, Denzin, et al., 2006). Wolcott (2001) speaks about leaving it to readers to determine meaning and to make generalizations.

Data Analysis and Interpretation

In this section, the processes applied to data analysis and interpretation are described as the process of making sense out of data collected by consolidating, reducing, and interpreting what people have said; additionally, what I as the researcher have seen and read. The flow chart in Appendix D illustrates the complex process of moving back and forth between concrete data, abstract concepts, inductive and deductive reasoning; and between describing, analyzing and interpreting the data. Themes and categories emerge from this process of analyzing the descriptive accounts (Merriam, 1998).

Conducting the Analysis and Interpretation

The analytical framework follows the suggestions of Merriam (1998) analyzing and noting my "reflections, tentative themes, hunches, ideas and things to pursue that are derived from this first set of data" (p. 161) found in each of the individual interviews, then forming new questions for the second interview for each participant (Appendix F). This process continued throughout the individual and focus group interviews generating new questions for each interview. A coding system (Kvale, 2009; Merriam, 1998; Richmond, 2002, Seale, 2004), using categories, expressing themes, and meanings of data assisted me in the process of simultaneous data collection and analysis in Appendix F (Merriam, 1998). Actual quotes in the context of the conversation became the data entered into a matrix after the first and second interviews (Appendices E and F). The development of the matrix followed suggestions from Li (2005) and Richmond (2002) for analyzing the data by weaving in and out and between the categories. The questions developed for the focus

groups (Appendix G) arose from the same process using the analysis from the two individual interviews and the matrix. Through attentive listening I was weaving threads within conversations and between the participant's conversations finding the threads of the conversation converging forming knots as themes or patterns emerge (Li, 2005). The "thinking process is iterative, with a cycling back and forth from data collection and analysis to problem reformulation and back" (Creswell, 2003, p. 183). During the final stages of analysis, interpreting and the writing processes the quotations were compared against the transcriptions checking for context and accuracy.

Analytical Framework

Suggestions from Marshall and Rossman's (2006) analytical framework and the chart for stages of analysis (Appendix E) guides the processes for designing a series of charts or matrices (Appendices: F, G, I, J, and K). These were developed during the data collection stage identifying the dominant naturally emerging themes (Appendix I). The questions what, how, and why became important to *thick descriptions* supporting the findings; additionally, applying adult learning theory in learning (Knowles et al., 1998). The chart in Appendices I and K illustrates how the naturally emerging theme *relationships* are broken into numerous sub-sections illustrating the numerous tangents which were discussed creating a sense of dominance of this theme. The processes of reflecting upon concrete experiences, stories and memories of events, developing abstractions from the past, present and projecting into the future confirmed the process Kolb (1984) describes in his theory of experiential learning. Reflection-on-action (thoughts of actions from the past) and *reflection-in-action* (thinking on your feet) generated thoughtful information; additionally, bringing further understanding to the discourse (Schön, 1983).

The flow chart for stages of analysis in Appendix D describes the processes used for analysis and interpretation. The charts in Appendices F, F, I, J, and K all illustrate how the processes of analysis and interpretation were broken down to enhance understanding. Appendix F is the first stage of analysis after all of the individual interviews were completed. Appendix F is a sampling of some of the questions generated for the focus group interviews. Appendix H illustrates the analysis of the key theme relationships from both the iterative individual and focus group interviews. Appendices I and J is a chart

identifying the key findings from all interviews. Appendix J presents the triangulation of data between the interviewees, book sections written about the Kosovo project, and journal articles.

Procedures for the Analysis

The complexities were attended to in a step by step approach examining the data collected in the context of the problem, the questions for the interviews, the interpretation and outcomes by designing a flowchart guiding the process (Appendix D). Four forms of analysis considered in the analysis process were outlined in addition to the numerous detailed steps taken during and after each individual interview and each focus group meeting. This analysis provided rich details about the culture and fieldwork context (Merriam, 1988). Besides looking for themes, categories and patterns in the analysis, the uncommon in the common, the unexpected (Wolcott, 1995, 2001), and lessons learned. A coding system and matrix was developed to analyze the interview data (Seale, 2004; Richmond, 2002) while being as objective as possible and paying close attention to the participant's point of view and. Common ideas and unique situations described in the case were noted (Lincoln & Guba, 1995). Components of the analytical framework suggested by Kvale (2009) was used to guide the analysis process along with charts (Appendices E, F G, I and J) outlining categories and the progression of naturally emerging themes (Appendix I) within the context of personal and professional learning. The findings (Appendices E and I) supported the three major tenants presented in the Conceptual Framework (Figure 1): the importance of professional expertise in education to the application of fieldwork experiences (Kolb, 1984); the application of adult learning (Knowles et al., 1998) in capacity building (Fullan, 2006, 2007; Hargreaves & Fink, 2006; Lambert, 1998), and professional development activities during the process of change and reform (Guskey, 2000; Merriam & Ntseane, 2008).

Forms of Analysis

A strength in case study was the variety of forms available for data analysis and interpretation. Rather than using concept mapping for data analysis to visually communicate complex ideas and structures quickly, a matrix organized in a linear fashion representing relationships between data and categories. The matrix or chart identified key

topics that were linked to the theoretical framework, identifying the broad topics and subtopics. Additional columns were added to list more subtopics and ideas.

Three forms of analysis were used with supporting examples. The first form of analysis involved collecting an aggregate number of instances with relevant issues and meaning emerging (Stake, 1995; Wolcott, 1994, 1995). Relevant issues began emerging after completing the first set of individual interviews for thirteen participants; sub-themes began emerging with the second set of individual interviews. The eight focus group meetings confirmed the themes and sub-themes with additional insights therefore providing rich thick descriptions of data exploring topics of interest to the participants working in various roles; in addition, to exploring converging topics in more depth.

The second form of analysis involved direct interpretation and focused on one single instance while looking for meaning without looking for multiple instances where information was deconstructed and reconstructed in a more meaningful way. Three examples from the matrix include: the discourse describing the processes of development, implementation, and the final results of the casebook for inservicing leaders and capacity building; second the discussion about the importance of relationships; and third the discussion about figuring out the missing piece in the puzzle about the influence of socialist communist philosophies and culture that emerged in the attitudes and questions during in-service. The second and third examples identify patterns forming between categories established in the coding process while accommodating internal validity. Here chains of evidence were created from data gathered during interviews, books, and journal articles with a chart illustrating the converging data and findings.

The third form of analysis occurred during triangulation which confirmed the evidence and the credibility of the evidence (Stake, 1995) as illustrated in the following charts: Appendices F, G, I, and J referenced in the subheadings. Appendices H and Kosovo illustrates the importance of relationships and types of relationships. Appendices E and I presents all of the naturally emerging themes. The chart in Appendix H the sub-questions and principles of adult learning were used to identify the themes, the content of each theme, and both positive and negative outcomes for building relationships. From this process, a visual framework for understanding how practice fits into theory can be illustrated clearly

thereby deriving naturalistic generalizations. This is illustrated in the findings in chapter four and the discussion in chapter five.

Guidelines to Phases, Stages of Analysis and Coding

The processes applied in the seven phases of analysis followed Marshall and Rossman's (2006, pp. 156 - 159) suggestions describing seven phases for analytical procedures and reducing the data in each phase into manageable chunks binging meaning and insights into the words for analysis and interpretation. The following process was used for analysis of both individual and focus group interviews. The seven stages involved: first, dealing with large amounts of data; second, coding and analyzing data; third generating categories, fourth identifying themes; fifth looking and examining multiple instances; sixth searching for alternate meaning; seventh creating meaning, by the words chosen to summarize and reflect the complexity of the data.

Stage one - the data was organized according to interviews and audio tapes were reviewed, transcriptions were re-read in order so that the data became more and more familiar with quotations and the sequence of events. Large amounts of diverse data were collected from transcriptions and fieldnotes from the first individual interview and transcribed using Microsoft Word while looking for areas of interest then coding them by using coloured text (Marshall & Rossman, 2006). Key words, common themes and topics, the unusual, and the surprising were identified by using Google Desktop to search for the terms or concepts while analyzing and interpreting data. Common themes and topics of interest were identified for further study (Marshall & Rossman, 2006). As well, new questions were then generated for the second interview. This was not only a demanding task, but time consuming because different questions were genereated for each person for each interview (Stake, 1995; Wolcott, 2001).

Stage two, involved coding and analyzing the data from the second interview, interpretating the data, and coding it further developing my skills in analysis. Coding the data generated further in-depth interpretation with additional information (Merriam, 1998; Stake, 1995; Wolcott, 2001; Yin. 2003, 2009).

Stage three, categories emerged (Merriam, 1988) that reflected the purpose of the research, captured the relevant data, and exposed the full meaning of the phenomena. This

inductive analysis was accomplished by including salient themes, recurring ideas, language, and patterns in the categories (Patton, 2002). The charts or a matrix illustrated inductive categories or clusters of ideas (Creswell, 2007) that were naturally emerging from the sub-questions adding details to support the themes. These clusters of ideas were cut from the transcription and pasted into the chart while colouring, bolding, underlining, or italicizing text highlighting areas of interest. This also involved reflecting on the conceptual framework while bringing the ideas and data together.

A diagram (Appendix E) was created identifying the naturally emerging themes. A chart (Appendices F, G and I) was drawn to represent the topics that were salient in the learning of Canadians and Kosovars (Marshall & Rossman, 2006), illustrating how certain themes and topics dominated discussions in all of the interviews, as well as in the pilot study. The analysis resulting from this diagram assisted me in designing the matrix for the next stage of analysis.

Stage four, coding the data was also completed by identifying the themes in the interview and creating a text box at the top of the transcribed interview. Using Google Desk Top Search, the data was searched by words or concepts in my documents, transcribed interviews, field notes, and articles saved on my computer.

In this stage of the analysis, a matrix was generated after the two individual interviews for data collection. The matrix or chart (Appendix F) was generated to identify the categories of questions (Marshall & Rossman, 2006) in the rows of the matrix, with five columns identifying the theoretical models of learning from the conceptual framework coded to the questions; column two identified themes and the role of the theme; column three identified a more detailed description of the theme as it evolved in the conversations; column four identified quotes copied from the transcriptions noting the number of the individual interview, the participant's name, referencing the page number of the script in order to check for accuracy and the context of the conversation. Column five was added in order to generate questions for the first focus group interview. This process assisted in triangulating data within the columns and between the columns (Marshall & Rossman, 2006). Sample questions were generated for the first focus groups (Appendix G).

The matrix facilitated the process of adding newly generated themes from the first interview by copying quotations from the transcription and pasting them into the matrix. The data from the second interview was copied and pasted but this time the text was entered in red to identify it as being from the second interview. This process assisted in four ways: first, checking for the progression of thinking in interviews; second, the identification of new ideas and thick descriptions (Geertz, 1973) and additional depth of ideas; third, generating new questions for the focus group interviews; fourth, triangulation of data amongst participants in the first two interviews; and fifth, identifying the frequency of certain data emerging; hence, confirming the extent of the importance of the data (Marshall & Rossman, 2006). Using this method, a detailed description of the case, as well as, themes or assertions emerged (Creswell, 1998, 2003).

Stage five, interpretation is a process of looking for one or multiple instances and deconstructing the data and reconstructing it in more meaningful ways (Stake, 1995). Interpretations were made using the transcribed interviews, my analytic notes from memos, textboxes and field notes and adding these to a chart previously constructed assisted in identifying other insights, and thoughts about larger chunks of findings. When searching through the raw data, usefulness of the data was identified and whether it illuminated the questions so that the data would tell the story about the social phenomenon. This was done by highlighting the data, as discussed earlier, indicating my interest in using it. When linkages were made between ideas, the themes created patterns and categories telling the story. Through this process my interpretation was made "attaching significance to what was found, making sense of the findings, offering explanations, drawing conclusions, extrapolating lessons, making inferences, considering meanings and otherwise imposing order" (Patton, 2002, p. 480).

Two matrices were developed from the main themes emerging from the interviews (Appendices E and F); one matrix was developed for the themes identified by the Canadian faculty members working with KEDP/EDP. The second matrix was generated for the Kosovar faculty members who had answered several common questions. The rationale for this was twofold: first, to generate questions for the first focus group interview since the

focus groups were determined by the roles of the faculty; second, to examine the themes identified by the different focus groups.

Stage six, searching for alternative understandings involved evaluating the plausibility of my understanding identified in the chunks of data. The relationships theme, Appendices H and K illustrates the process of looking for negative instances and patterns in the categories while critically challenging my understanding of them as well as incorporating them into larger constructs. Alternative explanations were identified and described in the chart for plausibility. The data was analyzed from the first focus group interview as new questions were generated for each focus group for the second focus group interview (Marshall & Rossman, 2006). Naturally emerging themes and cross-cutting themes were noted (Appendices I).

Stage seven in Appendix K, meaning is created by the words chosen to summarize and reflect the complexity of the data. Writing is an interpretative process where the data must be balanced with descriptions, analyses, and interpretations (Wolcott, 1994). The descriptions provided the framework for the analysis leading to the interpretation. The data was copied and pasted into the matrix format as quotes, being careful not to fill the holes in the matrix with information by manipulating the data.

The second focus group interviews were analyzed identifying any other emerging themes while looking for new ideas or depth; then analyzing the data again and triangulating it with the individual and focus group interviews. Data from key books and journals were examined for themes and ideas supporting the data emerging from the interviews.

Stage eight, the last stage of analysis included the completion of the triangulation of the individual and focus group interviews and the literature noting where the themes converged in interviews, journal articles, and books (Appendix J). Triangulation has been discussed under the quality of the research.

In this way the multiple matrices (Appendices F, H, I and J) established a process for analyzing statements, developing a general description of the experience, developing themes, analyzing meanings, and looking for emerging patterns (Creswell, 1998). Emerging themes and patterns were reviewed and referenced to the major categories

established in the conceptual framework (Chang, 2006; Falk & Dierking, 2000; Knowles, et al., 1998; Kolb, 1984). Interpretations were generated from the analyzed data with the conceptual framework as a guide (Marshall & Rossman, 2006). This process assisted in mapping meaning (Chang, 2006). As documents and emails became available, they were analyzed applying the same principles and structure used for the interviews and focus groups, further identifying major categories from the questions (Marshall & Rossman, 2006). Gathering data from all sources had a generative effect on the analysis process in the entire study (Marshall & Rossman, 2006).

Interpretation

"In qualitative studies, data collection and analysis typically go hand in hand to build a coherent interpretation" (Marshall & Rossman, 2006, p.155). Guided by the conceptual framework, understanding emerged and shifted during the process and in the analysis discovering significant clusters of ideas and events as well as the properties which characterized them (Marshall & Rossman, 2006, p.156). Linkages were created between and among the clusters of information, until there was an ever-increasing density of linkages. "A coherent interpretation with related concepts and themes… troublesome or incomplete data" emerged. The analysis was complete when the "critical categories [were] defined, relationships between them [were] established, and they [were] integrated into an elegant, credible interpretation" (Marshall & Rossman, 2006, p.156).

Interpretation was couched in the knowledge brought to the study from my educational background, culture, educational experiences and research literature. New questions arise from this process. The theoretical lens brought to the work affected the interpretation, bringing with it recommendations for change or reform. A holistic analysis of the case (Yin, 1989) and interpretations about the case were made (Stake, 1995). While interpreting data during the interview, the ideas of the participants were woven together generating new questions as their stories emerged (Merriam, 1998). In this process of interpretation my bias, as the researcher, appeared and the evidence influenced the story about *What was learned from our international fieldwork experience.* When reporting the data in this case study an entry and closing vignette were included plus assertions at various

times to capture the dynamics of the interviews and tell the story (Creswell, 2003; Marshall & Rossman, 2006; Merriam, 1998).

My Role as the Researcher

The following section describes my role as a researcher providing an explanation of my relationship to the research questions, my connection to the study participants, my role as the moderator of focus groups; the venue; and finally, the limitations and strengths of the study.

As a qualitative researcher, I am "not an objective, authoritative, politically neutral observer standing outside and above the text, … but an observer of a phenomenon" (Denzin & Lincoln, 2000, p. 1049). I see myself engaging "in an ongoing moral dialogue, … [a] participatory collaborative project" (Denzin & Lincoln, p. 1049) where my co-authors contribute to my research's "narrative adventures" (p. 1050). I am a participant observer "always walking in the midst of the stories" (Clandinin & Connelly, 2000, p. 63), and yet remain as objective as possible. The researcher's role is to discover meaning from participants' stories about their fieldwork experiences and how they impacted them personally and professionally; what became deep learning or transformational for them; why and how this learning became important, and how this has changed personal and professional practices. Through the reflexive nature of telling, reflecting, constructing, reconstructing stories, participants create meaning about deep learning, deep change, personal transformation, transformation of leadership practices, and other significant learning outcomes (Clandinin & Connelly, 2000).

As a researcher, I developed skills for asking, answering and making sense of what was being said (Clandinin, 2006). However, I was aware of reflexivity and "reflect[ed] upon my own actions and values during the research process, whether producing data or writing accounts" (Seale, 2004, p. 509). The "thinking process [was] also iterative, with a cycling back and forth from data collection and analysis to problem reformulation and back" (Creswell, 2003, p. 183).

As a researcher, my role is to practice integrity by "publishing findings that are accurate and representative of the field of inquiry" (Kvale & Brinkman, 2009, p. 74) and accurately reporting knowledge, experience, honesty and fairness. The results were checked

for accuracy and validated in an effort to be transparent in the procedures and in the conclusions. As a qualitative researcher, I recognized that I was "not an objective, authoritative, politically neutral observer standing outside and above the text, … but an observer of a phenomenon" (Denzin & Lincoln, 2000, p. 1049). Problems with case studies exist in the oversimplification and exageration of a situation leading to incorrect conclusions; therefore, being attuned to developing specialized skills and being sensitive, intuitive, and bringing integrity to the entire process was important (Merriam, 1998; Stake, 1995; Wolcott, 2001).

When conducting individual and focus group interviews, it was my responsibility to be organized, on time, at ease, and knowledgeable about the processes of conducting interviews in a research setting (Merriam, 1998; Wolcott, 2001). Being an open-minded learner was important while focusing on what was being said when guiding the conversation in a way that made the participant feel comfortable, important, and valued for the contributions made (Marshall & Rossman, 2006). When interview discussions became animated or interesting I reminded myself of my role as an open-minded careful listener, intently focused on the conversation observing the non-verbal's while sensitively formulating questions and exploring the reasons for the emotions shared by the participants (Wolcott, 1991, 1995).

Communicating warmth and empathy build rapport (Merriam, 1998) when developing and maintaining trusting relationships with participants (Aaltio & Heilmann, 2010; Marshall & Rossman, 2006). Learning with participants assisted me in better seeing the reality they had built, understanding the events and project more holistically within a culture new to them. When reflecting, participants also learned about themselves personally and professionally, how the experiences impacted their professional practices, what they learned about the culture and their experiences in the environment and institutions in which they worked.

My Relationship to the Research Questions

In March 2007, when listening to a Canadian Broadcasting Corporation radio program about CIDA's failure in international development projects in Africa, I was shocked and wondered what had gone wrong. The work of KEDP/EDP had generally been

constructive, and as a result wondered what my colleagues involved in KEDP/EDP learned from their international fieldwork experiences that could be shared with the research community. In the research process I discovered that the learning gained from fieldwork was not often written about in educational research literature and recognized research needed to be conducted and reported.

Knowing the goals and the operations of KEDP as an organization under the auspices of CIDA was beneficial when generating questions. Understanding the roles of faculty members and the work became a benefit; therefore, providing a context for the answers to the questions. My interest was in understanding the participant's reality and the meaning they constructed therefore making sense of their fieldwork learning experiences. The data is holistic and is "broad, complex, interactive … [and] laden with values" (Creswell, 2003, p. 182). The reasoning was complex, multi-faceted, iterative, and simultaneous, using inductive, deductive and meta-cognitive thinking processes when constructing and deconstructing ideas or events. This discourse in interviews captured political, ethical, and moral dimensions of life experiences and professional practice, where other research methods could not (Marshall & Rossman, 2006; Pieterse, 2001).

The data shared was understood within the context of the participant's work, since development research was also influenced by the politics of the day, the country's culture, ethnic issues, and the project itself (Marshall & Rossman, 2006; Pieterse, 2001; Sen, 1999). Reflexivity occurred as common understanding developed between participants and myself when terminology was clarified and was made during the often animated and dynamic exchange in the conversation (Marshall & Rossman, 2006). Dialogue in the interviews and focus groups was recursive as we revisited concepts for clarification in order to gain a deeper understanding of the intent or meaning (Marshall & Rossman, 2006).

My Relationship to the Study Participants

As the researcher in this case study I identified myself as a former colleague in the KEDP project, yet I needed to "maintain a professional distance … [and not] report and interpret everything from my participants perspectives" (Kvale & Brinkman, 2009, p. 74). Engaging in an ongoing participatory dialogue in a collaborative project (Denzin &

Lincoln, 2000) participants contributed to my research as co-researchers in which I determined the boundaries for the case and which components to study in detail.

Knowing that many participants were involved in the KEDP project between four and six years ago, they feared that they might not remember very well. Being concerned about using reflection and memories as research data (Merriam, 1998; Merriam & Caffarella, 1999), the questioning process began by asking faculty about their fieldwork roles, length of stay, the type of work, events and stories. Soon it appeared that participants overcame their fear as they began telling animated, sometimes touching and emotional stories easily retrieving detailed information along with sights, sounds and experiences emerged within thick descriptive terms (Geertz, 1973; Wolcott, 2001). The opportunity of working with participants was valued along with time, effort, and contribution towards the study (Marshall & Rossman, 2006). Verbal and non-verbal behaviours of both the participants and sensitivity to the context and feedback from faculty members were noted. Intuition was used to make decisions, noting silences, situations, or issues triggering flashbacks that were possibly uncomfortable for the participant. Being alert to the researcher's tolerance for ambiguity (Merriam, 1998), becoming focused while facilitating interviews, allowing participants to speak their mind and acknowledging contributions were important skills to learn. Awareness of personal biases and how they could influence the investigation (Morgan & Krueger, 1993), plus the importance of being sensitive to timing in the data gathering phase, developing a sense when "enough" (Seidman, 1991) had been done were essential skills to develop. Being alert to cues and nuances provided by the context were critical. Furthermore, the participants and I had an effect on each other as understanding and stories became woven together (Bogdan, Biklen & Knopp, 1992).

My Role as the Moderator

As a moderator in the focus groups, being a sensitive communicator, building an open, trustworthy relationship and climate with study participants (Varaki, 2007) was crucial. Of equal importance, were communicating the purpose of the study with sensitivity and clarity, gathering data for learning about and making sense of their personal experiences (Clandinin, 1993), and understanding constructs and processes leading to transformation of their personal and professional practices.

Knowing all the participants to some extent made the task of moderating much easier and more relaxed. Since some individuals had not been involved in the project to the end and were more removed in time than others, it became important for members of the focus group to work together in remembering information. This created conversations that probed deeply into of the remembered events; however, the benefit of the focus group was to work together in reconstructing the events and the specific data. Since the questions were more involved in the focus group than the interviews, PowerPoint was used to guide the discussion. An atmosphere mixed with excitement, seriousness, humour and animation created synergy inspiring creative thinking while making connections with the ideas presented, or when discussing 'ah ha moments'. Open-ended questions allowed conversations to evolve comfortably, find a direction, connect ideas and new questions refocus the discussion when as necessary; although diversions proved to be important tangents for collecting unexpected data. Similarly, looking for the uncommon in the common, the unexpected and the particular in the general (Stake, 1995; Wolcott, 2002), and realizing that what was omitted could be as important as what was essential. If necessary the follow-up could be done in the subsequent interview. In the individual interviews and especially the focus group, it was challenging at times to judge the length of a pause for thinking, when to probe more deeply, and when to change the direction of the interview (Marshall & Rossman, 2006). Determining the length of a pause was an intuitive decision by checking for nonverbal clues.

Strengths and Limitations of My Study

While being involved in the KEDP project, I held certain assumptions about education, international fieldwork and about the activities, processes, and practices and their impact upon sustainable development work. This became a benefit since I had a better understanding about the case, context of the study, interpretation of conversations, data collected and interpretation of the data because of my life experiences in the project. Limitations existed because of biases and objectivity when posing questions, gathering and interpreting data, and paying careful attention by listening to the stories shared (Marshall & Rossman, 2006; Wolcott, 1995). As a researcher, a conscious effort was made toward being open-minded to learning (Aaltio & Heilman, 2010), aligning my perspectives with the

participant's knowledge and thus aligning the shared knowledge with the focus of this study; therefore, not adding a researchers bias (Creswell, 2003).

Ethical Considerations

The following section provides a detailed explanation of how ethical considerations were maintained for the study. As colleagues, who knew each other through the EDP project, meeting at various times over the past five or six years, we discussed what we had encountered individually and collectively in various components of the project. Opinions and privacy were valued and respected. As a researcher, I anticipated and was prepared for ethical issues arising when initiating the study, during discussions when compiling data. Professional codes for practice and conduct of showing respect were followed by the researcher and the participants, holding others in high esteem. This included commentaries about ethical dilemmas and their potential solutions (Creswell, 2003) particularly when discussing the resistance to change or reform. The protocol for contacting potential participants has previously been described earlier in the methodology. Confidentiality of data was maintained in secure storage (Seale, 2004). Five years after this research is completed, recorded interviews, transcriptions and all data will be destroyed.

To the best of my skills and knowledge, the purpose of the study was communicated with sensitivity and clarity when engaging participants in conversations, gathering data for learning about, and making sense of their fieldwork experiences. Since this research study took place at the institution where I was studying, special considerations were made because faculty members discussed topics and voiced their opinions in a relatively public forum of focus groups and conversations amongst colleagues. Conversations during interviews brought to mind occasional flashbacks for the participants; therefore, care was taken when asking appropriate questions and responding to answers. Knowing and suggesting appropriate resources to assist participants in dealing with sensitive issues was crucial, but not required.

All obligatory applications were submitted to the Conjoint Faculties Research Ethics Board of the University of Calgary for approval of the research project prior to commencement of the study (Appendix A). Research commenced upon approval from the University of Calgary with the completion of the necessary forms. Unless otherwise

requested, participant confidentiality was maintained during the research project and pseudonyms were used by some faculty, however each realized that the project, the work, and the participants may be recognized because of media publicity and various reports. Initially anonymity was requested for the entire project and the participants; however the director of the Conjoint Faculties Research Ethics Board of the University of Calgary drew awareness with the following email.

> The chair assumes that you will reference locations (Kosovo), institutions (University of Calgary) and initiatives (KEDP/EDP) by their actual names in your final report, rather than employ any form of pseudonym or generic identifier for these entities. … revise your consent instrument to indicate that individual anonymity cannot be absolutely guaranteed due to these identifications and it is possible that participants will still be recognizable to those who know them or know of their role in KEDP/EDP. … that absolute anonymity cannot be guaranteed for focus group participation due to the fact that the researcher will be unable to control what is said by individuals outside of the group setting.

In conclusion, this case study methodology has described the process of collecting thick descriptive data and the in-depth holistic analysis used to generate the findings. This case study allowed me time to explore the learning experiences of participants as individuals and as a collective group of colleagues. The conceptual framework guided the themes and patterns; and moreover influenced the analysis and interpretation of data (Merriam, 1998; Yin, 2003).

The next chapter describes the findings and emerging themes resulting from the analysis of the data collected. The analysis describes what was learned from fieldwork experiences with participant responses categorized according to themes and how learning impacted personal, professional learning and practice. The analysis of the findings took into consideration the conceptual framework focusing on experiential learning (Kolb, 1984), adult learning (Knowles et al., 1998) in the context of capacity building activities, and the work role of participants in international fieldwork in the FRY.

CHAPTER FOUR: FINDINGS

What Did They Learn?

Autobiographical thoughts, emotions, visual images, the people, events and stories took formed in the mind's eye of the study participants during their interviews; pouring out vivid memories from six to eight years earlier about what they learned from their experiences in Kosovo and Serbia. Kosovar and Canadian faculty members reflected upon their international fieldwork describing detailed visual images, remembering who was involved, and what they learned; often figuring out the things that still puzzled them at that very moment of recall. Discussions were animated, many times filled with excitement, enthusiasm, passion, and with pauses when reconstructing situations, their learning at the same time wondering about the educators with whom they had developed very close relationships. Detailed descriptions, thoughts, comments, and voice inflections spoke of continued concern for friends and colleagues. Dismay was evident in the voices of participants as they spoke about components of the project that were challenging due to a stronghold on politicized resistance. However, happy times, appreciative educators, seeing betterment, vivid memories of living conditions, and the value of deep personal learning overshadowed the challenges. Since participants worked as colleagues, interviews presented an opportunity to catch up on events and friends since the last celebration when the KEDP team had gathered socially. Unpleasant or embarrassing memories had been purposely submerged or forgotten (Interview, David).

During the interviews new learning emerged as participants made sense of random thoughts. "I just realized I learned something I didn't know I knew … I wondered about that – and I just figured it out" (Interview, Louise, 2009). These statements give witness to the importance of learning resulting from reflection (Kolb, 1984; Schön, 1983); therefore, substantiating the principles of reflective practice forming abstractions in the cycle of experiential learning (Kolb, 1984) while applying adult learning theory (Jarvis, 1987, 2006, 2007, 2008; Knowles, et al., 1998; Merriam, 1998; Mezirow, 1981, 1991). This thinking process made use of a repertoire of images, metaphors and theories (Schön, 1983) while building their reality from experiences in international fieldwork in the Balkans.

A Brief Overview of the Findings

Four major categories emerge building the framework of the findings supporting change and reform in education: first, understanding the culture of the post-conflict socialist communist society in the Balkans and its influence on education; second creating a new culture for learning and change; third the importance of relationships; fourth insights and recommendations. Three cross-cutting questions: what was learned, why and how it was learned, weave in and out of the findings as participants facilitated, led, built and strengthened capacity during educational reform in the Balkans. Eight major themes emerge from the findings in the journey of learning for both Kosovars and Canadians: first, the process, context and challenges during reform; second gender education while challenging old ideologies, developing new knowledge and learning new behaviours; third culture builds the context of the work; fourth strengthening and building capacity; fifth the importance of building relationships; sixth lessons learned; seventh unexpected outcomes and learning; and eighth the impact of what was learned. The details follow.

Introduction

This chapter presents the ongoing analysis and interpretation capturing the essence of the findings and the impact of the learning on personal and professional practices, lessons learned and recommendations made (Lincoln & Guba, 1985). The findings focus on naturally emerging themes revealing what Kosovar and Canadian KEDP faculty members learned from life experiences involving reform and capacity building when working with educational leaders and teachers in the Balkans. This chapter begins by describing the data from the personal journey of change, reform and capacity building through the voices of two Kosovar KEDP study participants. Then the voices of Kosovar and Canadian KEDP participants contribute their experiences when facilitating professional development workshops, leadership development and capacity building experiences with educators in the MoE, leaders in the school system and teacher leaders in the schools. The findings having the greatest impact on personal and professional practices are described as insights, lessons learned and recommendations.

What was learned from fieldwork experiences?

The challenges of an unstable political situation still evident in post-conflict Kosovo emerged often as educational change and reform were inhibited from taking hold in a socialist communist culture. The fieldwork experiences that are still valued today emerged naturally forming the major categories described earlier. Canadians understanding the context of the socialist communist culture, traditions and practices in education while implementing democratic processes in education became the underpinnings for change. Understanding and creating a new culture of learning and capacity building was the new challenge for both Kosovars and Serbian educators. The most significant tenant influencing change was identified as the value of building relationships for facilitating learning. Many recommendations were made based on the educational insights that Canadians wanted others to know about. Conversations focused on learning that impacted personal and professional practices such as building trust and credibility through role modelling, being transparent, the importance of being relevant and practical in educational instruction in a culture different from their own, and learning about flexibility and adaptability when challenges were presented by political situations and local institutions.

Learning occurred within specific work roles of participants in the KEDP/EDP project with the aim of strengthening and building capacity for leadership development and sustainability of change and reform. The historical, political and cultural contexts continually emerged as they challenged various leadership issues. During the interviews dominant topics emerged such as: political instability, culture, change, reform and sustainability; the notion of expert; resistance to acknowledging gender issues and specifically resistance to change at the university; the value of building relationships and working with interpreters; developing the LCI casebook; the insights, lessons learned, and recommendations impacting personal and professional practices of the study participant.

Three cross-cutting threads emerge as influences or as challenges to the advancement and reform of education. The first cross-cutting thread describes what was learned when facilitating or leading, teaching, learning and consulting with Kosovar and Serbian educators in the context of the educational culture of political agendas. The second cross-cutting thread emerges during reflection identifying how and why specific knowledge

became important to faculty in their practice as educators. The third thread informs future capacity building activities by identifying lessons learned, unexpected learning, and generating new insights about professional development when building capacity.

In the first section of this chapter two KEDP Kosovars set the stage describing the context and implementation of the work by both Canadians and Kosovars as partners in a learning community. The second section of the findings describes fieldwork experiences of both Kosovars and Canadians. Since all participants worked for KEDP the majority of their time most stories emerge from Kosovo; although a few experiences are from Serbia. KEDP viewed itself as a learning community (Wenger, 1988, 2006) engaging Canadians and Kosovar educators working collaboratively and as partners with KEDP, CIDA, Universalia Management Group and the University of Calgary (Anderson & Humick, 2007). It appears that together and side-by-side KEDP staff worked as partners, facilitators and leaders constantly learning from each other.

The Process of Change and Reform in Education

> Being attuned to "the need, the clarity and the complexity" and the nature of change points to the quality and practicality of the change process where the variables of need, clarity and complexity reveal problematic issues or inadequacy in thinking and planning, faulty assumptions or the unavailability of resources. Small or large issues within the complexity can reveal myriads of problems confounding the project and change process (Fullan, 2007, p. 91)

This quote describes the demands on KEDP during international development fieldwork and the necessity for clearly understanding and defining the needs, the goals and the complexity of change and reform in an already complex post-conflict environment and culture. Various themes emerge creating connections amongst topics, nonetheless leaving it to the reader to generate new learning. Out of these complexities in international fieldwork many learning experiences appear that are still valued today. This next section describes the context, opportunities and challenges of change and reform in the context of capacity building in the KEDP project. I begin by describing the context, the determination and tenacity of international NGOs such as CIDA for facilitating change; furthermore engaging Kosovar educators in a discussion about their journey and how various facets of change were experienced from their perspective of building capacity with goals of adopting

democratic practices. Subsequently, learning is described as educational reform implemented by both Canadians and Kosovars as partners involved in various leadership roles and facets of facilitating change with the outcomes of sustainable practices.

The Context for Change and Reform - Goals for Sustainability

Change and reform in education are complex, multi-dimensional, unpredictable and challenging to implement and manage at the best of times (Fullan, 2007; Lambert, 1998) and even more so in a highly politicized post-conflict country where there is a desperate cry for assistance, resources and change. Moreover, underlying fears, uncertainties and apprehension about change, reform and the unknowns about NGOs were evident in education (Interview, Kosova; Anderson & Humick, 2006; Goddard & Anderson, 2010). KEDP's mandate was to reach educators simultaneously at all levels therefore dealing with multiple static, emerging, complex issues and agendas. The complexities involved not only working with individual educators including teachers in schools, school system administrators, MEST staff, professors, but also institutions such as MEST whose job it was to train educators in conjunction with a newly formed Department of Education at the UP.

Numerous challenges were evident in establishing frameworks for building a new society. Initially UNMIK was the governing the territory of Kosovo establishing frameworks for policies and laws for a civil society and education. Elections were being organized for building a government while newly appointed officials were attempting to learn and implement democratic processes. In addition Kosovar educators were expected to initiate democratic practices with the goal of working towards stability. KEDP was working in the midst of this political situation continually experiencing the results of the politics of elections and leaders constant jockeying for power. At the UP, KEDP was responding to the continually changing politics of the Dean's position, in the MoE it was the changing Ministers of Education and other leadership positions, and in schools it was the unstable politicized position of the principal. The politicized principalship meant that school leaders supportive of reform may not have stayed in leadership long enough to sustain change, because with each new election principals faithful to the current political party were given leadership positions in schools.

In the midst of all of these complexities, problems and challenges were the stellar efforts, tenacity and steadfastness of international organizations engaging in complex projects of reform with the goal of helping while attempting to build sustainable practices. The KEDP/EDP project, initiated by CIDA and implemented by Universalia Management Group and the University of Calgary, Faculty of Education, took on the responsibilities and ownership for the challenge of engaging the voices of Kosovars in education, by empowering and enabling educators. The goal was to work with the aspirations of Kosovars, develop ownership and social sustainability by building local capacity. The two largest challenges in the project were the resistance to reform at the UP and the influence of politics and elections creating instability for educators in leadership positions (Anderson & Humick, 2007; Walker & Epp, 2010).

The model proposed by CIDA included: participatory project design and planning; realistic results with common sense indicators identifying and managing risks; integration of lessons learned; reporting on the results achieved; looking for units or groups of change; looking for levers of change while not losing the focus of the purpose (Anderson & Humick, 2007). Suggested strategies proposed for change with the consultation and voice of stakeholders included: mentoring, twinning, modeling good teaching practices, classroom visits with mentoring, field practice modeling strategies used in other countries, constructivist education, working with leadership development, the voice of students, and mentoring for change and growth (Siemens, 2001). It is within this context of the politics of the culture and the goals set forth by CIDA for KEDP that I trace the elements of change as seen through the eyes and experienced firsthand by two Kosovar colleagues and Canadians employed by KEDP as they describe their journey of learning while working in this environment of reform and unstable politics.

The naturally emerging themes in the journey of learning identified by Kosovar and Canadian KEDP participants included: comparing and contrasting communist and democratic practices in education, designing teaching resources when implementing new approaches in education, working with focused goals and objectives, and creating a work plan for responsibility and accountability through results based management. In addition, capacity building in the KEDP learning community, the changing attitudes about work, and

the personal benefits of change, along with an account of how Canadians did things while relating the assumptions and surprises about working with NGOs are outlined. The personal benefits and challenges of capacity building and working with KEDP are described, along with the immense challenges of advocating for change and reform with Kosovar educators in positions of power.

The Journey of Learning

KEDP Kosovars, Kosova and Meg, spoke candidly about their journey of change, reform and capacity building by describing challenges, taking risks, discovering opportunities for themselves as educators and their colleague in education. Meg and Kosova reflect upon and describe their journey of learning over the span of time when they were employed in the KEDP project. They discuss the personal benefits of new opportunities, adopting new ideas, changing attitudes, setting personal goals and making changes that brought about personal and system reform. Challenges described from a Kosovar's perspective reform paint a picture of the unknown, fear, resistance, lacking understanding about change and a vision for reform. New insights for internationals are gained as Kosova and Meg describe their expectations, surprises, disappointments and successes involving NGOs proposing changes to a culture different from their own. The realization of isolation and not knowing what was actually available in the world came as a surprise, however the desire to continue to accept change as well as explore what was now available in the world of opportunities for Kosovars and for Kosovo in education and was "like drinking from a new well" (Meg). Kosova explains his personal journey.

> There were so many changes in my position over the six years and learning for educators, for teachers – learning never stops for the real teacher's. My approach when I started the project was, I am not going to work for salary, I am going to work for my professional growth and then I get paid for the job I do. But I use the opportunity to learn more and that is how I grew in those different positions. That opportunity was given to everybody and different individuals of the project, especially local people made the best use in different ways. I chose the way I wanted to grow professionally rather than grow in terms of the income, even though there were opportunities from different organizations ... from government, from the Minister of Education to leave the job I was doing and give me more money and another position but I didn't choose that. So I chose the professional development.

Kosova describes the goals that emerged as he worked with KEDP.

> I wanted to learn things we were not able to learn during the *parallel system* of education. If you look at it professionally it was an eye opener for us in terms of the development of teacher preparation programs and the leadership programs. We were basically blocked. We were living in a place where there was no lights and no water and no access to information. Ten years of the *parallel system* from 1990 – 1999 was the hardest period for me as a student, and then as a teacher in that system, so if you think of what have [I] learned? First of all [I] learned that there is a real life elsewhere and outside people do study and do learn and do have opportunities for that, and that we were just isolated for a long period of time. We didn't have access to that basic information in particular on education related developments.

The learning became generative for Kosova as he worked his way through numerous positions with KEDP and emerged as the field project director in the project.

Learning-on-the-Job

Experiential learning through learning-on-the-job and building personal capacity during the process of change and reform meant moving from the norms of communism to developing new norms for learning about and operating in a democracy. Everyday reform brought new opportunities, events, philosophies, and challenges in a myriad of ways. The first challenge was learning how a democracy differed from the Communist ways through on-the-job learning in an organization operating in a democratic milieu. New experiences in professional development for teachers and directors (principals of schools) introduced new approaches to thinking about learning and working with students, teachers, and changing attitudes and behaviours about oneself as an educator. The constructivist and learner centered approach to teaching changed the dynamics within the classroom and engaged, strengthened or developed hidden attributes of the teacher promoting participatory learning, listening and giving a voice to students, lesson planning and learning new methods for evaluating cooperative learning and group projects. The teacher now became the facilitator of learning, rather than the fountain of knowledge. Kosova found the reforms promoting the philosophy of democracy

> affected my work as a teacher. ... And everybody can or has something to contribute to and it's just a different approach; whereas, the earlier one,

> that was the communist approach … you are there, and if you are a teacher, you know everything. And if you are asked questions you really need to have the answer or otherwise you were gone [dismissed]. You were not asked [but were told or expected to do it]. You shouldn't say no. ... You are the teacher. So that really changed a lot since we started the project and understanding the role of teachers.

Democracy, with its philosophies and practices of freedom of choice, speech, voice, and respect for each individual became the model valued by Kosovar educators as they became exposed to new models of learning, the freedom to choose and develop leadership skills which opened doors to reaping the immediate benefits of implementing change, goal setting, pursuing future personal and professional opportunities while accomplishing project goals. Kosova affirms that the best way to learn was

> learning by doing, learning by being part of development and studying. I can use the word study for free ... We were paid for the job we did, but at the same time if you wanted to do more, you were able to do more, so learning things about leadership that really affected my later involvement in education at home. It also affected my focus. It shifted the focus from just working ... to go back to studies because the learning process; especially for the leadership part, really made me think I wanted to pursue a degree. I ... started a degree here [Canada].

It appeared, being able to continue learning and facing new opportunities was initially liberating, however at the same time overwhelming because of the different expectations in the work ethic in a democratic system than in a communist system. The changes that came with job opportunities were demanding, all encompassing, reaching deep into all aspects of life along with the personal struggle and a price tag that came with the job opportunities. Kosova compares his experiences of working in two different systems.

> It was at times overwhelming because you were not used to that kind of lifestyle and work style. ... working ... 8 and 10 hours and 12 hours and you never paid attention to how many hours you put in. ...You and I remember conversations after 4:30 that we stayed till 6:00 and 7:00. ... That was exactly the philosophy of the project and you worked until the work was done and if there were no things to do, then you don't have to stay that late and you leave earlier.

As Kosovars became accustomed to Canadian ways, they too saw possibilities, became motivated and developed goals. Kosova explains

> the other thing, if I can use the word, we implanted in peoples mind was – we are results focused. We want to produce things and you can produce things. ... It was just work needs to be done. We want to make these changes; we want to see these things happen. ... So I think ... that was the philosophy of the whole team ... just don't pay attention to time. Work Saturdays or Sundays. … and that really affected my personal approach to work and work ethics. … There was things that I didn't like and I only realized after I stopped working that way ... at the end of the project, that I missed so many things about my family – the relationship ... with my wife. I didn't spend time with my daughter. ... she was almost seven when the project was over and I just didn't know her. You miss all those things, but on the other side you also have to keep that balance. What are your goals, what do you want to do, and for that time I don't regret anything in terms of what we did.

Coming from a communist system of ideologies and work practices that had become the cultural norms and now learning new job roles expecting flexibility, negotiation and a democratic approach meant paying attention on many levels of cognition when adapting behaviours in order to accomplish the job. Meg explains how she adapted to new roles and what she valued when conducting gender workshops in the schools, community and the UP.

> The first year was a little bit of a struggle because coming from where I work and getting into a new role was a little bit difficult to understand the responsibility and what that role actually included, and what was I expected to do, and what were my limitations. And so it was kind of finding the right path how to present them to the stakeholders. ... Yes, it [defining her job role n gender education] was a little complicated, although, the job description was there but we most of the times didn't define only within those responsibilities and roles. We did much more than that and sometimes we changed that role as we progressed because working for a project there are things that you cannot plan for... . This was one of the best things about KEDP that I can say and remember and carry on with me always. That it also was flexible and shifted to match the needs of the people or the groups you were dealing with because having the opportunity to work for other projects. I saw and this was the big thing I always said.

The new philosophy about work, incremental learning and expectations for getting the job done while demanding visible results challenged socialist communist frameworks of thinking, working, living and making decisions about values and what individuals wanted

from life. RBM was guided by goals defining the needs, visibly illustrating evidence of progress with accomplishments and accountability. The results brought pride of accomplishment, ownership and a model for implementing change on a short and long-term basis. Kosova revealed:

> …... we did not understand the word that Canadians were using results-based-management. ...People were not exposed to the latest developments in education and you look at the terminology that was used and you said what does RBM mean? Well we did have goals and we thought maybe that was the same ... So it was a struggle to understand what it is. ... One of the highlights, one of the best parts of the project was we always knew what we wanted to do. And that was because of those results and it helped channel the work that we did in different slots and different components.

Finding new ways of learning and working with Canadians was demanding, but created opportunities and rewards that were valued.

Taking Responsibility and Ownership

Understanding what was happening, anticipating the future and moving forward by encouraging Kosovar educators to take responsibility and ownership for their own learning and professional development took time. However, it also meant that all groups involved in bringing about change needed to work as partners doing their part in enabling and empowering educators to take responsibility and ownership by turning over leadership roles to them. Kosova affirmed:

> They really understood it was their learning and their own responsibility and they don't do it for anybody else but they do it for themselves. … And it was different, [taking responsibility for one's own learning] and it was difficult in the beginning because that wasn't the practice; that was not in the system before. Professional development was not part of post graduation life of people. Once you get your diploma, you are the expert; well that was the mindset (Interview, Kosova).

Accurately identifying the readiness of local educators and society, discerning relevance, which approaches or models to use for implementing change influenced moving leadership toward democratic processes. In order for growth to occur it was equally important for internationals to know when to give up ownership and responsibility,

entrusting the work to individuals with a vision thereby motivating them to move forward. Kosova recollects his changing roles and focus in the project:

> I think that was about one and one half or two years after the project had started and it was the time when we were revising the project ... we were thinking if we were to continue with this project, what should change and what should we do differently? And there were things such as involvement of more local people, but what did that mean? So that meant that starting with the project steering committee, you had more local people than Canadians, whereas, initially we had more Canadians – and who does the talking and who makes the decisions? It would be local people not Canadians making that.

Involving local knowledge and expertise, facilitated by a supportive and a transparent environment of the KEDP learning community, encouraged and engaged educators in reform; however, it was also challenged by the larger unstable political environment in the government. The newly appointed Minister of Education took over from the appointed UN Minister of Education with the benefit of bringing in local educators; however, a new Minister often created a different environment of ideologies where frequent elections created instability by reigniting resistance to reform from the MoE even though many educators saw a need for change. This required KEDP to build another set of relationships, shift responsibilities to new leaders and begin a new dance with a new Minister; none the less, it also meant KEDP became "adaptable, flexible ... willing to modify to meet the needs of leadership" (Kosova).

Capacity Building in the KEDP Learning Community

KEDP was established as a learning community signifying cooperative learning, open communication, problem solving, team work, and promoting learning from each other as the norm (Anderson & Humick, 2007a, 2007b). Building capacity was not only building the capacity in the organization, but also building the capacity of each individual Kosovar KEDP employee in the holistic sense of understanding the work, taking responsibility, and ownership together with realizing the importance of professional development (Kosova & Meg). Providing authentic examples from personal experience was highly rated bringing trust, respect and credibility; furthermore building one's own capacity exemplified role modelling that subtly demanded respect. Strengthening each member of the KEDP/EDP

team was central to the work of building the capacity of leaders and educators at all levels of education; therefore, operating as a learning community had inherent benefits simultaneously reaching inward and outward by applying theory to actual experiences and practice (Interviews: Ana, David, & Jill; Anderson & Humick, 2007). New terms such as capacity building became meaningful through experiential learning and role modelling the processes of leadership development. Kosova explains:

> The real capacity building started ... when local people took over different roles like more of the leading roles. Not just with the project and KEDP and local staff, but ... the stakeholders we worked with – the teachers and youth organizations and school leaders. ... The people, we, and here I put myself here with KEDP and Canadians – and everybody, we trusted local people can do things.

Kosova explains the role of Canadians involving teaching and guiding, but mainly

> facilitat[ing] learning, ... not there to show how things should be. You are there to help them find the way, how things should be when you include both perspectives, [from] Canadian and local perspectives and that's when we started to get the momentum.

Interpreting for Canadians during workshops created opportunities for Kosovar leaders to observe what was being modelled, engaging in new methods and in reflective metacognitive thought while making sense of the work, its purposes and processes while also envisioning goals for sustainability. The steps in the process of change with visible outcomes needed to be experienced in order to fully understand the reality and flow of the work of capacity building. Kosovars then became the facilitators and leaders in training other educators because practical experiences build confidence, credibility and trust, at the same time facilitating the natural processes for engaging other educators in reform. When educators made a choice by becoming involved and committed they realized the potential for meeting their personal objectives, the goals of education and society.

The following passage illustrates trust and readiness for local involvement with Kosovars developing relevant resources meeting unique local needs, rather than using resources developed and imposed by internationals. Kosova is adamant and reacting to experiences of how other internationals had imposed their resources on Kosovo. Canadians preferred facilitating rather than imposing decisions (Interviews, Ana & Tom); thereby

giving over responsibility and ownership for developing local resources such as the LCI Casebook and the TTRB. This was seen to be an important step as local educators exercised choice, made decisions and took ownership. Kosova explains the progress.

> ...[T]he turning point was when we started to work with local people, saying this is the training program, this is not the model I am bringing, this is the model we want to work with you and make [a]Kosovo model. That was the point when ... we built that relationship and the trust that this Kosovar model ... works for here – for all different communities. And not that we go and preach for hours and say this is how things should work. Well who are we to tell that? Who are we to go to a place and say this is how things should work in your place. So, that is when in capacity building we were able to identify leaders ... [and] change agents. People were saying okay they trust us. You know we can do more. We didn't have an opportunity [before], now we have an opportunity, we can do more and people volunteered their time and they worked overtime.

The challenge of working with international organizations implementing democratic approaches was at times overwhelming, but Kosovars were up to the challenge. The employees of KEDP were trusted for their professionalism, their transparency and adaptability, yet aware of political agendas and knew that reform could be implemented by taking initiative, being innovative, problem solving, making decisions, and advising (Meg & Kosova). All were skills required for the job and needed to be learned quickly given that the project had expectations for results when meeting deadlines for reporting to the funding agency. Meg provides the details.

> This is what I liked about KEDP, it didn't come with the rules written in stone and no box and we are doing this and this and then we leave; so whatever happens – happens. It was a thing that sort of came with clear outlines, but then they would change and adapt and they would shift as need arises because the cultural context and the environment is different and the political situation would change from time to time. For example – now you have one minister and after six months you get another political party with different ideas with different with their own rules and don't want to accept with what they are presenting to them. So you have to negotiate and to give and take and sort of convince them [administrators] why this [gender education] is good and why we are doing this. But if you want us to do this and that we can bring that all together and trust that is why it was so successful.

Meg compares working in a communist system to a democratic system while learning the benefits of working as a team member in an international organization. Meg identifies the opportunities made available to her and feeling comfortable asking questions when tackling the jobs at hand. Skill development was essential when meeting the challenges of implementing sensitive issues that reached deep into homes and the workplace when addressing gender issues and family violence. Meg describes her perspective of the job opportunity with KEDP.

> This was another sort of big, big plus for the project and for the lack of a better word – they used the local capacity. They worked with it, they added experience and that is why I said in the beginning, I didn't know where I was going because I came from a system where I was told what to do – not asked how to do things, so this was very different because in our system – the communist system. Directions came and you do this and this and this and then you are qualified as good or not very good based on how you follow the directions. So there is no initiative, no innovation; you are not part of creating a new thing. And I found this was different for this project because they would come and say: "So we think we are doing this, but what do you think? Is this going to work? How is this going to work better for your community based on your experience? So is this going to sell or are we getting into too much resistance and how do we make it better? Or how do we reform it so people accept it?" And that is why in the beginning it was very difficult for me to take initiative. I didn't know what to do. So ... it was difficult all at once – oh – you have ideas, but somebody cares to listen to those ideas and somebody will listen to those ideas for the benefit of the project itself and the program and that is what made it more local.

As Kosova explained, changes from the previous regime were taking responsibility, applying new learning strategies and expecting educators, who came to workshops to develop their own ideas, modify approaches to meet the needs of their community and reach their goals. Meg explains "So there wasn't only one way of achieving the goals – you use your own way". Not only was the Kosovar KEDP staff expected to develop skills modelling democratic processes, the expectation was that they would be applied in workshops when training local participants to teach others how to go about making changes while modelling, mentoring, coaching or teaching others what to do. The challenges and expectations for involvement were demanding, yet were welcomed by Kosovar educators. Kosova sees the willingness of local involvement:

> ... Another strong feature of the project that people really considered it as their own project ...You think of teacher trainers, the training model when we started with 40 Canadians going over to teach in Kosovo. ...[I]t was good for the time ... [S]o then the next summer you have a co-teaching model and then third summer you have locals teaching and Canadians just monitor, mentor them, supervise, but not teach. ... [T]hat was why people felt we are part of the project. Local people felt we were part of the project and this is our project not a Canadian project.

Although the challenges, expectations and successes for change and implementing reform were immense. Meg describes her accomplishments:

> So how could I have been so successful? It was because I had good support and the right support, and on my own I could not have functioned, because ... where you go alone to meet the Dean [Faculty of Education] and he doesn't want to see you. And you bring David [the Canadian field project manager] with you and the Minister himself would sit down and listen and already say yes because they had credibility and they had a way of talking to people. This is what I like about the whole project and they handled it very well. So without the support it would take 10 more years to achieve what we did in those few years.

Strengthening and building capacity in the KEDP learning community was the central goal in the project, however other goals and issues are discussed later in the context of gender education, building relationships and creating a new culture of learning.

Assumptions and Surprises about NGOs

This section discusses various experiences described by Kosovars illustrating strong reactions, opinions, and questions about the work of international Nongovernment Organizations (NGO's) who were sent to assist in relief work. Kosovar KEDP faculty recognized that all NGOs were not created equal and each NGO had different attitudes towards working with local people. Kosovars developed perceptions about the work, the purposes and values of NGOs in the course of observing attitudes and behaviours that were role modelled and then decided what they viewed as a waste and what didn't work in Kosovar culture. They determined which NGOs were in Kosovo for the short term "to spend their money and go" and the NGOs who were there for a longer term making a difference by building capacity in Kosovar educators. Kosova and Meg described their fears, experiences; scepticism and disillusionment with NGOs, yet respected those who set out to build trust and credibility. Meg describes her experiences:

> I saw different types of leaderships and different types of internationals working with people in Kosovo and how they conduct themselves towards the locals and how they manage their project. So I knew what I didn't want to have and I didn't want to continue, in what kind of an environment I didn't want to be in anymore. ...[W]hen you come into a ... different environment then you can say: this is what I like and this is what I can also work for and be ... more proactive and also contribute to it whatever I can. ... [A]nd so I recognize that this project was offering what I was lacking or what I didn't see in some other projects.

Kosova describes his thoughts, scepticism and fear of NGOs implementing change, new ideas and ideologies that could be seen as a threat or an encouragement, depending upon what local Kosovars had observed, heard or experienced from their involvement.

> So the fear that Internationals came; now they could try anything. So you would go to school and doors for some organizations would be closed because they just wanted to experiment, just want to try something new – well they just want to spend their money.

Some NGOs lost their credibility by the ways in which they dealt with Kosovars creating distrust which initially affected how locals approached KEDP until credibility had been built. Kosovars were looking for workable solutions, not having theoretical solutions imposed. Kosova explains:

> The other thing is, don't tell us something you don't do at home. So if you are talking about learner centred instruction or shared leadership or action research, don't tell us here if you don't do it at home. So tell us what you do and that is what is going to help us learn from you. If you are already doing it, then it is easier for you to show it to us or ask us to do something you are already doing and it is working.

Meg describes her decision making processes when arriving for an interview with KEDP:

> I didn't know anything about the project or the work that they were doing, so basically I was relying on an instinct and my intuition about people, and about the workplace, and about what you assess as a friendly environment. ... I felt very good during the interview, and I felt I was dealing with professional people, and people that are into building something, and that made me feel comfortable and say yes to. If they were going to give me a chance to join the team, even though they said you might be taking a risk here, the project might be going on only for 6 more months and I said I wanted to try it anyways. ... That was my first impression.

Although many challenges emerged in the work with KEDP, Meg described challenges she faced uncovering different philosophies of NGOs coming to Kosovo and their sense of self-efficacy.

> This (KEDP) is the best team. I like it so much because of different experiences and different projects. I worked for the UN and it has done much good and helped our community very much and saved us, but, it was a very chaotic organization and the competition was very hard, and for example there were different groups: like the Americans would consider themselves very strong and then they would exclude others; then the French would work something on their own; the English would say we do the things the best. So you just feel that it's so many factions trying to do something together, but it is not working out because everyone pulls in their own direction.

NGO's have a tremendous influence when they work in development work and particularly when efforts are not coordinated or when they bring their own agendas without considering the whole picture of the country's well-being (Interviews, Kosova & Meg; Pieterse, 2001).

The Merits of KEDP as an NGO

In the first year of the project, KEDP as lead agency of inservice made contact with both local and international NGOs learning about the types of programs offered and where. In order to achieve the goal of sustainable professional development an advisory group was formed with both Kosovars and international educators partnering and collaboratively planning for the purpose of building sustainable practices for summer professional development programs. The result was Kosovar teacher leaders and principals facilitating and teaching their colleagues during a summer inservice program in 2002 with 144 workshops throughout all of the regions (Buleshkaj & Saqipi, 2007). The successful transfer of ownership and responsibility for facilitating teacher inservice and leadership development was KEDP's first step towards building sustainability of educational practices. KEDP was valued for its approach in working *with* local educators rather than local educators working *for* KEDP (Meg).

KEDP's goal was developing local capacity and building sustainability in its work, as well as having a succession plan (Interview, David, Kosova; Anderson & Humick, 2007a, 2007b). Working with clearly defined goals, yet with the ability to change and accommodate specific needs facilitated reform by providing support and gaining the

confidence of local educators in achieving their dreams and goals. Political elections determined who would have leadership positions, and leaders determined specific priorities that KEDP would need to adjust to (Goddard & VanBalkom, 2007; Walker & Epp, 2010). Kosova explains:

> ... So we changed it [the approach] – when the changes happened on the ground. ... And I think the project was adaptable, flexible. People were really willing to modify to meet the needs of leadership.

Meg confirmed her preferences by explaining.

> We changed that role [of the job] as we progressed because working for a project there are things that you cannot plan for. And so you ... have to be flexible ... This was one of the best things about KEDP that I can say and remember and carry on with me always – that it also was flexible and shifted to match the needs of the people or the groups you were dealing with because having the opportunity to work for other projects ...

Meg compares NGOs by describing how the philosophies and goals of KEDP were providing structure, yet, allowing for choice and seeking out local ideas when determining needs, thereby encouraging networking with other countries and organizations. Meg recollects what she valued.

> ...It was a motivating environment because you felt listened to, freedom and flexibility. You could ask: what do you think? It was the best for the people, and you feel you are responsible and participation is valued, and have a feeling of self worth and are confident. Self-initiatives were encouraged; you had freedom to act and to do things. You are responsible for what is going on and you design your path. Your opinion is considered and values, self confidence, freedom to act and do, responsibility. ... it gave you a sense of authority. Most other NGOs told you what to do and locals were a second hand party. ... KEDP was respected. I stayed because I liked it: comfortable support, good people, it was the right moment ... People clicked; locals were a strong team and kept people together. ... [P]articipation was important and you were important to the project and do your best. I was connected to other NGOs in the Balkan countries. Locals were a good team – supportive and worked together. Your role is important to the project ... and had good management. David could manage the project, listen, value you and grow ... our input went into policies and reflected the situation.

NGOs had goals to achieve in order to make the work sustainable and now with local leadership at the helm, their legacy was to transfer it to the receiving department in MEST. Kosova describes that the mandate of KEDP was facilitating the MoE to build the

> capacity to manage, to lead inservice training. ... And this management meant financing. Which in 2005 they [MEST] brought in more money than Canada had for teacher training for the summer institute in 2005, and then they [MEST] took over completely in 2006. ... That was our goal. That way we affected other NGOs. It was a model for others. You come here, of course you represent your government and your country, but you work for this country here now your mandate is to help them. What to leave as a legacy what did we leave behind? When we thought about that at the beginning of the project, nobody was aware of it, but as we moved late in the project you see ministry of finance taking over that. Then asking we want to leave summer institute as the major inservice teacher training fund and they take over that, and they take over data collecting and they take over reporting. And that was their mandate.

The attributes of KEDP's leadership style and involvement were valued since it empowered educators to move forward with reforms. Meg reflects on other NGOs describing that she is

> seeing the imitation of the old leadership style that we already had in our [country]. One person manages everything and you do as I tell you to do. So this is what we were trying to change and bring the new way of shared leadership and decision-making and participation. And yes, ... this project was particularly about that: building capacity, building leadership, shared leadership, decision making. It was a different kind of method to build leadership in a sense and empower people and empower women and build initiative, encourage initiative.

Meg explained how working with KEDP was different from her experiences of working with other NGOs describing the importance of being transparent by being open, establishing trust and credibility by inviting local participation and mobilizing reform with the goal of sustainability.

> ... They [participants in the workshop] could buy into it and always know where we [KEDP projects) were going and why we were doing it and what is going to happen when we leave. And what the benefit would be for the people so that is why it was really successful. It wasn't other projects saying – we are coming – we are doing this and implementing this project – which sounded like they were here to spend their money and leave and not care about the results and what happens after that. KEDP was different. KEDP from the beginning worked on local capacity

> building and leaving some capacity behind so the ideas and the programs out live the project.

Kosova and Meg have shared their journey of learning, the Kosovar perspective and context describing the many concerns and issues they dealt with personally as educators during the years of reform when working with KEDP and other NGOs. This next section describes the naturally emerging themes identified by both Kosovars and Canadians from fieldwork experiences impacting their personal and professional practices as educators.

Naturally Emerging Themes for both Kosovars and Canadians

Naturally emerging themes identified and described by both Kosovars and Canadians emerge as four major categories: the first category is reform in the context of capacity building; second is the influence and context of culture; third is relationships (Appendix H); and finally fourth what was learned, insights and recommendations. Subheadings define content in each of the categories describing the reality study participants built from their experiences, valuing personal learning or new insights while creating a picture of a new community of learners with a passion for learning and change in Kosovo.

Reform in the Context of Capacity Building

This section addresses attitudes about resistance and ways in which both Canadian and Kosovar KEDP staff perceived the challenges of resistance at the university, the MoE and the school within the time constraints placed on the KEDP project by CIDA. Areas requiring reform included socialist communist philosophies such as: the notion of expert, gender education, work ethics, political instability and the development of new knowledge and behaviours favouring democratic approaches. Kosovars valued education with many teachers in the schools already in favour of, ready for and passionate about or already mobilizing change the best they knew how (Louise & Yvonne); however, resistance to reform was evident at the UP.

Reform occurred in the context of strengthening and building capacity when working with Kosovar educators who quickly learned that with every opportunity to learn they found challenges when bringing about change in their own culture. Reasons for resistance varied but may have had to do with breaking down barriers to learning (Ana),

knowing who they were trusting (Ana, Jim & Meg), credibility of change (Kosova & Meg), difficulty in changing traditions (Jill, Laurie & Tom), and fear of the unknown without understanding the implications of change (Kirk & Kosova). For those at the university or in leadership positions, resistance may have been influenced by the old guard and having many vested interests (Laurie, Jill & Tom), not having a vision (Interview, Jim; Anderson & Humick, 2007a, 2007b; Walker & Epp, 2010).

In the following dialogue Ana, a Canadian of Croatian heritage who understands the Serbian language and is an EDP faculty member leading workshops for Kosovar and Serbian teachers, sheds light on how cultures perceive each other in the FRY. Ana's parent immigrated to Canada in the early 1970's (Petrunic, 2011). Additionally, Ana provides insight into how she was perceived by different nationalities because of her Canadian Croatian heritage; yet finding she had advantages and was accepted by both groups because of how Yugoslavs saw or treated the other depending upon their vantage point. Ana makes observations attempting to understand how Yugoslavians played one culture against the other, listening to both sides while attempting to understand why they are resistant to learning. Ana discovers how she was able to connect with educators while breaking down the barriers to learning by being open and explaining her heritage, listening to the stories of Serbians and Albanians consequently establishing acceptance, credibility and trust of the new approaches to learning and teaching.

> I was thinking about their [Kosovars and Serbians] resistance to learning until they were able to place me and put me somewhere, where I had to identify right away where I was from and what my background was; and once they could make a connection for me. So often for Albanians it was: "Oh, Albanians and Croats worked together against Serbs." And then when I worked with the Serbs it was: "Croats and Serbs are both Slavs and Albanians are the group that don't belong."

Besides understanding the Serbian language, having a Yugoslav heritage, she found her safety net and the additional advantage of being Canadian because Canadians were perceived as being neutral, supportive of both cultures and creating a safer environment (Anderson & Humick, 2006, 2007a, 2007b).

> And then when Canadians came, thank God I was a Canadian once again. And so I had to negotiate that and I found that often for me it was to

> break down that barrier [knowing who the other was], that resistance to learning.

Since Serbians and Albanians were still fearful of each other and didn't really trust each other, even after the major conflict in 1999 and subsequent conflicts between 2000 and 2004 (Petrunic, 2007); Ana suggests another possible rationale for understanding the behaviours of Yugoslav teachers telling her their stories from the conflict, their fear of the adversary and resistance to what internationals brought. Ana does not attribute the behaviours of resistance to living under communism but instead to the characteristics of an oral culture that purposely keeps history, stories, emotions and patriotism alive; thereby creating another context and reality of understanding life.

> I think [resistance] comes less from communism and more from the oral culture ... the importance of stories and narratives and how often you would ask a question and you would be met first with a five or ten minute story of where these people came from and what they had to endure in order to get there because they were quite concerned that we understand their perspective before we could engage in any professional development activity.

It was important to teachers in workshops that internationals were knowledgeable about and understood their history, their suffering and could be empathized with. Ana cites another example to support her reasoning to explain the resistance. This time the resistance emerged from being told what to do by their communist government.

> If I was doing LCI workshops with the Serbs, I really encountered resistance. The resistance was really from people who did not want to be there and were ordered there. So we would have the numbers to hold the workshop, but in the end in the training of trainers, in the last year I only had a group of four that finally finished. Those were people who engaged in the learning and believed in it – in a personal and professional perspective and came to the training subversively and often their husbands didn't know they were coming because this was something they believed in.

Additionally, reasons for resistance may have been in response to fear of the unknown, since Yugoslavs had lived under a patriarchal hierarchy and the authority figures of Ottoman and communist governments. Furthermore, communism did not encourage

individuals to have a voice, or freedom and transparency was not necessarily a value in society; therefore, they did what they were told.

Resistance to Reform at the University

> Information matters, if knowledge is not shared it won't help people. Attitudes and behaviours are hard to change and laws and behaviours need to change – but laws are useless or not as efficient (Interview, Meg).

KEDP's goals included working with the UP and establishing a Faculty of Education (KEDP, 2006) because the "structure of the Faculty of Education did not exist anywhere at the university and [education] crossed over the boundary lines of how they had structured that university for decades with Philology and many others [faculties]. They did not have that concept of teaching and learning or being the Faculty of Education" (Jill). The goals of establishing a faculty were met with great resistance on all sides, by the Dean, Rector and most professors (Interviews, Jill, Laurie & Tom; Walker & Epp, 2010). Professors were given a great deal of prestige, perceived as experts in a privileged position without accountability (Carol, Jill, Laurie & Tom). The attitude was resistance to any change with the rationale that professors felt they already endured sufficient change from an earlier initiative by the European Union (Walker & Epp, 2010). Other areas of resistance included: acknowledging the need for gender education, women in leadership (Ana & Jill), learner centered teaching with new methods of assessment (Laurie & Kirk), pre-service and teacher inservice (Carol, Kirk & Laurie), and being transparent (Jill & Tom). Change was often thwarted by elections, political issues, and when newly appointed Deans were working towards change, their positions were usurped by issues of seniority, power, and positioning of the old guard (Interviews, Jill, Laurie & Tom; Anderson & Humick, 2007; Walker & Epp, 2010).

Being revered and considered an expert by society was the perception of university professors, thereby creating additional challenges for change and reform. Kosova, Laurie, Carol and Jill concurred with Tom that the concept of expert was "supported by the socialist system, and once they became Professor ... they didn't have to do anything else after that". Professors were in many ways, like teachers, keeping the culture intact through their roles as educators of the next generation in the society while also being attributed the

prestige of having expertise and being experts (Laurie, Kosova). Kosova explains that not needing further training

> was the communist approach – just the whole notion of as a teacher you have all the answers. It is the same as the professor when you have your diploma you have all the answers. ... [But] people needed to be exposed to new ideas, new experiences and really get to see what's happening elsewhere.

Canadians worked diligently with the rector, the Dean and professors promoting possibilities for facilitating change (Laurie, Jill & Tom). Laurie explains the thinking and behaviours were influenced more strongly by their communist past and the privileges it provided.

> Often you are dealing with a group of people who do not want what you are prescribing for them or suggesting things to them. They want to keep things as they were with the power in the hands of the directors, and they can be very, very smiling and interesting, but there were some things ... very, very hard to overcome.

Tom describes resistance at the UP in terms of the lack of transparency and not putting things in writing (Jill & Laurie) and having strong suspicions about hidden agendas when they questioned transparency that was interfering with establishing credibility, trust and building relationships. Although transparency was role modelled by Canadian professors, the influence of past regimes had taught the professors otherwise. Tom explains providing insights by explaining some of the history.

> I think that what I saw at UP were professors who did their time and they established themselves by the time that they put in by becoming the expert. Expertise was based upon the title they were given not on any merit that might come because of that title – not any substantive knowledge, research or substantive work, intentionality to understand the phenomenon, and so I think that is a huge difference between Western universities and Canadian universities and Prishtina university values – and that says a lot. Those professors who were at the university when Laurie was there in 2001 – 2003, and when we were there in 2005 – 2008, basically were the folks who handled the parallel university system. Those were the folks who enabled the Albanian culture – so to speak – to stay intact. And to do that they were not transparent; they wouldn't let anyone know that they were teaching, they wouldn't hold records of classes that actually occurred because if the Serbs found them they would have been in trouble. And so all of a sudden when we came in, and the

> UP experienced this, and the CIDA intensity around building the Faculty of Education. I think we were expecting them to turn their backs on the past and all the skills that kept them alive back then. And to be suddenly transparent, to keep records, to hold classes to have an open syllabus and explicit syllabus and so on. And this didn't come naturally to those folks.

Jill adds that formal and informal power structures of the old guard were influential in undermining the place and role of women in leadership positions and were in the process of learning new ways of

> working, talking and acting; and it didn't work, the old power structure kicked right back in when using Western styles and concepts of leading. So I think the underlying power in political parties really made decision making and leading and following very hesitant when they tried to use our style.

Elections, politics and jockeying for power or leadership opportunities affected all of the institutions, including the university. Tom explains people had not learned to put aside politics

> and that's a huge challenge for them because the way you see resistance permeating down through the organizations. I think part of that resistance [to change] is the dynamics of the politics that permeates down too far and so it makes the whole system unpredictable.

Change was also not a priority due to vested interests that were more lucrative and beneficial to professors (Laurie & Tom; Walker & Epp, 2010). Jill found change

> has to be persistent, and steady and what I found was if you appeal to the higher values that we were leading towards. If you want to enter the European Union and if you want the modern ways of teaching, if this is what you say you want, then these are the changes we must make starting now in our conversations, in what we do. It doesn’t go over – it is going to take a long time, but for me and it may be my style, confronting it right up front.

Overcoming old philosophies, knowledge, behaviours, and habits from previous regimes was a process of taking risks when buying into new ways of thinking and new knowledge (Pieterse, 2001; Sen, 1999). Fear, uncertainty and resistance were responses to change, each requiring education and time for comprehending new ideologies of democracy. What was not possible was envisioning the processes, assessing the impact, the

end results of the changes and how it might alter life (Pieterse, 2001; Sen, 1999). Jill acknowledged that by placing oneself in the position of the other requires sensitivity to the reality of others and

> part of that [change] I found was honouring the past. Acknowledging what was done, how they had done it and now – how do we move in the new direction? It was a mantra that I found had to be repeated consistently.

Resistance to change continues at the UP (Jill & Tom); however, change at universities is never easy (Trnavcevic, 2010).

Challenges during Reform

Challenges such as capacity building of institutions at the MoE and the University required sufficient time to work with locals while changing attitudes from the past and implementing new concerns such as gender education through role modelling democratic educational practice and experiential learning. One goal of capacity building was developing new knowledge and behaviours congruent with a changing belief system about education when modelling democratic processes.

Change, Reform and Capacity Building of Institutions

In a post-conflict society with political instability creating constant change, leaders jockeying for positions; new leaders continually emerged where government frameworks had disintegrated; therefore, in this political environment, capacity building was a challenge for institutions (Sen, 1999; Pietrese, 2001). The desire to hold on to what was known and familiar in the socialist system is understandable when life has been filled with destruction and change insighted by conflict and war in the past, and now moving towards an unfamiliar system of transparency and democracy. Institutions such as UNMIK, the newly formed government departments, the university, MoE, and local NGOs were and are still struggling (Jill & Jill). Kosova, speaks to this dilemma describing the need for coordinated efforts by international NGOs because in an emerging country each layer of government is working at a different rate of change and without common goals there was no common goal or dream for everybody in education. However, KEDP and other donors such as GTZ in vocational education and the Finns in special education coordinated segments of education

when building capacity. Kosova suggests NGOs should have found partners and coordinated efforts sending the same message, rather than each promoting their own agenda.

Kosova explains another challenge of leaders procuring adequate training before KEDP exits from Kosovo noting that KEDP's mandate was working with the MoE developing leadership programs and succession planning because programs needed to remain active, viable and sustainable in Kosovo. Therefore, leadership programs for principals were temporarily transferred to KEC (Kosovo Education Centre), a local NGO, who had the local capacity to train leaders where MEST could not, but KEC did not have accreditation authority. Although, MEST had the capacity for taking over the teacher trainer programs to develop teacher leaders. The goal was to establish a central institution for principal preparation but the UP was incapable of accepting this responsibility due to resistance to reform. Kosova's recommendation was that future educational leaders should be able to take the programs through the MoE or the university which is a standard practice in other parts of the world. Due to the instability of the political situation Kosova hopes that by 2012 there should be a government funded school for leadership outside of MEST, that represents all interests and partners and the programs would be offered through the university (Buleshkaj, 2009). This is only one example illustrating the challenges faced when presenting potential solutions in a highly volatile and politically unstable country. However, the challenge is further reaching since the politics of education are tied to administrative positions at the university and MEST; hence, interfering with progress and the stability of educational change.

Time is a Function of Reform

Change and implementing reform takes time (Interviews, Ana, David, Jim, Kirk, Kosova, Laurie, Louise, Jill, Meg & Tom; Anderson & Humick, 2006, 2007; Walker & Epp, 2010). Understanding Kosovo's historic socialist communist and past Ottoman government regimes, where edicts and vested interests for personal gain were the norm, could inform decisions for strategies and processes for change with a goal of sustainability. In addition, hesitancy or resistance may be driven by fear of the unknown and not having a vision for the future (Kosova & Louise). Since Yugoslav history and culture are much older

than Canadian history and culture, and have been entrenched in traditions for centuries that difficult to change; expectations brought by foreign projects, such as KEDP, ought to be carefully considered by exploring entry points while respecting local traditions. Meg identifies the challenges addressing gender issues addressing time required for introducing gender education, processing the new information, the traditions and customs of women in the culture prior to making change.

> Some glitches for me and my part of the project was that the expectations were that [more gender education] should be done ... on the field while the reality was that ... the gender issue[s] ... take more time. Like, it takes time for people to start thinking about that idea, and then comes the phase of accepting it and so we think about it: and then what can we do different or how can we ... implement it. So that was sometimes where we didn't agree with my international partner[s]. They just put everything in timelines and this needs to be done in 2 weeks. This needs to happen in a month; this needs to happen after 3 months ... It doesn't work like that because – just to come to a starting point it takes me ten outings. ... [I] go and talk and meet with people and try and explain and negotiate and so ... I felt I was under pressure some times.
>
> There were parts of the project ... especially [gender issues] ... you could not produce what was expected to be produced after whatever period of time, because talking about girls education in some remote [villages], and girls education after high school, and talking about bringing in more women into the school system. Those things are taking forever in so many countries and to expect that that will change after a year or 2 years, five months – that was unrealistic.

Time is a critical commodity in attaining the goals set forward by the funding agency, however what takes more time is sustainability of change (Interview, David Jill, Kirk, & Tom; Walker & Epp, 2010).

The Notion of Expert

The notion of expert was a naturally emerging cross-cutting issue needing to be understood by internationals working with Kosovars in their cultural context. Tom explains

> the role of an expert is something that I think needs to be mediated ... To get Kosova [who is not a professor] heard you had to present him as an expert, I think that is something we need to use wisely because all the professors think of themselves as experts. Which is their downfall, because they stopped reading, they stopped doing research, they stopped learning. I've made it, all that hard work, I don't have to work anymore now. Now I'm the expert, they stop learning.

Interestingly, the concepts of learner and lifelong learning did not exist in the communist regime, but Kosova and Meg, both Kosovars, used the notion of expert. Kirk points to needing to see the difference between expertise and expert.

> I had a group of regional officers who ... mentioned about so and so, the expert in this area; so a teachable moment – expert, so I started talking to them. Why do you use the term expert? And you are negotiating through the translated language of trying to make a distinction between having expertise, having responsibility and being an expert and how we tend not to like the term expert. And so I asked him: where do they get the term? And they said: "You Canadians gave us the term." So they got it from us.

Kosova & Meg, KEDP Kosovars, explained the term expert in the communist system was bestowed on someone who had prestige, had graduated from university with a degree, a professor, a teacher who did not need to continue learning or someone who was an authority in a subject area, or an international giving advice. Since teachers and professors were seen as experts and were held in high esteem, this notion of expert had far-reaching implications such as holding power, privileges and influence. The use of the term expert emerged when Kosovar KEDP staff required international expertise and support for promoting gender education, leadership development, when meeting with politicians, university professors and challenging or proposing changes because they felt they had more credibility with an international at their side. Internationals were often referred to as experts and upheld as knowledgeable with prestige and it was important for locals to be seen with internationals (Carol, Kosova, Meg & Tom).

The term expert was also used to claim a voice, to gain entrance into places and positions, to be listened to, to be seen as credible and trustworthy (Kirk, Kosova & Meg). However, a woman who did not have an equal education to a man or was not an international was chided, put down, or insulted and not seen as an equal (Meg & Jill). Being an expert also meant having power and authority in the culture of unwritten traditions and ideologies promoted by communism. Being with an expert, whether male or female, gave credibility to the individual who was then seen as trustworthy and knowledgeable (David, Kosova & Meg). An international acknowledging a Kosovar as an expert brought prestige to the local who was now esteemed, had status, power, and the

authority to speak, be listened to and make decisions. The professor was seen as a highly revered expert in Kosovar society, however would not be challenged about corrupt practices claiming additional fees for classes and better grades (Carol, Jill, Laurie & Tom; Walker & Epp, 2010).

Canadians held a different perspective, not perceiving themselves as experts (Carol, Louise & Yvonne), but instead speaking about expertise in areas of study and working with locals thus building their confidence in their knowledge as educators. Carol reveals her experiences:

> When I used to do the workshops, I felt they gave me too much prestige ... and that I knew everything. ... A man said: "When you come over, you give us your knowledge and tell us what to do and then you go home and we do it." ... I felt they had ... the intellectual ability but they did not have the confidence to use it. And I was trying to get them into groups and generate answers. I was trying to I get them to see they did have the ability. I felt in many cases they thought I had way more knowledge than I really did. ... I was trying to find ways to change their thinking on that: "You can do this ... you can figure out how to ... I saw a lot of the 90's when I was there... the time when they didn't have to go to school [had parallel schools] and here we were working with people who had a gap in their education and we had to bring them back to realize they had the intellectual ability that they could reapply.

Yvonne describes Kosovars lacking confidence in the midst of the resultant progress.

> They believed that they knew very little. The experts had flown over to give them everything and tell them everything. Of course, I hope what they discovered was that together we know a great deal if we open up the space for the questions to emerge and then for us to pursue the questions together.
> ... They [teachers] began to move away from the idea that the teacher must be the expert. Certainly the teacher is experienced and insightful, and of course insightful through the watchfulness that Ted Aoki and Max van Manen talk about – this is where teaching really comes from. But it was interesting when I came back on that third time ... I was working with them as they facilitated and took others through these training sessions. ... That was key. "I don't need to be afraid of not knowing - anymore. I don't need to be afraid of diversity." In fact, ... it was Heidegger who said, the more we let go of ourselves the more we become who we are. It is true – because ... the Albanians, the Bosniaks, they came in [to workshops] so courageously.

The courage of teachers was evident in their passion, curiosity and active involvement while embracing new constructivist ideologies in education (Louise, Gavin & Kosova).

From my experience in Kosovo, I encountered teachers and school system administrators who felt children needed to be taught all things; however, through learner centered instruction, teachers discovered they too could tap into children's prior knowledge by asking questions rather than merely telling them, thereby challenging previous educational practices. Likewise, challenging the concept of expert created opportunities for changing teaching methodologies in school situations; furthermore, liberating both the student and the teacher. The teacher was no longer the fountain of knowledge and the child the empty vessel to be filled (Carol). Tom describes the importance and impact of role modelling practical experience.

> I think in terms of the practice, practical aspects of expertise in Kosovo and at the UP it was having your PhD, and you call yourself an expert and that was it. And what we did from the very get go was brought in people like David Lynn who was a superintendent, no PhD. We brought in Laurie Walker who was a PhD who was also the Dean of education in a small faculty of education and was seen as the best faculty in Alberta. And so we are looking at people being brought in from Canada who indeed had tremendous amounts of practical experience and so they would use their experiences as anecdotes and stories and so on. They would be able to describe what they we're doing in our programs in Canada from the base of their experience and not from the base of their PhD or their master's degree. So I think that piece from the very beginning was settled. The thirty four people or so people who came to Kosovo the first summer, I'm going to guess most of them didn't have PhD's, many of them didn't have masters, but all of them had tons and tons of experience, and that became the cornerstone for KEDP.

The importance of credibility, relevance and practical experience was confirmed by Jill.

> I think credibility and expertise was valued because I know that I often received feedback and heard feedback on others who were presenting and designing workshops that we actually modelled the action learning experientially – non-lecture type... but they were actually asked to carry out the practical. ... I remember people saying if you go to any workshop that Jill is doing you go and come away with something practical that you can use right away. So I think they not only had many, many people who had the practice in their own life that they could relate real stories, ... so experientially, when you gave an example – here's how to do something.

Role modelling in all aspects of teaching and learning was found to be what built transparency and credibility in KEDP's work (Kosova & Meg).

Gender Education

Concerns about gender emerged in numerous ways and within many topics; encompassing gender education addressing status, equity, equality, denial of leadership positions, credibility, and opportunities. The findings point to the importance of women developing relationships through networking and supporting each other thereby building a critical mass for change. Again, establishing relationships supports new initiatives facilitating change.

Gender Education - Equity and Equal Opportunity

> Where did I see the reference of domestic violence and gender equality training because gender equality training is where it starts. We did introduce it into the classroom and to school teachers in elementary schools and then higher level and MoE and the university. It is the first step of raising awareness about equality, and actually the end result is that violence is not okay because we are equal. So it correlated and both influenced each other and that is how I made my little connections here or there. It was quite interesting (Meg).

Discussions, such as Meg's, arose in numerous interviews and for many different reasons, revealing traditions about gender in the culture, personal and professional practice affecting leadership roles for women, additionally bringing to light submerged issues. More specifically, the issues identified girls in rural areas who were not attending school, the treatment of girls in classrooms, women wanting positions in leadership who were not respected or seen as credible and knowledgeable to speak to issues, and the way women were treated in various roles by both locals and internationals. Gender education was challenging traditions, cultures, and society while also reaching deep into the university, leadership positions, rural schools, job roles in the KEDP office, and into the home (Jill & Meg) by challenging inequity and inequality. One of the goals of NGOs was gender education by acknowledging gender inequities, subsequently setting policies and legislation to curb domestic violence, previously not recognized as a crime. Meg describes the challenges she encountered when introducing gender education into a society immersed in traditional values and unaware of the implications.

Gender education included developing an awareness of how women were treated in Kosovo, addressing concerns regarding the statistics of women in leadership positions, workplace equality and equity, wages, concerns raised about rural girls not attending school, illiteracy, traditions in a patriarchal society and violence against women. Furthermore, inequality and inequity were to be addressed and changes made in order for Kosovo to meet the standards for joining the EU.

> It was such a difficult time – the central issue in the beginning was you had two groups and some would just not be quiet – almost rioting**:** "No – no – we don't know this is not the case. We don't. ... We are all equal and it is not true what you are saying" and I had to deal with all of this. Sometimes you just use a little bit of humour and sometimes you just remain calm and maintain your calm – listen more than react or just make a joke or bring different examples that would open eyes. ... It was hard in the beginning but I am really happy about the result within those 2 years when we started. It was at zero ground and what we left behind. I am very satisfied with it.

Shock and denial were the reactions of Kosovars when introduced to various topics and statistics regarding girls in school, women in leadership and domestic violence presented in workshops. Meg reveals that exposing gender issues in Kosovar culture in workshops created resistance; hence, requiring the presence of trusted internationals, additionally bringing credibility and confirmation to her work in her position in KEDP. Meg found it was a "skill to get people to buy in so they actually want to learn more and not to isolate ourselves and build that kind of resistance". The process of gender education began by searching for small communities where girls were not attending school, and then the MoE and Regional Education Officers (REOs) were lobbied to promote workshops to elementary school teachers and women's groups. Meg affirms progress as values changed and girls returned to school recognizing potential opportunities.

> Girls would just go to high school and just think about getting married and that was the end of the story for most of them and the end of learning too. And now more of them are going back to university and starting at different colleges. And I hear from the Ministry there is a lot of effort in providing workplace learning and providing different additional courses.

Meg addresses sensitivity to ethnicity and language when reaching cultural groups and "being a Roma ... is not the same as being a Turkish, Muslim, Bosnian, or an Albanian

– so we have other issues coming into play so you have to discuss something else with this group here". Meg describes denial and hostility erupting when gender education, equality and equity were introduced to educators in leadership positions; yet insists, finding suitable solutions for gender issues were a necessity for meeting the government goals of becoming a member of the European Union. Meg describes her persistent efforts promoting the cause.

> There was a time when the MoE, who did all the work with teachers, and REO's wouldn't really sit and listen and they would just refuse to hear anything about gender equality at the principalship level ... You only have 2% of women principals and we have so many qualified ... that would do a great job but they are not allowed to be there because we are talking about cultural context and equality. It is just the mindset that it is just a man's world, and so at this level the MoE did not want to hear about it. They said: "Our REO's don't need the training on gender equality, we don't need it." So this was another case where you have to bring in experienced people with great expertise who know how to talk to and to negotiate and say: "Because you say you have to be certified as a group maybe this is one of the standards you will have to fulfill and it doesn't look good in the eyes of the ministry. And we are doing this because we need to improve these statistics here that would help you get one of the standards that the EU has, the Bologna Accord".

Being tenacious, persistent, and creative Meg found different ways to accomplish the goals set out by the KEDP project.

> So it took so many meetings to bring different people in, sometimes people from Canada, an expert because it was successful, but it took lots of talk and discussion. And sometimes we would run into ... a very unpleasant case. ... I was doing training for REO's and a representative from the ministry ... he was just so offensive and he said "What is this? What are you doing here?" He didn't understand the point of it. "This is just a waste of time and we don't have money for these things", and I don't even remember what he said. I felt so uncomfortable. And other people stood on my behalf and wanted to defend me, and saying how many things they understood, and how this is good for the school, and to improve the overall picture of bringing more women into leadership because this was also something that the EU was asking from all political parties – to increase the participation by a quota and have 35% of women everywhere for Kosovo to continue and become part of the EU. It was sometimes so discouraging that you just say – what am I doing here?

Like Meg, Louise and Carol also identified challenges surrounding gender issues when dealing with collaboration during teacher and pre-service teacher workshops and the

order in which educators spoke: older men spoke first, then younger men, older women and then the younger women. Louise describes her experiences of preconceived ideas.

> There were huge issues around collaboration. One of the biggest issues was ... you are the international so I will sit and listen. And you tell me what to do and then there was a gender issue around collaboration. ... Well so if there are men and women at the table then we will listen to the men, and then I think there was a real thing about old men. So the old men were the ones who got listened to and so you don't have collaboration. ... I remember it in operation with our group of trainers. ... that was really evident in a group at the beginning and that changed and partly it changed because ... he would encourage them to contribute and he would never ever interrupt or put his idea forward. He picked a good group who understood collaboration more so than government people and university people... There were and still are huge gender issues. I am sure they have not gone away.

Jill agreed change may be happening after teaching at the summer leadership course on gender issues in 2009, however women had also lost their positions at the university or the old guard had squeezed them out. Purposefully creating opportunities for modelling gender equality subtly brought messages of change and acceptability of equity. Carol explains how she role modelled change in her workshops. "When I had them do the group work, when I had them present and I made sure that the young women were involved because the men tend to dominate the women. I had them as presenters." Carol confirmed similar occurrences in her workshops with pre-service teachers, noting seating arrangements; older men in the front, young women in the back, and men who had the authority to speak first based on traditional cultural values. Jill concurred with Carol and Louise about the sensitivity regarding gender issues, affecting career opportunities.

Resistance and Denial

Resistance to inclusion and opportunities for the involvement of women occurred not only in the MoE and at the school level, but also at the university requiring perseverance, alternative solutions and patience eventually resulting in progress.

> Then, like the higher you go – the resistance was bigger. It took me at least four or five different comings and goings to meet with the team at the university until I had them sit down. And finally by the end of the project when I was leaving, because the project was active until 2007, but I left in 2005. The Dean himself was part of my training ... and this was

> the legacy of the project. So this group of trainers was taking over and they are responsible now, and they work inside the MoE and they train other teachers in the field of gender equality. He was there to evaluate the training, he was there as a speaker, he participated and I consider that a success.
>
> And it was one and one half years since we started and he didn't have time to see me, didn't want to see me, he didn't want to talk about these issues. ... he was totally in denial. Because with the university particularly ... we only had 12% of teaching positions were women, and no deans or vice deans. And another thing was sexual harassment that was at that level that was occurring more often than you would at the secondary level or elementary schools for example. He was just out of himself when we wanted to tackle this issue – he was outrageous – we don't have that here – we don't deal with that here ... there are people who would report it. [T]here was nobody that would regulate or oversee it because there was no written policy on sexual harassment at the university. So it could happen between the professor and the student ... between the teaching staff themselves. ... Maybe sometimes women feel threatened to even have any aspirations for the positions themselves because if they need to travel or go to a training with another professor ... there is nothing that protects them, no written policies in place so we went through some hard times.

Meg described her experiences along with providing insight into cultural values that were being challenged. Through Meg's work success and change became evident.

Establishing Credibility

Gender issues at the university affected attitudes towards acceptable roles, abilities and status of women, job position, level of education, credibility and whether to listen or to take the information seriously. However, the importance of establishing credibility, what constitutes credibility and how credibility was established is revealed by Meg.

> They allowed me to present with 2 of the professors that came, so that was a big hit. So she is presenting along side with a doctor somebody. ... I worked more with teachers and so the teachers, the lower level in that hierarchy ... were a little bit easier to work with. ... [W]orking with them [ministry staff and university professors] was a challenge because of the issues [gender, family violence] were sensitive. Especially the university was negative about it and very resistant to even have anything started there. Maybe it came to be presented from a wrong perspective because these were leaders and all were men. And so we were saying we need more women in leadership and that meant some of those guys would have to give up their chairs – basically. And who are you telling me!

Meg reveals the emerging attitudes, the put-downs and questions challenging a woman's education, intellectual abilities and credibility which were not uncommon practices; furthermore needing to depend upon international expertise and building relationships with men in leadership roles to open doors for advancing gender education.

> Oh do you have a master's degree that you have come here and lecture to me? So what degree do you have? What do know about university academics? Well I don't have to have a master's degree to be able to speak about gender issues – and so they try to disqualify you and they want you to be at the same level with them – like academically or they won't even talk to you. So that is why sometimes I would be talking with my counterpart of the project to bring me a more experienced person, not because I don't know how to talk to people, but because of the credentials. And then it took some time to build that credibility and that is when relationships again come, so once you go with a Canadian who presents you as an expert of local issues ... and then say[s]: "Oh I am a Canadian but Meg is really qualified to talk about these issues". That is really important how they present you to them although you are of the same breed. It is very important because when they see, Oh a Canadian is already trusting her; then she must know what she is talking about. So I needed somebody else to open the doors to the ministry ... and so it was not about the knowledge or the quality of work that you were offering.

Meg describes how credibility was built in order to gain entry to departments.

> It was after that phase of building trust and building the relationships and now I have more access, easier access to ... all the departments, or heads of departments, or the Minister [of education], or the Dean of the faculty – then things started to change. After that people started to recognize me as a KEDP person, as a very trusted and a very qualified person, because she comes from KEDP and they trusted her and so they send her to talk to us. So I had lots of this reaction.

KEDP now becomes a parallel structure to interpret traditional power relations. Gender and education exposed issues indicating status; therefore, once trust, credibility and relationships were established, progress could be made. An example was assisting communities by suggesting a strategy for establishing support for changing cultural traditions regarding arranged marriages for girls 13 years of age. Louise described a workshop situation and discussion.

> They had two women teachers in our workshops and in the whole of the Gorani community there were four women teachers. ... and they talked about how hard it was to be a teacher in that community, that people thought of them as sluts because they were working outside of the home.

Louise also uncovered additional issues and proposed establishing a female teacher's group in their community supporting and promoting change.

Gender Issues in the Learning Community

Gender issues also arose in the KEDP office, illustrating how both Kosovars and Canadians responded to a variety of issues, questioning why different standards and roles existed for women, and why women were marginalized (Ana, Kirk, Jill, Meg & Tom). The role of mentoring, coaching and giving permission emerge as key concepts in the findings about gender education. The discourse amongst three Canadian professors, involved as instructors and consultants, identify numerous gender issues influencing role modelling, change and reform. Kirk begins the discussion by identifying gender issues in the KEDP office.

> There were so many good things we were involved in and celebrated and I think that it's very important coming back to. ... When I look at the project and I try to understand how we don't see gender sometimes as men, we don't see marginalized people sometimes as people who are un-marginalized. ... Coming back to the KEDP office, and [Joel] is somebody we all worked with and [he] was able to work his way from being hard working and inquisitive and work his way from being a simply a driver to being a coordinator, to translator and having some significant responsibility. If you look at proximity and how we build relationships, connect people, he was a driver, he was speaking to the international, he was giving information, he was able to manoeuvre himself into that position, and yet we had 2 female workers in the office who were absolutely essential to the mission in terms of their local knowledge and the way they handled themselves. There was never a path built to enable them as females to find their way into more significant roles or – I shouldn't say never – I didn't see it. And that was my critique of it. What did we do with people who would not necessarily jump into leadership roles to enable them to do that?

Kirk wondered how the KEDP team could "have better empowered women ... to come forward because their natural state was to not do that and yet they were absolutely essential in our work"; nevertheless, the men could access what they wished. Kirk "worried

about ... how we [KEDP] actually operated". Meg noted that women at times needed to be given permission to step out of their traditional role; furthermore internationals could do that for them by requesting women do certain things. Kirk saw it as a "bit of a game on hand" in a society that was very structured; but had experienced from the "senior development program ... that senior leaders in the regional districts did ... try to build their research projects in a way that it empowered them [women] on sight so that they could do it in an equal way". Jill agreed with Kirk identifying what she too had observed in the KEDP office. Jill noted both women in the office had approached her telling her "how frustrated they were at the opportunities that were not afforded them at the issuing of their ideas compared to [two males] and so on". Jill finds mentoring as an important role in working with women

> where you really enter someone's life and their value system and so you are truly almost like a guide ... like a good parent. I see mentoring as a very close relationship, and I think we do that over time and I think we do it primarily by modelling who we are and how we work together and I think that worked very well for [two males]. ...There is only so much a man can do to understand the dual if not triple role that women play over what they play in North American society and far more in Kosovar society. The stories are similar and they do fit. In order just to get there – to work in the outside and the paid work that they did and the sanctioning when they did step up and take a lead role. ... I could give you examples of when both [women] were told directly that they could not do things such as drive the van.

Jill has informed women in her "summer equality course on leadership", that for this type of change to happen, women will need to "give up things. For us to tell them they can have it all anywhere is not true." She explained to women in her course that they will

> lose some people, places and things and they have to have a safety and security net around them in their culture much stronger than we do here so I think it's a long process. Ada was an example of someone who did not stand back. Marissa and both of them were kicked out of the system summarily, even though they got the support. So there are many factors there, and so when you stepped out of role type there's a cost and that takes a long time. So we have to recognize that it takes more care, more money, more time, and the longer you are there, where you are trying to change a deeply embedded way of being for everyone, and it comes in layers when you are ... like the dominant norm.

Tom noted what KEDP contributed was that women at the university were given a

> structure and we gave them permission as to change. We did it and then we left. And the [female] students said they'd both been vaporized out of the organization. At the same time, I'd just like to go back to what Jill said about women driving. Neither [women] were able to drive the vehicles.

Tom agreed with Jill statement: “You've got to be careful for what we are giving people permission and empowering them to do unless we are able to give people support”. Meg concluded both mentoring and giving permission empowered women in challenging the traditions. In addition, Kosovar women had found alternative ways of approaching issues, trusting their professional judgement and bringing about change. Mentoring was raised numerous times illustrating the impact of supportive advice, building esteem, while being supported by the public image of learning from esteemed internationals. Tom describes mentorship as collegiality.

> It’s where the international expert, which is what they like to call people, takes off that hat and becomes a collegial somebody that has different experiences, encouraging ... You’re not the expert as much as you are almost taking on a parenting role, where you diminish the power of distance between you. Where you’re more equal and it’s an authentic role where they select you to be mentor because they’ve emailed you, they’ve reached out and you respond. That’s mentoring. I see mentoring as something that is not organized by the leaders of an organization.

Gender issues in the KEDP office, became a tangential topic brought forward in numerous discussions by several participants, although, as a researcher it was not my initial intent to focus on this topic. As I reflected I also asked myself the question: Would some of these scenarios be any different in Canadian society? This next segment raises other issues with subtle observations that Tom, Jill and I made, for example: the first gender education workshops with males as three quarters of the group. Other concerns were that the Canadians in KEDP did not understand gender issues either and potential solutions were not understood. Louise observed:

> ... they [University of Calgary] didn’t get it [gender issues] and I really felt that and also from [the project manager] – cute young women. And when Ann [a Canadian consultant] came to do the session, at the end of it she still shook her head.

Gender issues were evident, often subtle, exemplified by a male university professor who chaired a principals leadership conference in its entirety, when a Canadian female chaired the committee with Kosovar females involved in planning the majority of the conference. No overtures were made for co-leading in any of the public formalities. However, formal and appreciative acknowledgements were made about the committee work acknowledging the female leaders at the end of the conference.

Concluding Thoughts – Change and Reform

The personal journey of reform in education described by two Kosovar participants was a step in taking risks in a society steeped in communist traditions and culture. Their experiences in KEDP proved to be challenging and at the same time filled with hope, new learning and career opportunities while making a difference in their own society. It meant a steep learning curve, making successful transitions into new work habits impacting personal lifestyles and long held cultural traditions. It also meant accepting new ways of thinking and role modelling when looking for numbers with visible results and accountability to meet RBM reports. New ideologies, including more women in leadership were embraced bringing about changes to individuals and the institution by beginning the process of moving from communism to a democracy. In spite of the collaborative work of both Kosovars and Canadians, change requires time (Fullan, 1993, 2007; Lambert, 1998), even as the mentoring, role modelling, strengthen and build capacity in individuals. With time institutions too "will change" (Jill).

The Culture Builds the Context

> You should send, I will call them observers, people who need to spend time there [in the country] first and try to sort of integrate in the community and get to know people, ... the culture ... the level of knowledge, experience and expertise and then you can have a picture of who you are dealing with; and not come with already formed opinions and judgements [thinking] you know who these people are. While in fact you've only read about them in the newspapers and heard about them on TV and that can be very judgemental. That doesn't tell you a real picture ever (Meg).

Meg described that it is best to experience a culture first hand allowing it to shape thinking and behaviours. Tracey (Pilot interview) confirmed this; strongly recommending

assumptions about people and a culture need to be “checked in at the door” and that “we cannot make recommendations unless we have a firm understanding of what is going on”. Culture is the wildcard and theory must be moved into practice (Pilot focus group interview, Susan & Tracey). Both Tracey and Susan concurred that theory is needed to understand what is going on and problem solving becomes the hands on experience fieldworkers see the importance of working *with* people rather than imposing ideas *on* people. Tracey (Pilot interview) identified building relationships and building trust and understanding may be dissimilar in different cultures. Maintaining the relationships and building ideas collaboratively occurred best through face-to-face relationships; of equal importance is learning how knowledge travelled and how it is transferred (Tracey, Pilot interview).

This section brings to light cross-cultural issues that creates intrigue, curiosity and surprise while drawing awareness to different practices. However, it is when comparing, making false assumptions or judging cultures that cultural dissonance occurs. Making generalizations and judgements often surprise, offend, shock and hurt both cultural groups (VanBalkom & Wenderoth, 2007) while teaching valuable lessons about ourselves and each other. Falk & Dierking (2000) recognized learning about another culture through the eyes or experiences of others creates an automatic bias because each one formulates ideas based on assumptions, perceptions and generalizations drawing by conclusions based on the norms of the culture from which they come. It is because of this that internationals need to go into a culture listening and observing, rather than speaking (David). Meg confirms that the first contact is important because newcomers have not “tested the grounds” and the local “people feel... and they recognize it when you go with an attitude of I know better than you do”. An attitude of superiority or inferiority is not uncommon in international development work, given that it speaks about the position of the giver and the receiver, the oppressed and the oppressor that influenced by an imbalance of power (Freire, 1996; Sen, 1999; Pieterse, 2001).

During the interviews, thoughts and attitudes surfaced criticizing Canadians for lacking knowledge about Kosovar culture and that they should have known the history better (Kosova & Meg). Interestingly in these conversations it became evident through the

choice of words how authoritative and critical Kosovars described their views by using terms such as: *in fact, should have, need, must* and others. I wondered if these feelings were the result of living under communist oppression, the need for perfection, or lacking self-esteem; yet other times I interpreted it as criticism and the need for Canadians to be perfect because of being seen as 'experts'. Both Canadians and Kosovars made assumptions; nonetheless the challenge was not being judgemental but instead approaching it as a teaching and learning situation. In this scenario Canadians assumed leaders involved in the steering committees had decision making and signing authority. Kosova provides an example about making incorrect assumptions.

> Canadians worked with people just following the orders from their superiors, from their leaders, top down system and that I think ... Canadians should have been a little bit better prepared in dealing with people and allowing that time for local people to learn how to be part of decision making. And I think of the project steering committee meetings, and I think of the policy development group that was local and international, and TTRB where local people were sitting there but were not basically allowed to sign any paper or anything because in our system you were not at the level that you can make decisions for something ... in the early stages. So allowing for that growth and disseminating the information properly; so people know who is working with us doesn't mean those are the decision makers. And even the ministers couldn't decide on many things because they have to ask other people. I can say ... you can talk, but when it comes to signing. No, No ... I think we [Kosovars] were a little reluctant to take initiative because we were still living with the system even after it was gone and somebody has to lead and then you can follow, or somebody has to sort of draft a way ... then you do your best to get there, but we were struggling with getting more self initiatives from people.

Canadians assumed Kosovar leaders would intuitively know the processes for making motions at meetings and making decisions (Kosova); yet were Canadians briefed on communist practices? Meg agrees: "making it known to them [Kosovars] that they have power and that they can use it and to what extent" could have expedited democratic reform processes and that Canadians were giving permission for policy makers to exercise their rights as trusted professionals.

Cultural Dissonance

According to Kosova, misunderstanding and biases emerged from media reports about the conflict symbolizing ethnic cleansing; however, he explains that from the stand point of problems in the schools, language became the easily identifiable problem; thereby separating Albanians and Serbians. It had been compulsory for Albanians to learn and teach Serbian in school; however Serbians were not required to learn Albanian. The Serbian government mandated that all Albanian teachers teach only Serbian history and language, forbidding Albanian history or language teaching, therefore creating inequities and denying the demographics of Kosovo. Ethnicity and religion were not identified by Kosova as issues addressed in the schools creating delineation; however language, ethnicity and religion were connected in the community and was the image presented by the media. Albanian celebrations in Kosovo schools often had an emphasis on culture and patriotism that was presented as poetry, song and dance. Kosova explains why the conflict happened.

> Why? Because it [refusing to learn only Serbian history and language and not including any Albanian history or language] started in the schools and we said: "No, we don't to do what you are asking us." and they say "You don't want to do; then you leave the country. Well this is our country. No it is not." and then after that the ethnic [cleansing]. ... In Kosovo we said no to the new curriculum. That said, you teach 80% ... is Serbian content. We learned about the history of Serbs and Serbia and we are not Serbs – we aren't saying we don't want to learn about that, but 80% should be our history and our culture. ... And when we said: "No!" Then that is when educators played the role. We want a separate system and then the cleansing – then the conflict started with the government ... [It] started to kick people from jobs and then make them leave the jobs and leave the country and then finally, you will go somewhere else, you don't belong here.

Multi-culturalism was valued as Kosovars looked to Canadian multi-culturalism and integrated Bosniaks, Romas and Turks into teacher inservice. Since Canada was a multi-cultural society, all inservice attended to the needs of various cultural groups requiring interpreters and instructors to be sensitive to cultural nuances. At times a session was translated into three languages, Albanian, Serbian and Bosnian requiring the speaker to be skilful, developing thoughts carefully and crisply because of the time required for interpretation. Awareness that stories or jokes in one culture could be inappropriate,

offensive and have no meaning in another culture may not have been known; therefore unless the illustration related to the work it was best not to use the story (Gavin, Kosova & Tom). Telling stories that were culturally inappropriate also made it difficult for the interpreter who could foresee the participant's potential reactions, and be embarrassed by needing to translate the story. Cultural dissonance not only included unfortunate misunderstandings, but also forced workshop facilitators to observe carefully, be sensitive, and think about what to do and say; rather than inadvertently offend. Louise confirms a similar incident to what Carol describes in her workshop and the advantage of having a trusting relationship with the interpreter who could also inform workshop participants.

> I saw them [stories] diminish over time. In the beginning there would always be the speech from the senior male who would go on, taking five to ten minutes without taking a breath, to talk about the terrible situation that they were in etc.... What was interesting was over time there was less tolerance for that speech and towards the end we were running out of time to talk about the concepts and there were people who would talk over him and say: "We want to go on." And they did not want me to hear this kind of speech, but that was kind of a Milošević speech. ... And the first time I heard it Blerim gave me the response in my ear he wouldn't be translating it. Blerim told me they did want to hear about your family.

Canadians may not have realized that cultural faux pas were keenly observed by the locals and openly talked about (Kosova). For example: Canadians were so keen on getting their work done, were task driven that they did not go for coffee and lunch was eaten in the office because it took too much time to go out (David). Internationals also reminded themselves to do more listening, observing and understanding before speaking (Ana & David). Ana affirmed this.

> I realized I often stepped back and refrained from giving my personal opinion and listened to all of the voices around the table first and I really restructured how I presented my information to them. I think that when I joined the project I immersed myself and would just bull-doze through, and I am sure like other people would, and something would happen that would make me realize 'we don't take the lead, we don't want to convert them to our practices' and our goal is to have that open dialogue and explain how we do things and also listen to what they would think is appropriate and to learn how they think, and come to a common understanding.

Ana understood the FRY culture from her own roots as a Croatian; therefore seeing more deeply into why and how things were said while looking for the underlying message or agenda. Ana explains:

> I knew a lot about the local context and the culture again from growing up and my background, however there were stereotypes I was told from the Croatian perspective, from the Albanians which I held in my head and held close to me and waited to see what would pan out and a lot of it dealt with the gender roles that I experienced ... But working in the Balkans for me – what it did was bring into practice a lot of things I knew in theory and something that it helped me to do was fight the culturally dominant thoughts and practices that we did all bring to the project. It was interesting, the whole idea of LCI is to be learner centred and if after 20 minutes your students take you into a different direction – you are supposed to go in that direction. I was always quite intrigued by how much thought and preplanning went into workshops when really if you didn't fully understand the cultural background, how would you know which direction to take in that workshop if your local colleague didn't give you some insight?

Transparency was another issue creating dissonance because Kosovars may not have understood the importance of being transparent and that behaviours needed to match intentions otherwise Canadians read hidden agendas and dishonesty into the account (Jill, David & Laurie).

Teachers as *Shapers of Society*

Teachers in Kosovo valued their role in working with children and teachers knew and understood the impact of their role as educators in changing society (Kosova). They saw their job as very important – to shape society and to act on what was valued by planting seeds for change (Kosova). Educators and education were valued in the culture, yet did internationals understand the deeply rooted values of a culture that supported education so profoundly? Kosova explains the teacher's role in education

> was key to keep societies alive for so many years and maybe that is because of the context. It was the pre-conflict or the conflict environment and the only layer of the system that was functioning was education. And then that is how people were connected and came together to do things through the school, through the system. Education did play a major role in reforming the whole society and that was the practice that education played a major role in starting the conflict all over the region.

> Yes, it [education] has been the seed so everything, everywhere, people ... think of the conflict in ex-Yugoslavia and they always related it as religious conflict ... I hear many people talk about that, but if you go deep into it and think and look more closely to the conflict. It started with the school. It started with language, with language of instruction and the use of language. ... [I]t was demographics – oh yes. ...So education was the seed for everything. Anything you wanted to change in the system you used schools. You put students and teachers out on the streets to demonstrate against something, and protest against something ... That is another study I want to start.

Interestingly, it was schools, teachers and principals who were the first to champion change and promote reforms. With the implementation of LCI and following democratic processes, it was teachers who embraced the changes, with some principals and parents supporting changes when they understood what was happening (Interview, Louise; Anderson, Humick & LaGrange, 2007).

Not bringing teachers on a Canadian study tour to observe multi-ethnic and ESL classrooms and school based staff development practices was disappointing to Kosova. Although videos had been sent to Kosovo, Kosova felt there was greater value from experiential learning and being in a Canadian school on a study tour. Although senior leaders had experienced a study tour – the sentiment was: "Every time we brought people [to Canada], we brought senior leaders. They are part of the change process, but they are not the key people. The key people to make the changes are teachers" (Kosova). This statement refers to position of power, seniority and the philosophy held about teachers as *shapers of society* who Kosova felt have a greater impact on students, parents, the community and future society.

Canadians Learning about the Post-conflict Communist Culture

> People didn't have inservice before and that is the first indication that you are passionate about this new opportunity ... People were open to meeting internationals. ... and that tells about the passion to do more things and to learn from others. ... We met every single month with ... [teachers] who took the summer course. ... Those people showed up [for] every single training ... they were motivated they really wanted to learn more and do more (Kosova).

Kosova explains how professional development captivated teachers and inspired them to learn. It was crucial for internationals to understand the socialist communist culture

of learning prior to determining what to change. Understanding the implications for implementing new methods created important learning opportunities for both the internationals and Kosovar leaders and teachers. Building trust and credibility through transparency and role modelling emerged as key findings. Yvonne, as a workshop facilitator and trainer explains the importance of knowing the power, influence and impact of a teacher's voice while also creating a climate for learning:

> It is a matter of thinking very carefully about voice and continually asking ourselves the question: what am I doing here and what do I need to do? What ought I to do to make sure every voice here is cultivated, and of course at times it means ... whose voice is being silenced here? Who is silencing it, and what ought I to do about that. Sometimes it is just my own voice as a teacher that is silencing others.

Yvonne recalls the first inservice held in the summer of 2001 describing her thoughts.

> When our students [Kosovar teachers] came into our learning environments in Kosovo their voices had been silenced and so when they came into the classroom, already we had tables set up so that they were working together and the tables were not in rows, and they were startled by this and quite delighted. And so physically we demonstrated right away to them that this is an opportunity for them to come together to talk, to share their expertise, to share their knowledge, to raise their questions.

Canadian educators were able to respond with sensitivity to the cultural context when understanding the immense effort educators in post-conflict and deprived countries made to attend sessions. Yvonne describes an incident:

> ... But he was up at four o'clock in the morning and he walked with one of his colleagues up from his village to the bus in order to be there on time for the session at nine o'clock. ... At the end of the day he took the bus and this time to go back to his village he walked up hill. He had a long way to go. That passion was there in I think every single one of the participants.

Jim tells a story of immense commitment on the part of teachers and their desire for learning when the German army, who was part of the UN peace keeping operations in Kosovo, locked down the city of Prizren not allowing anyone to leave, however one teacher escaped through the mountains walking for a very long distance coming to explain the lock down. Other teachers arrived from the village during the week and in the end all were able

to complete the sessions and receive their certification. The challenge for the instructors was presenting the certificates for participation in spite of the absences. These stories confirm the commitment and passion educators had to update their education and bring about change. Taking responsibility for one's own learning was only one of many new educational experiences for Kosovar educators, given that the former system taught that learning was sufficient after a university degree was obtained; however, change was on the way when professional development was offered in subsequent summer institutes. The motivation and a deep passion for learning were evident; they were *hungry for learning* (Ana, Louise & Yvonne). Yvonne describes participants in her first workshop:

> their eyes full of hope... I will never forget that. The body language, open arms, faces up and the comment that came out in that very first day in round one from one of the men ... "We have waited so long for you to come." It was so humbling. ... One of the things that was interesting, both the participants and the people who became trainers were greedy, they were avaricious for knowledge and for learning how to work in these collaborative democratic ways.

Amongst the teachers in the schools, there was not only intense interest and motivation to gain new knowledge, but a deep passion for learning and reform (Ana, Kosova, Louise &Yvonne). Additionally, a keen interest emerged amongst educational leaders and their colleagues in the next summer institute (Louise & Yvonne). Therefore it became important that internationals provided opportunities for local educators to take on leadership roles (Freire, 1996; Pieterse, 2001) as well as find their voice by engaging their colleagues in lively group discussions, sharing ideas in a democratic setting, networking, and being able to mobilize change at the grassroots (Yvonne & Louise). Kosovars, working with this goal in mind and an eye to the future would reap the benefits of change.

The heart and motivation of the Kosovar educators had changed to accepting responsibility for one's own learning and going beyond the call of duty (Kosova & Meg). Working with new ideas, engaging students in participatory learning and developing lessons implementing learner centred learning strategies was critical to implementing democracy in the classroom, thereby creating a new milieu and philosophy of learning. The international instructor acknowledging the work and encouraging educators their work was important, however, Kosovars needed to recognize they were not doing the work for the

project, but for the children, and themselves; and by teaching their colleagues they were creating a different future for the country (Kosova).

As teachers worked together in leadership development workshops they networked with colleagues from other schools creating another new experience (Salihu, 2006) of collaboration and team work providing support to each other since other resources were not available. In Kosova's opinion creating opportunities for networking, collaborating when establishing ownership and responsibility were important for reform to progress:

> Schools [were] working together, schools helping schools ... our trainers, who we worked with and we helped grow and became local leaders in teacher training. They were the ones building the networks with schools in the area and then going and providing free training without any reimbursement – just to help others. That was also included later in our Ministry of Education strategy for pre-university education and school networking and school based professional development and networking of schools in one area or the other. The idea of the trainer's network that we initially started, that was embraced and was included in ministries strategy for development of pre-university education ... That really changed the latest developments in curriculum and teacher training and leadership training. So people were able to see the importance of sharing with others, sharing the experience. That it didn't just mean sharing good results and successes, but, also failures and things that they learned and challenges they were facing.

Once educators knew the democratic processes for teaching and learning in the constructivist classroom, they undertook the work and continued because they believed in the process and knew it worked because of their experiences with it.

Succession planning was an important step when developing new processes for managing the learning conducted by a project. Coordinating and sharing expertise developed by a variety of NGOs facilitated networking and supported sustainability through the MoE. Kosova explains.

> We did initiate that [networking] at the right time ... in 2004 – 2005 when we built the trainers network and breaking the idea that trainers of one organization are just trainers of the organization, and provide opportunities to meet and share. And then people from different organizations are doing the same things, but we are just using other words, and that helped the Ministry then establish a team of inservice training section that would coordinate things that we [KEDP] did coordinate in the very beginning with the donors and they [Ministry] took

> over then, coordinating the efforts of different trainers became our policy. If you remember in late 2002 to decide on how much we would reimburse trainers? That became a policy for Ministry and that was what the Ministry included in their own project for paying trainers and didn't allow other groups to pay more so there was no competition in that area.

Kosova acknowledged: "We did a lot of good things, we all should be proud of and we learned a lot from working there and being part of the project".

The Canadian Way

Kosovar study participants happily volunteered information that puzzled them about the Canadian way of doing things. Numerous characteristics have already been addressed as merits of KEDP as an NGO; furthermore, two things struck Kosova: the professionalism and formality during his job interview and that all Canadians came with "experience" and "were very formal when ... doing the work". Meg described feeling comfortable asking questions when she was in doubt, and liked the concept of working in a community of learners. Other Canadian philosophies discussed included: collaborating, facilitating, supporting, working transparently, and releasing ownership (Kosova). Working with longer term goals, anticipating what was expected and learning how to meet deadlines was a switch from what Kosovars had known in the communist regime; therefore, planning ahead was a skill to be learned. Carol relates her experiences about preparing teaching resources weeks in advance.

> When I arrived and they had just started the translation because they did not have a great concept of long term. They had lived short term all of their life and so learning long term was a challenge. So they asked: "Why do Canadians have to plan what you are going to do in March? This is October?" ... Long term planning was very difficult. ... They would work until late at night just before needing it ... That started to change because they realized they had to do it. They gradually got better. ... And I would say to the teachers in the session: "I don't have the copies because I didn't have the materials in on time", but of course that was not the story, but rather than saying they weren't translated. And then they [staff] realized they had to work long term.

Taking blame was a new concept to Kosovars and Carol spoke about teaching this concept to both the interpreters and the pre-service teachers who would be responsible for their actions in their classes. Many other examples describing Canadian values are cited in

Appendix I and throughout this chapter noting such things as facilitating sustainability through local ownership and responsibility (David & Jim), mentoring and modelling, being transparent (Jill, Meg & Tom), attending to multi-culturalism (Kosova), and being relational people who enjoyed working with Kosovar educators (David, Kosova & Meg). However, Canadian values and expectations for implementing multi-culturalism may have taken place too soon (Kosova), nevertheless the Albanians, Bosnians, Ashkalee and Roma rose to the occasion working together, respecting others and enjoying the freedom found in applying democratic processes.

Strengthening and Building Capacity

In this section of the findings, Canadians and Kosovars discuss strengthening and building capacity of leaders, what it meant and how they worked with educational leaders; therefore, fulfilling the KEDP mandate of sustainable leadership development. The opportunities for learning and mobilizing the goals of KEDP involved not only strengthening and building the capacity of teachers and leaders through inservice training, but also learning for the purpose of enhancing the personal capacity of KEDP facilitators. Opportunities, challenges and successes were remembered as stories and events emerged engaging metacognitive thinking and learning on their feet (Schön, 1983).The challenge was making sense of leadership development in a culture of leaders immersed in communism. The findings draw attention to seven subtopics: first, describing how capacity building was understood and practiced by KEDP participants; second realizing the challenge of building capacity in leaders in the face of resistance, local elections and politicized leadership positions; third dealing with new concepts in language without adequate terminology; fourth developing agency-oriented development; fifth developing resources to support new methods of teaching and learning; sixth challenging old ideologies while developing new knowledge and new behaviours; and finally seventh, creating a new culture of learning.

Understanding Capacity Building

Contrary to the notion of being an expert, introducing capacity building and lifelong learning further challenged educational philosophies of Kosovar educators. Tom, a

university professor, described CIDA's philosophy of capacity and the role of professional development:

> You're building capacity; you're not doing things for them... When they [CIDA] talked to me about capacity building, it was to get me to think about supporting the development; I'm not doing it for them. When I was responsible for the inservice program, I'm supporting them, as they develop the inservice program, that's capacity building. I'm not creating it for them, saying this is it. ... Professional development is ... grassroots – it's the individual seeking enlightenment, or new skills, or new concepts and that's professional development.

Two key philosophies arise in this conversation; first that it was not the job of KEDP to do the work, but to facilitate and support the learning of others, and second that learning is owned by the individual and the responsibility of the learner. Consequently, building capacity through professional development began a new era of lifelong learning previously unknown to Kosovars in the socialist communist system and bridged the gap between the philosophies of the old guard by modelling democratic ways of learning and teaching (Meg). These new processes included: working in groups, cooperating, listening to others, treating each individual with dignity and respect, and collaborating amongst individuals regardless of their position which was different to their traditional belief system. The common goals and outcomes of capacity building were taking responsibility for sustaining ones personal and professional development. The following conversations describe how capacity building succeeded. Yvonne explains

> capacity building begins with one's own self and knowing that one is capable of doing something. It has to do with confidence; it has to do with knowing that ... expertise resides within self.

David, the field director, adds:

> Capacity building is providing individuals, groups or organizations with the knowledge, skills and perhaps attributes that are needed in order to undertake a process that is significantly different from past practice. So new processes, new practices in order to achieve results that are unattainable using current practices.

Ana, a university professor and KEDP inservice coordinator adds the need for a supportive political and institutional environment.

> Capacity building is hierarchical and it does take place from the ground up and it is grass roots, but it can't even exist if the greater context doesn't allow for it. ... [within the context of the individual institution]. ... And I can see just by comparing KEDP and SEDP. ... in Kosovo you have the individuals on the ground who were avaricious and thirsty for knowledge and for change for development, but that was allowed or permitted because you had a ministry that was in that mode, you had a UN admin that was pushing for it – so it was ripe from both sides and it is continuing today. But in Serbia you had the same individuals but nothing could take root. There couldn't be movement at all because at first when there was a Minister of Education that pushed for reform, this took place, but once he was removed ... everything closed in again; ... capacity building could not take place at all.

Jim explains that leadership development for Kosovars demanded learning

> new skills, new directions and ... hav[ing] a lot of new knowledge. ... You have to build the capacity for something, so capacity for change. You can understand all the change, but you have to build capacity for change; and so therefore, you need to know your staff, you need to know where they are going and how to support them one person at a time. And it goes back to that one person at a time, it is not what you say, it is what you do. ... [Y]ou can't expect your teachers to change unless you [the leader] have changed and so you have to model that.

Creating opportunities for gaining knowledge, developing leadership skills, adopting and modelling new behaviours provided a sense of personal agency. Yvonne explains:

> I did see in the third round [teacher trainer inservice] when we were working with people who were trained to become facilitators. I think of one person in particular, again from the country, he was quite hesitant and shy, but he became a facilitator. He offered quite a bit to those in the area where he was leading when he went back out into the school. He even carried himself differently. So there was something about moving into the role and having those expectations there, and having the support around him that caused him to believe that he was capable of offering leadership to others in education.

Yvonne observed personal growth and leadership opportunities fulfilled professional needs.

> ... I think about one of the women in particular she had that [ability] ... when we were working in round 3 training facilitators. I could see her energy and her intelligence, her desire to cause things to be different. It was there in the beginning, the energy, but now she had a role. ... The role had been legitimized for her to offer leadership and so she did.

Making sure educators "really want to accomplish what they say they want to accomplish" (David) then providing time for professional development became a successful strategy for strengthening and building capacity in teachers and leaders (David). Mentoring, coaching, being a critical friend and role modelling were other strategies (Carol, David, Jill, Jim & Kirk). The cascade model of training, networking and relying on educators collaborating in formal and informal settings were the primary strategies for building leadership capacity (Interview, Kosova; Anderson & Humick, 2007a, 2007b).

The Challenges of Capacity Building – Politicization of Positions

Elections impacting policy changes and political agendas overturned many decisions and democratic processes in the unstable post-conflict environment. Meg explains that after "six months you have another political party with different ideas with their own rules" who doesn't want to accept what you are presenting, consequently a great deal of time and effort are spent in negotiating and convincing politicians about the benefits of the work and why. Kosova explains the impact on the efforts of school reform.

> After 4 years ... everyone was trained then [the] government changes and a new political party comes in power, and then the first thing to touch in [the] education system is the principalship, and then a new recruitment of principals started. So people would have to reapply for their jobs even though it was mandatory by law to have the KEDP training; ... even though it was stated and the law was there the new government did not respect it; and so they started recruiting principals and they did not include all those that had the training, but brought in new people.

Consequently, progress was thwarted and the new methodologies for leading could not take hold in the schools or the MoE because leaders were lost to other positions or were without their jobs after elections (Kosova). Kosova explains when elections occurred, if principals were not loyal to the elected party, they too lost their positions, creating problems in sustaining qualified and trained leaders. It appeared as though principals were elected, not hired and the new government recruited and released principals not supporting their party. Kosova explains:

> That is what happened, although we don't put it like that. ... We get fewer candidates interested for school principal positions because it is one of the jobs that many people do not want. It is no longer attractive because it is politically driven.

The fallout from this was leaving teachers to work on their own without the support of a knowledgeable administrator. Politicization of leadership positions had far reaching negative implications for capacity building, both at the administrative and school level. Although, the World Bank attempted to assist with training and "school based planning, because some principals did not have the training, because they were replaced [and] for years it went up and down and it is still like that" (Kosova). Reform could not take hold or move forward.

The politics in the Kosovo-Serbian enclaves and in Serbia were different from Kosovo with the government controlling capacity building, however even if approval was given from the MoE barriers still existed in establishing rapport with educators. Ana observed

> in Kosovo the capacity building was tremendous and continues to this day, I can't say that for Serbia. SEDP ... I don't think it took root and I think it ended minutes after we left and that was largely due to the political environment and they were so bound internally politically; so much more than Kosovo ever was. I mean Kosovo had the internationals and the internal community and no matter how limited they were economically, the thirst in the individual for growth and for learning, and for moving forward was amazing and that didn't exist in Serbia. And Serbia there was a distinct bitterness and the different pockets of light you saw in different offices with different groups of people. They had to be subversive; they couldn't burn that brightly and work that positively because there were such negative forces.

The strategies used in Serbia were different from those in Kosovo. Jim reflected on the impact of the communist dictatorship and ideologies on educators in Serbia. Plans were often made and then cancelled the last minute. What worked for mobilizing learning was making personal connections.

> The Serbs weren't really aggressive but they thought that Belgrade was totally political and so they wanted to come to the workshop but they wouldn't get the okay, so nothing happened. So many times good plans were crashed because of some political person making a decision. But when you got to work with them after the initial: "There is nothing you can teach us; we've got the best education system in the world ... we don't want to listen to you; we don't want you back"; those kinds of things. ... But I think every time I worked with Serb groups you could feel that.

> They were just sitting there until you were able to build relationships. ... But until you broke through that, you didn't see their shoulders come down and really pay any attention to you. They saw you as an adversary. ... But through your relationship building and through a good strong program that didn't necessarily replace theirs but melded with theirs; because they had a lot of good teaching going on. It was just the Soviet method. Sit down, [be quiet] and memorize and dissortate and they used to talk about it. ... [dissortate] the Soviet way of doing things.

Communism reached deeply into all aspects of blocking change and opportunities for doing education differently. Establishing relationships won out when connecting with and building capacity in teachers.

Language Challenges – New Concepts and Terminology

> ... Talk and learn about things like lifelong learning. ... What did that mean? That learning never stops? That leadership is learning as well, leadership is not just a position where people sit there and say I am the leader, but leaders are learners as well. They need to go through a learning process too (Kosova).

Introducing new concepts for which there was no vocabulary in the Albanian language presented challenges for workshop presenters when speaking through interpreters. For example: there was one word for politics and policies (David), the word girl and wife did not exist (Jill), learner, lifelong learning, pre-service, and inservice were new concepts (Kosova & Louise), the term brainstorming was difficult to translate and describe (Jim). Even though building collegial relationships between the facilitator and interpreter plus having strong communication skills was an asset, it was still necessary to be ready for surprises during workshops (Ana) in spite of the time spent preparing for the next day's lessons (Tom). Carol agreed and found using humour facilitated meeting the challenges together; although the nuances of humour do not translate across cultures (Kosova).

Overcoming language barriers meant being flexible and meeting the challenge of finding words, generating examples on the spot, role playing and role modelling while teaching (Tom). The good fortune for Canadian trainers was that team teaching was a constant when facilitating workshops whilst meeting the challenges together (Interview, Louise; Anderson & Humick & LaGrange, 2007). Facilitators may not always have been aware if a concept was not understood until it was time to put the idea into practice which

then meant quickly finding alternate approaches (Ana & Jim). Fortunately workshop participants worked cooperatively in finding solutions. In addition, language barriers created challenges during inservice; however if the facilitator knew other languages Latin or German written root words could be identified in the Albanian language giving the facilitator the gist of group discussions.

Agency-Oriented Development

Pride of ownership and responsibility not only facilitated change, but contributed to the sustainability of reform while building the basis for successful human development work (Sen, 1999; Piete192rse, 2001). The cascade model applied to leadership improvement had a multiplier effect when building capacity in local trainers who then trained others; consequently implementing both reform and agency-oriented development. Additionally, developing a sense of agency included freedom of choice, opportunities for decision making, participatory learning, and modelling democratic processes such as: group work, having a voice, listening, and team teaching, consequently making it possible for Kosovars to experience the realities of a better future that a democracy provided.

Modelling Democratic Processes, Ownership and Responsibility

Yvonne, points out that creating a physical environment supportive of democratic philosophies meant work would be done differently.

> The physical space again is very simply tables and chairs set up in clusters. So when they [educators] came in the expectation was that they were going to work together. It wasn't teacher directed; it wasn't full frontal teaching at all. They were expected to engage fully, physically and intellectually and of course were invited to engage emotions as well. Without that there isn't much that is going to be retained - so the physical space and the psychological space. It was such a joy for us all to be there. ... [I]n Kosovo we talked about being learner centred, but actually I think ... it was more an inquiry approach - just the [difference in] language I think.

At the grassroots, local trainers quickly took up the challenge of applying inquiry-based, democratic methods of group work, teaching and leading in their respective work situations (Louise). Changed attitudes and teaching methodologies in the Kosovar classroom were evident as educators took on responsibilities and ownership, becoming

agents of change. Louise described the changes she encountered during school and classroom visits:

> You could see the confidence in those classroom teachers. I was welcomed into those schools ... so the other teachers looked to them as being educational leaders as well. ... [Valuing the] work that was happening in the classrooms as well. These kids were now involved in working in collaborate ways. One classroom I went into ... were senior students and there were groups of students working at the table, boys and girls together and ... four or five clustered around the one table, working from one resource, one textbook. But so energized by this, they had nothing, one textbook ... so willing to share ... with each other what they were seeing, reading and thinking.

Teacher trainers modelled what they had learned during inservice and coached colleagues, thereby mobilizing agency-oriented development.

Holistic Capacity Building and Problem Solving

Capacity building was defined earlier focusing on the individual; however, Jim speaks about simultaneously reaching out to all stakeholders in education. By informing the community about new practices in the classroom and school, change and sustainability of reform could be adopted more easily. In order to do this "you have to move the school, the institution as a whole, and part of that is the political aspect and ... not get trapped by it" (Jim). Jim discovered school leaders had difficulty understanding the roles and responsibilities of the instructional leader because their practices were that of an often 'dictatorial' manager; however they needed to understand that "part of it [reform] is the curriculum, part of it is the teaching methods, leadership development and knowing and understanding more effective ways to lead, but you have to lead something". What was missing was the understanding of the direction in which education needed to be led and how to accomplish it. School leaders also needed to understand that building

> capacity involves the whole school environment. ... You are moving the kids in this direction, then the capacity is including your parents, you have to let them know... what you are trying to do. ... And that is building capacity for them to understand why the learning is different in their classrooms from what it was forty years. So capacity building ... is a comprehensive capacity. ... [including] the institution. ...And it had to be developed inside their culture so that they could see what was really good

> and the kinds of things that were different from just sitting ... and regurgitating out of a book.

David adds that capacity building was at the core of the project and included:

> ... the work with the ministry, the TTRB, the professional development done in the field with teachers and administrators and then with ministry personnel itself. All of that was capacity building.

Reform depended upon the political decisions, the philosophy of the Minister of Education, the government and whether they supported the new ideologies. Another element of capacity building was the need for resources. Although resources were limited, an excellent, mostly free, and often forgotten resource for capacity building are educators themselves who through sharing resources, mentoring and modelling, networking at school, conferences, summer institutes or professional days were all contributing to building capacity and implementing reform (Angelides & Gibbs, 2007). Meg found workshops provided tools for "problem solving obstacles, barriers and how to ... try to transmit your learning". In addition Meg found

> you go through a certain kind of training once and you are not the same person anymore. And the way you relate to others is different and you look for the soul mate and the people who think the same. And it's very crucial to keep those networks alive and to get some support ... So you feel that there is somebody like you that understands you and has a little bit of knowledge that you have gone through. And then together you push for change and for things to happen, and then spread it around – it's very difficult. We have talked so many times about the resistance from other people because not all the teachers have a chance to go through these trainings and as a result they build a kind of a wall between you and them and just do a quiet resistance. Like – oh – we know but we don't want [to change].

Meg pointed out that the commitment of time could not be underestimated for collaboration, visiting each other's work sites, keeping the networks alive while strengthening and building capacity. The ultimate benefit was building supportive relationships. This next section addresses the process of building capacity through developing resources facilitating learning through collaboration and networking.

Building Capacity through Developing Resources

> One of the things that I learned ... was that there were teachers doing very progressive, cutting edge things with no materials, no supplies. ... I remember one of the teachers ...[who was] one of the trainers ... had this classroom with nothing in it. Yet she had managed to have her students doing projects, she wasn't just doing demos, she was teaching electricity... (Louise).

This section describes how developing resources facilitated building the capacity of teachers when implementing new interactive teaching methodologies and democratic processes. Developing the Learner Centred Casebook (LCI case book) is described and why it was successful; however, the resources designed for leadership development required revamping when in Kosovo because they were too theoretical (Jim & Tom).

Building confidence in the capacity that had already been established through formal and informal learning settings was important for continuing the challenging work of change (Angelides & Gibbs, 2007); however implementing change without basic resources was equally challenging for all Kosovar educators. Educators at the University of Calgary hoped that the draft LCI and leadership resources designed for teachers and principals were culturally appropriate while simultaneously implementing democratic processes and inquiry based interactive teaching methods in Kosovar classrooms. An additional challenge was finding Canadian facilitators who not only had the skills, the charisma and the ability to build credibility with the audience, but were practicing LCI methodologies and leadership philosophies personally modelling the values of democratic education. Furthermore, facilitators were required to be sensitive to working in a new cultural milieu, while accomplishing the goals of the locals, internationals and the project.

In addition not only material resources, but human resources were central to reform in Kosovo and needed to provide continued support to those who were inserviced and willing to champion change using the cascade model of change. Continued leadership training through professional development, creating learning opportunities to support networking and collaborative learning and team work encouraged educators to problem solve, develop and revise new resources. The cascade model of inservice training, developing and revising resources created acceptance and stability of the change in the new

leadership and teaching methodologies. Without educators buying into continuing professional development and commitment to the work and without the skills in place, the energy for reform would wane. Meg points out that the inservice training provided new ways of relating to people, seeing problems, solving problems, and learning how to deal with obstacles and barriers. In addition, Meg identifies concerns about

> Transmit[ing] your learning without hurting other people and without making them feel inferior. And we don't want to do that. ... So it's really a skill to get people to buy in so they actually want to learn more – and not to isolate ourselves and build ... resistance.

Developing resources subtly continued the work because educators were able to reread concepts for better understanding, share their learning with others. Meg confirms

> teachers and students are changing little by little because so many teachers are going through different kinds of training. ... If you go through the training once you learn something [but] not necessarily [enough].

Resource development had the potential to train local educators in leadership as well as developing teaching and learning resources.

Learner Centred Instruction Case Book

The case book emerged from a rough draft of workshops taught in the first round of teacher training in Kosovo during the summer of 2001 and became an important tool for learning alternative methods to teacher directed teaching, additionally introducing constructivist and democratic teaching methodologies. Although resources were not plentiful; learner centred instruction strategies “didn't need a lot of resources for inquiry to be rich” (Yvonne).

The LCI Case Book, based upon constructivist inquiry-based teaching and learning strategies, engaged the learner and became a process for teaching and modelling many democratic educational concepts. The casebook engaged learners in relevant discussions and practical teaching methodologies by first learning about themselves as learners using tools such as: learning styles and Gardener’s model of intelligence (Gardener, 1993). Given that LCI was based on cooperation and collaborative problem solving when putting theory to practice and modelling democracy, learning focused on practicing inquiry-based strategies such as: debate, problem-solving and decision making. The following dialogues

identified the processes used when designing and implementing the casebook and why it became an important tool for learning interactive teaching methods. Louise explains:

> The casebook was treated as a kind of scaffolding and it was open to interpretation, to what people saw the group needed and it became something that could be revised in an ongoing way and people find ownership for it. And also what the KEDP office did was find ways to invite locals to contribute to the casebook. At the beginning sample lesson plans were contributed and after that we started to rewrite chapters and it was revised – ongoing revisions. I think that is one of the main reasons it is successful. It was never presented as a textbook like a bible; it was presented as something ongoing and fluid. ...[S]ome of the strength came in the kind of topics in the casebook and chapter headings were general enough so they could encompass a variety of curriculum areas and disciplines and you could make it fit if you had math or science. Teachers could find a place for their interests. ... [T]hey took ownership for it and found ways they could contribute and were always telling us what they didn't like and things that they did.
>
> Once parents and teachers encounter different ways of teaching then they start to demand it and that ... was totally happening by the time we left. That was the interesting thing about working in Kosovo there was a hunger for that other way of doing things.

Claiming ownership and responsibility was important when designing resources consequently modelling democratic processes and agency-oriented development (Sen, 1999). Investing personal time, energy and ideas created value along with the motivation to continue revising as educators had learned how to do that (Louise). This also meant the casebook was relevant, meaningful, was understood, culturally sensitive and valued. Louise explains:

> I think it was one of the keys to having sustainability built in because from the very beginning people were encouraged to feel responsible for it [casebook]. This wasn't something that was going to be given to them and that they would take away and replicate or follow. This was something that needed work. And everybody could see that the case book needed work. ... It wasn't going to give them a recipe they could follow and so everybody saw that it needed work.

The use of relevant and culturally sensitive journal articles engaged educators in conversations constructing and deconstructing knowledge (Vygotsky (1978). Additionally, experiencing theory in practice introduced the rationale for new philosophies and

interactive educational practices. Workshop facilitators genuinely interested in the participants learning, respecting an educator's previous knowledge, listening to questions emerging from the learning, and giving voice was central to role modelling good teaching and learning practices supporting the values of democracy. Experiencing group discussions, critical thinking, inquiry-based learning and debate were embedded into the work, therefore developing a new mind set for interactive methods role modeling learner centred instruction (Buleshkaj & Saqipi, 2007). Yvonne identifies the learner as the most essential reason for implementing LCI.

> Threaded throughout the entire theme was the theme that learning and teaching are interwoven and the most effective teaching is based around an understanding of the learner. The only way we can understand the learner is through watchfulness. Part of that watchfulness of course is listening. The watchfulness is not just looking and listening, it requires the deep watchfulness, it requires the whole body to be alert and insightful so that even as your students are coming in through the door. You are alert to the point where you are seeing what they are bringing into the classroom with them today. So is [someone] sick? ... Did they get any further last night with the house building? How is the son who is suffering from dysentery today? All those things, that deep kind of watchfulness that we expect teachers to bring to children in classrooms.

Caring about the welfare of the students was the beginning of building trust, credibility and relationships amongst learners and teachers which was different from the communist system of teaching content not children. Furthermore, the social construction of knowledge (Vygotsky, 1978) reinforced that learning is an interactive activity consisting of constant feedback, deconstructing the learning experience and placing learning in a context meeting the needs of the culture, the learner and ultimately setting the stage for democracy. Yvonne shared: "[W]e took various readings and pulled those together in such a way to invite people to explore the ideas further in conversation". Louise identified the strengths of the oral culture that were factored into the development of the casebook.

> Metaphors and poetry and writing ... which we had tentatively put into the case book became more of a fundamental part of that structure because we started to realize how those things were a part of the culture ... We tried to bring in more local stories, more local things from their culture. ... One of the things I also learned from visits to classrooms is the oral tradition. Many of their students tended to be very good public speakers.

> And little kids could get up and talk and they would recite poetry and so again you want to capitalize on that.

Both Canadian and Kosovar educators learned that developing resources collaboratively *with* local educators became a natural and significant process for change while also learning about implementing change successfully. Planning relevant workshops for educators about educational change ultimately expedited reform and sustainability of reform. In addition, designing resources to be relevant and culturally appropriate with the assistance of teachers meant they were useful.

Why was the LCI Casebook Successful?

Was it the approach or the philosophy that made the LCI Casebook successful because it wasn't abandoned in spite of many revisions? Gavin explains

> It wasn't curricular in nature. It wasn't prescriptive in the sense that this is what you will teach. It was more – here are some examples of how you can teach. Here is a way of introducing this. ... [T]here wasn't just one way ... here is an activity that you could do. This is my approach – this is where you might do this, this is how a jigsaw works.
>
> Yes, [they liked that] and especially if you could give an example to it and bring meaning to it. For example you would introduce something like Gardner's learning styles, they loved doing that activity and finding their learning style. You can imagine – they could actually relate to it. ... They could do the check and they can see yes, yes, no, no, and add it up and suddenly see that's me. That's how I fit in there, so they can see themselves. With the jigsaw you've got them collaboratively working together, they can see, they can be comfortable, they can live with that. And so it gave examples ... and so they could keep on going back to [and read it over for a more complete understanding].

Yvonne recognized other criteria making the casebook successful.

> ... I think fundamentally there were two things – one is we did provide some readings and so the assumption was that you are professionals; yes, you have not had an opportunity for professional development over the last ten years, you are quite capable of reading and interpreting educational literature, so here is some. And ... we are wondering what your response is to this reading? So I think this was really important, and the other one, that the case book gave them hands on experiences so that they could actually try out some of the ideas around inquiry and around problem solving.

The success of the casebook was attributed to being done over the span of a few "years and we were adapting and improving it. ... [Y]ou compare what it was like in the first year; it was very quick and dirty because we put it together the last minute, but six years later in 2006 it was like a different manual" (Gavin). Significant insights were gained about developing useful targeted resources meeting cultural and program needs. Gavin explains

> It was interesting what worked – we found there were certain things: theoretical writings – they didn't work, practical examples they love. Theoretical writing we wrote ... were very good from our point of view, but ... you forget where you are coming from – here we are white Caucasian, people who have lived in this culture understand some of those things – over there – meaningless. [A]nything more than 2 sentences they just couldn't live with, of course we had problems to a certain degree, translation provides its own drawbacks because things never translate the same way they were intended.

Sharing experiences about implementing the case book taught new processes for assessment, evaluation, problem solving and decision making in the new milieu of a democratic classroom. Pride and satisfaction appeared to be the rewards for useful and successful work. Gavin compares educational cultures dealing with implementing change.

> The stories they came back with: we tried this in the classroom and it worked or didn't work, or everybody did this, look what they did – and you feel pride ... and a satisfaction of things. First of all we hear it doesn't work – at least I tried. And it was beginning to work and it may not; just as they go through the same process as we did 20 years ago. So they are doing it in a compressed nature without resources and additional support and not the comfort we had. It took us 20 years to accept it and they [CIDA is] expecting it within two years. They [teachers] are embracing it ... how open they are to learning compared to what we [educators] were, and how resistant we are. To say it is different – we've still got people who won't embrace it and every school has its people who won't embrace learner centred – fair enough – but over there they have just the same.

Gavin then describes the process of revising the casebook, the questions U of C KEDP staff asked while learning what Kosovar educators deemed relevant or irrelevant compared to what U of C professors felt was important. Decisions about revisions in the casebook were based on classifying:

> "what worked, is irrelevant, ... nobody looks at that – so we [U of C] had to learn to let go of stuff [lessons, activities, journal articles etc.] we

> wanted to keep in there [the casebook]... no they don't read them [theoretical articles] – well why don't they read it? [G]radually – it's a combination ... it's a shift of that ownership – just let it go.

The significant element in the process was the shift of ownership from what professors felt was important to what Kosovar educators thought was relevant until they had a better grasp of the theory in education. Gavin explains

> It is interesting how you see that; and one of the hardest things and the biggest things is where certain people here [at U of C] won't let go of certain ideologies or beliefs or even ownership of a program ... and they don't realize things move on – time does necessitate some changes.

Applying this process of developing resources and leadership capacity, the cascade model of professional development facilitated local educators co-leading summer institute workshops; and by the third summer, Kosovars taught and ran their own inservice (Gavin & Louise). Gavin expressed that change was all about personal ownership, continually learning and not viewing oneself as an expert because then learning stopped. In Kosovar culture, being a teacher and professor meant you did not need to continue learning because you knew it all (Kosova). The learning strategies within LCI inherently had the potential to continue the process of learning creatively and collaboratively thus generating new knowledge. Gavin reaffirmed that LCI was about stimulating each student and making learning relevant to that individual in their context. If students "could see it relevant to what they did they would pick up on it very quickly – if it was meaningful (Gavin). Furthermore, Gavin speaks about how educators used activities and learned from them

> ... They [teacher leaders and trainers] would come back [to the next workshop] and tell us some of the team building or initiative games, or risk activities, trust games. And they would immediately tell us that because these are the things that they connect with – they could see a difference [from previous methods used and the behaviour of children in the classroom]. They could actually do – they could use it themselves - they actually did them [the learning activities] for different reasons than we did them – they did them because they were fun activities – without thinking about why they are doing them. I think in many cases, but of course it had the same effect down the road, and it is the same [end results] – it is amazing.
>
> So many of the different things were so new to them, building things together, cooperative, collaborative work, just doing that, building

> straw towers and things like that. For us the straw tower was just an example of an activity and how you do it and it was a process that we were trying to demonstrate; but of course what they took away from it was not so much the process but the activity, and we heard in many ways the activity was taking over classrooms and everybody was ... building it. It was only later on that the teachers began to amend it [the lessons] and change it and make it appropriate for their context – when they understood it a little bit better.

The benefits of internationals developing resources together with the locals added numerous dimensions of learning for both the Canadians and Kosovars.

From Practice to Theory

The process of experiential learning taught educators to re-examine what they were doing in the classroom and for what purposes, sub-consciously learning the theory promoted by Dewey, however "they may not have picked up on the theory at all" (Gavin).

> ...Primarily because trying to pick up anything of a theoretical concept in a translated language is hard. Secondly, I think we mistakenly assumed they had a lot more training than they actually had. There were some people who had no training and their teaching knowledge was based on their own teaching, no classes, no preparation, no initial degree. They were teaching from how they were taught, who they were and by rote. And we assumed that everybody came in with some basic higher education or secondary or post-secondary education experience. Many of them hadn't got that and the ones that had it were not familiar to our way of thinking. ... We tried to infuse theoretical concepts that just flew across the top of their heads. The context, the environment, the situation, meant they were more interested in just give me more activities, that's what I need. Tell me what I can do. What can I do in my classroom with what limited resources I have got. Give me some things, tell me ... the actual concept behind it.

Practical activities could be performed during workshops even if the rationale for doing them was not understood; yet with time learning deepened as they had time to reread the LCI Casebook. An additional challenge during the workshops was that "90% of the time we [Canadians] were using interpreters who weren't educationalists, who were interpreting in a sort of very literal point of view. They could put the passion in where we could put the passion in to the belief" (Gavin). Developing resources for another culture was challenging, Gavin describes the importance of connecting theory and practice.

> But most importantly they can connect it, I think. A lot of the stuff that NGOs have done, I've always thought is so disconnected, was so theoretical. They could hear it, they could understand it, but they couldn't connect it. Yet I think what we were doing all the time in all our classes and this is what I remember Louise said – "W*e've got to make it relevant*. *They've got to be able to see they can use it*. *It's got to be something that's applicable*." There's a constant battle ... with [a university professor] when she wanted a lot more of the theoretical concepts ... and I think what they needed was to see how we could connect them with their daily lives, their work.

The struggle of finding a balance between theory and practice from a university professor's theoretical base and a practitioner's perspective meant observing how it "evolved over the few years [and] what part of the grounding in the theoretical stayed. ... It was to balance between giving them that theoretical framework in a way that they could understand it" (Louise); however 'to have gone over there only with activities is not enough (Yvonne). When developing resources the process of teaching educators requires special consideration and working at both cognition and meta-cognition: showing what needs to be done, why it is important, and suggestions for how to do it. Yvonne speaks to deconstructing activities by asking key questions:

> Why do you think we invited you into this activity? What do you think this might have helped? Do you see any connections at all between this and the topic we are going to be taking up today? Look at how we've named the topic in your case book. Do you see any connections there at all? And they were able to supply that and they could figure it out.

Gavin added that "It was interesting to see how often the light went on. ... You could see they made those connections. You might have to sort of lead them to a certain degree." An important role in the development of resources "was about building a community of learners ... [and to see] they were looking out for each other" (Gavin). Building relationships through collaboration was a natural outgrowth of the casebook.

Concluding Thoughts - Resource Development

Meg sums up her struggle of having insufficient resources and her learning illustrating how much internationals take for granted.

> It was just a collection of reading [gender issues] that were accessible to me, but ... now I can compare how poor they were. They were the basics

> for that time. ... I never knew all these books and textbooks existed and when I came here [to Canada]. I said wow. ... I didn't have access to resources and the expectations were high. I was pushed to create ... I didn't have all the knowledge. And now I understand the approach was – let's develop the knowledge together. But it would have taken so long because the knowledge was totally new. So it takes a long, long time to teach people how to think.

Challenging Old Ideologies, Developing New Knowledge, Learning New Behaviours

Creating an interactive student centred learning classroom while expecting collaboration and teamwork challenged the former communist philosophies and strategies of teaching content rather than students and the teacher being considered the expert. Yvonne describes the teaching strategies she found successful when teaching constructivist and democratic processes in the teacher's workshops. Yvonne explains Kosovar teachers "were surprised that they were allowed to talk to each other, in fact we expected them to – read this article and we would give them something to read." This teaching strategy engaging teachers in classroom discussion and hands-on type of work was different from the frontal teacher directed teaching content with which they were familiar. Yvonne then asked the next question pressing for their involvement in thinking and responding. "Now what struck you as being significant here?" Kosovar teachers, expecting to hear the answer from the *teacher as expert* answer her own question asked "Well what you think about this Yvonne? " to which Yvonne replies "No. I have some ideas, but what about you? Talk with each other about what you think is important in here." With this Yvonne pressed the teachers for their answers to teach them to become independent thinks and come up with their own answers rather than depending upon the teacher to have the answers as they were used to from the communist system of the teacher being *the expert*. She continued: "And so that idea was quite startling to them – but it was a safe entry point to talk with each other and share their own experiences about for example what does it mean to be a learner? Draw on your own experiences here. Share those stories with each other. So that they began to see that what they had to offer was of value and [as time went on] they were not afraid to reach out to each other." The communist approach was that if teachers were told to do something by someone above them, they were not to challenge the individual or their authority but just do what they had been asked to do (Kosova).

The communist ideologies and traditions of teaching and learning strategies being challenged included: the authority figure and the *teacher as expert*; the relationship of the teacher to the student, role modelling foreign concepts such as teaching methods engaging discussion and interaction, questioning, and introducing other democratic processes when creating the physical teaching environment. The new approach to teaching challenged telling and encouraged listening; students were now individuals with ideas and a voice to be listened to rather than a group who apparently thought the same in the communist ideology of conforming to being classless. Each individual had a voice and the right to self-expression. The methodology in the LCI Casebook reinforced the new democratic philosophies of teaching and learning, allowing educators to review, question and further reconstruct what was learned "because everything is not learned the first time" (Meg).

Yvonne describes how openness to new knowledge and new behaviours occurred automatically when the physical environment of the classroom was intentionally designed, building the desired climate for a different style of teaching and learning (Dixon & Scott, 2003). Moreover, placing oneself in the position of the learner by creating opportunities for discourse, listening, explaining, understanding what and why changes were important (Wallin, et al., 2008). Yvonne explains further that teachers began to understand that this style of learning was not only for them

> to feel liberated in their learning, but also for their students. In fact ... as they were working together one day, one of the teachers said to me, "Yvonne ... Is it all right to be friends with the students?" In other words to talk with the students and to establish strong pedagogical relationships is the way I put it. And I said: "Well yes, of course". And he nodded. "Yes, this is good."... It was a release for him to know ... that he could simply be human as a teacher.

The experience of teachers being able to learn in a safe place, different from the years during the conflict, the *parallel system* of education and being able to challenge the old ideologies of communism meant celebrating a release from the past and new opportunities in the future. Yvonne describes a workshop experience of liberation and celebration unique to the culture.

> He was standing near these women, and as they worked these women began to sing and it was almost heart breaking, and I can almost see it

> now ... because they were so unused to collaborating and working together and what was happening. It took them so long in their lives to get to this ... and they began to sing quietly, and this other man came up and stood at the end of their table and he raised his voice in song with them. And he had a lovely voice and his voice came out and just filled the room. And the people in the hallway heard this and then they butted out their cigarettes and in came the women from the hallway, the whole group came and they encircled the table with the women and they raised their voices together. It was an absolute celebration of – what? I don't know. ... Only they knew clearly. ... It was the joy of being together being able to come together to learn, being able to use their voices, knowing that they were very capable and they could take up learning and teaching in new ways... It was more than that of course – it was about other things and coming out of the conflict. But that was an extraordinary moment. ... It had to do with liberation. ... What I knew then was ... all you have to do is open up the field, open up the learning environment, pose some questions, pose a problem and give the learners an opportunity and the freedom to explore that question.

These types of learning experiences caused reflective thought by seeing teaching and learning differently and it was like drinking for a different well (Meg).

The deep desire and goal of achieving the standards of the Bologna Declaration factored significantly into making change happen. And often it was this goal of meeting these standards that caused educators to remind themselves about the necessity of change, and in its own way forced confronting the old ways by meeting changes head-on for the good of the future of the country (Kosova & Meg); likewise, confronting resistance at the university, the notions of expert, accepting gender education and taking the time to make reform happen. These were the challenges needing embraced and educators again shaping society with their strength, tenacity and persistence to change and cause reform.

What was learned about relationships?

Jim relates a story pointing to the difference in behaviours after establishing relationships.

> ... You remember all the trouble we had when ... Joy and I worked with Serbs. The first time we worked with the ... Serbian group [living in Kosovo]. We went with them ... to look ... and the principal at the school said: "We don't need any help from you! We don't need any foreign ideas! We are responsible to Serbia and if we want any direction in our teaching and leadership we are not going to go to you, we are going to go to Belgrade" and then she sat down. And for two days we struggled with: that is fine if you are really that good. One of the Serbs was an advisor to

> Bill Clinton and he said "We have just a fine system and we don't need any changes." So we said: "If you are that good we can learn from you, but we have two weeks put together, so let's get on with it". But anyway, nothing seemed to penetrate until Blerim's bus broke down. And they would come to the school and take the Serbs to their houses and then bring them back again because they were in an enclave and didn't want to leave. And so only when we had to wait two and one half hours and there was nothing to do. There we were, us and them, it was a tough day and finally they started to ask questions: Are you married, any grand children? In those two and one half hours we were forced to talk to each other and then we became human to them and the whole tide shifted. And the next day it was a lot better and got better and better. And the woman that stood up and told us that they didn't need anything. They said: (whisper) "Don't listen to her – she doesn't speak for all of us you know." And then she almost quit coming.
> ... My point is: without the relationships – no matter what you say and no matter how good the Canadian or modern education ideas are – it doesn't get through. ... [A]nd I think it is the same in teaching – they are not going to risk to the extent that is really needed to start a real change in the system. And it all comes back to relationships.

This next section describes the theme that occurred most often – relationships. It is woven throughout many conversations, crossing over into a wide range of topics, at times emerging as a tangent and becoming the central issue of discussion. Findings presented about relationships consist of: first, the cultural influences and importance of building relationships; second characteristics of relationships; third the impact on learning and working with interpreters; fourth building bridges and maintaining relationships.

International fieldwork involves complex challenges where communication, respect, transparency, trust, status of position, age, and gender are all important in various aspects of the work. More important are the skills required for building and maintaining positive relationships throughout the project to get the work done, in spite of the pressure and challenges of educational reform. How and when relationships are built is often influenced by culture (David & Kosova). In addition, credibility, trust, age, gender, transparency, self-efficacy, perceptions about authority, and power of position, being a local or international can influence building relationships. These challenges were faced by both international and Kosovar educators with study participants all agreeing that establishing relationships was central to success when conducting workshops, working with interpreters, implementing reform, mentoring, capacity building involving professional and

leadership development, when working with educators in institutions, and when learning about culture.

Cultural Influences and Building Relationships

> ... To summarize what Jim said at the outset: In order to build those relationships you've got to understand ... the cultural imperatives to establishing the relationship, where to start and what to talk about. ... I was told to slow down and go meet people in the coffee shop. And actually I think the building of a positive relationship with the minister came out of hanging around in that coffee shop from time to time (David).

In this section, it becomes evident that each culture has developed traditions for getting to know people. Kirk recognized "building relationships are critical in any context" and varies in cultures; then cited the village Chief Haji Ali in the book, *Three Cups of Tea,* where Mortenson (2006) writes about doing business in Afghanistan, where you drink three cups of tea: the first time you are a stranger, then you are a friend and the third time you join the family and the family is prepared to anything for you. Kirk points out that how cultures build traditions is not "always understood in the way projects commence" but agrees that "levers are required to get people together in the beginning and then need to establish those relationships and go forward, and that's really important." What we as internationals need to understand is "that the locals have relationships too, and in some cases their relationships need to be in order for them to go forward". But it is a two way street and "they need to understand or trust in our interests in them" (Kirk). What may not have been known is that Kosovars preferred to establish relationships over coffee or establish relationships prior to working with people (Kosova & Meg), however in the Canadian culture we plan a work situation and then get to know those who attend and begin to build relationships (David).

Meg explains that when proposing gender education workshops in Kosovo and raising sensitive issue that it takes time to produce results for reporting "because of the culture and you cannot achieve the goals that you [internationals] have designed for the project ... because the local people will not buy it." For Meg

> it was very critical to build those relationships to build that trust, to make people believe that you are doing something good. It is not just selling

> your project to them, but it's about the betterment for the whole society and improving the situation of women and making it clear – so what would that bring to a society? What change will come with that? and is that a good change or a bad change? Because not all the change is good.

Gender issues such as young girls not attending in the rural areas and family violence are sensitive issues and infringe onto the rights of the home. Meg recommends "better go slow and very carefully about it – gently. You have to build those relationships so you get more allies that will help you." Her response to not providing numbers for reports is "that was my complaint all the way – you don't expect numbers right at the beginning. The relationships come first." Kosova criticised Canadians that they "should have been more sensitive and more aware of the fact that due to historical and cultural differences ... that some of the things will take more time than others", and that internationals thought

> "it was going to be hard to work with these people. Well no – the hospitality, the open hearts of people is what I consider to be unique like in the world. You look at that part of the world people were open to meeting internationals. And that tells about the passion to do more things and to learn from others ... but the majority were really passionate".

What appeared in this conversation is the perspective taken about the 'other' and a way of being: – perceptions and assumptions – internationals not recognizing, understanding cultural or contextual influences, the situation or experiences and perspectives of the locals. I asked the question: what is the issue that raises these feelings? Is it fear, frustration, self-efficacy, lacking trust, a bad experience? How are these ideas or pre-conceptions changed?

One approach is to build relationships, breaking down the barriers, assumptions and concerns. Hospitality is one approach, a drink, a meal, a social event to meet and learn about the other (Interviews: David & Kosova; Huber, 2009; Wenger, 1998). Showing hospitality is one approach to getting to know people and cultures, to understand situations from another cultural point of view and learning about preferences for establishing relationships in fieldwork projects. Three ways were suggested: first is going for coffee to get to know the individual before pursuing work and preferred by Kosovars; the second is engaging in a meaningful activity when getting to know the person and preferred by Canadians; and third "go over with your own set of questions and keep a plan for observing an building relationships and then you take a look at what are the most effective means to

respond" (David). David also noted that: Canadians were so focused on work, efficiency and accomplishing goals that we forgot to step out for coffee to build new relationships, plus we felt relationships could be built while working with our colleagues. In this project we 'hit the ground running', gave thought to building relationships; however, did not take or make the time to go for coffee for which we were criticized (David).

Socio-cultural Construction of Knowledge and Behaviours

Learning is influenced by the culture within which we live, and the social construction of knowledge through interaction with others. Differing approaches to getting to know people are described in the following conversation. Kosova is adamant as he explains.

> I think that at times there was a misunderstanding ... what do you do? Like people going to meetings and refusing to drink coffee, so culturally you don't refuse that the first time you go. You don't say no to that because that affects your relationship with them - you don't refuse the first ... coffee and those brandies and rackies – even if you just take a little sip, it won't hurt you – take that as your first connection with people ...

David pointed out about the importance of building relationships from his experiences.

> I develop reasonably good relationships from a North American perspective, sort of a good business relationship with people. And I will never forget the very senior people in the MoE saying to me: "David you know you are getting along with people, but you really need to spend some time down in the coffee shop sitting and chatting". Well for someone who has moved in his career from relationship to task driven, I was task driven by that stage. I wanted to get things done. But that was really good advice because that helped speed other things along. When the Minister of Education comes down to the coffee shop and sits down in a chair beside you and starts to have a chat, you can talk about all sorts of things. And it did build a relationship that I think did make a difference in terms of the ability of the project to impact the ministry and other people. So that is why it was important in a functional sense.

Accomplishing work while building new relationships was where the Canadian and Kosovar culture collided. What appears to be important when arriving in a culture foreign to one's own, is to explore what hospitality means, how information is transferred and how relationships are built (Pilot interview, Tracey).

The Importance and Benefits of Building Relationships

Each study participant identified the importance of building relationships and the difference it made in Kosovars learning and accomplishing work, whether as a team member, colleague, mentor, coach or a friend. Kosova identified key behaviours influencing people when building relationships: the need to be open to ideas and input, giving people an opportunity to be involved, building trust and modelling what one believes. The benefits of developing relationships was that they facilitated establishing credibility by building trust, respect, being transparent and accomplishing the work, whether it is was the international or a Kosovar, in roles when facilitating sessions, working with leadership, or gaining entrance to and the ear of authorities in positions of power (David, Jim, Kosova & Meg). Building relationships need not take a lot of time, however the effort must be made and time taken or set aside to nurture relationships (David, Kosova & Meg).

During the initial process of building the capacity of leaders and teachers, fieldwork was complex with many unknowns until one cycle of sessions had been accomplished, requiring Canadians to understand the Kosovar culture of learning, being observant, perceptive, sensitive and creative when developing strategies to deal with unforeseen situations. Jim observed that once connections were made, interest in learning was facilitated. Memorization and learning as a passive participant was common approach to learning and that the educator was not required to be involved with the students (Carol, Kosova & Louise), therefore in the new interactive teaching strategies, the opportunity to participate was welcomed. When the workshop participants realized facilitators were teachers and having things to share connections were made through common interests and experiences and relationships could now be built (Jim). Until that connection was made and relationships established through basic courtesies and genuine interest in people, the work was just that – work (Jim, Gavin, Louise & Yvonne). Jim points out

> I didn't think that many of us on the ground really understood what a massive change that was [implementing LCI, new models of leadership, democratic processes, and other reforms], because we had to rethink everything and then we came crashing against a lot of your cultural differences. We did things that we thought – this is the way everybody does it, but they don't do it that way. And so the only way to get through

> that is to go back to relationships because I remember those people. For three days – the very first class that we had, Betty and I. They were wonderful, they were attentive, they were goggle-eyed, they did everything we asked them to do and they just tried for me but there was no interaction until we had them teach a lesson. ... Spur of the moment you teach a five minute lesson - tomorrow. And they all of a sudden got to do their thing and then we had a basis upon which to work, but until then it was all give me what you want me to learn, and I will memorize it, and I will be able to do it tomorrow. ... Yes, so now we really got into - we are both teachers – you're teachers, were teachers we've got things to share and until that connection was made everything was just going right over their heads.

Finding connections into the culture through building relationships appears to be what was expected of internationals by Kosovars and Serbians.

Developing Cross-cultural Relationships

Relationships were important to Kosovar educators and they were keenly interested in establishing relationships with Canadians (Carol & Kosova), therefore the first question in a conversation noted by Jim included asking

> "are you married? How is your family, do you have children? How are your mom and dad? They wanted to know family first. ... How are you Jim? How's your family. He always [Kosova] said that, and then when you got to use that as a tool – I guess to meet someone it just opened up – it was like a magic card. ... And unless you said something about them you couldn't get on with the other business and step ahead.

Jim discovered that when working with school system leaders in leadership development the Canadian solution for solving problems came down to building relationships; conversely, a common solution identified by Kosovar leaders was using rules and issuing a decree. Leaders were not aware of solving problems by examining the layers of the problem and looking for alternatives. Jim explained to leaders, that when reviewing all the alternatives, the solution could be found "through the relationships. And so that was a real ... insight for a lot of them. And some of them are naturally good at it because they were all teachers. ... But without the relationship between the supervisor and the person being supervised it [change] just isn't going to happen". Building relationships between the teacher and the student was not a common practice in the communist system because the

teacher was there to teach content and did not see the student as the priority; instead, taking care of oneself, doing as you were old or the job was the priority (Kosova).

Building Relationships, Barriers, Strategies and Outcomes

Identifying strategies used to build bridges to relationships and the barriers blocking relationships are presented in a chart found in Appendix K. The chart identifies and summarizes some of the issues encountered in the interviews, the literature written about KEDP (Anderson & Wenderoth, 2007; Interchange, 2010; VanBalkom & Mijatovic, 2006) and in these findings shared by all participants in the study (Ana, Carol, David, Gavin, Jill, Jim, Kirk, Kosova, Laurie, Louise, Meg, Tom & Yvonne) was that building relationships facilitated learning, accomplishing the work, and mentoring and coaching were effective when the mentor or coach were easily accessible and relationships were built over time. However, what differed was the preferred context in which relationships were built, whether over a cup of coffee in a social situation or during workshops, meetings and other formal or informal gatherings which may be unique to a culture. Consistent were the key characteristics of building positive relationships, identifying trust, respect, understanding each other's culture and not making preconceived assumptions about the other. As discussed earlier, assumptions and judgement created cultural dissonance (VanBalkom & Wenderoth, 2007). David explains:

> In terms of building the capacity of local staff ... we did do some professional development sessions, ... but what I found quite enlightening was when we (KEDP) said to the locals. Now you have to teach us something. And what we discovered was there was lots of expertise in there that we didn't know existed and could have been using more from day one. So you can't assume that the people you are working with don't know. It is about building a relationship where they trust you enough, where they will reveal their strengths.

It appears what is of great importance to Canadians working in professional development is the need to know the audience, to understand their needs, purposes for learning, and to be relevant and meaningful.

Characteristics of Relationships: Self-efficacy – Credibility – Trust – Transparency

Self-efficacy depends to a large extent on an individual's perception of the task and the personal requirements for its successful performance (Bandura, 1997; Zimmerman,

1995). The values and practices of communism promoted attitudes about personal status, work, authority and power in decision-making (Meg, David & Kosova), therefore influencing a person's self-concept and sense of individuality. Self-efficacy issues first arose in discussions surrounding how NGOs treated and worked with people in Kosovo (Meg & Kosova) subtly revealing the status of the giver and the status of the receiver who was in dire straits and living in an impoverished environment after the conflict (Kirk). In addition, oppression, poverty, loss of family, friends, property, pride and hope after emerging from the conflict influences attitudes (Freire, 1996; Pieterse, 2001; Sen, 1999). These experiences and feelings had the potential to create suspicion, negative perceptions and potential distance between the giver and receiver (Pieterse, 2001; Sen, 1999).

The reality of poverty, lack of transparency of many NGOs raised suspicions and preconceived ideas that had an impact on the individual's sense of self-worth, and the perceptions of KEDP until a reputation had been built (Kosova & Meg). In addition, cultural traditions of perceptions of people were affected by an individual's status, age, gender, education, political and a family's economic status (Kosova & Meg). Credibility could be established by education, nationality, political or job status, being an international or working an international (Meg). Trusting relationships could be built by role modelling and transparency (Ana, Kosova & Meg). David explains that building trusting relationships was imperative.

> We had to build a new set of trusting relationships within the MoE within the power structure and particularly with the minister, whose attitude towards us initially was, if not hostile, highly doubtful because he felt he had been abused by the Europeans in the Ministry of Education. I think that the work that you and your colleagues did right from the get go Jim; you had to build relationships with the field. That's where the real power base comes from in the end.

Establishing credibility and transparency and appears to go hand in hand. David explains:

> I think there were several levels at which we were transparent – first I think the way we organized the office and ran it. Everybody within the project knew what was going on and why. And everybody made a contribution and not just in their own area of interest. Secondly, when we worked with the MoE at all levels, people knew what we were doing and why we were doing it and what we were trying to accomplish.

"That horrible sense of our thing about transparency isn't theirs. ... the old power structure kicked right back in" (Jill). ... "Elections and political positioning at the university created a milieu of shifting power and positions in the bureaucracy of the socialist system and any kind of transparency could be deadly" (Tom). It appeared the underlying power in political parties made decision making, leading and following very difficult when professors tried to use Western approaches. David notes that transparency is:

> part of the way Canadians do business. The way that we worked, the MoE always knew what we were doing and why and they were part of the approval process. And I think it goes back to a very open relationship with the Minister of Education, we were able to challenge each other without coming to blows over what needed to be done and how it needed to be done, and be able to influence one another in a productive way; not in am counter-productive way.

It appears that often learning these values occurs through the analysis of a number of experiences or in collaborative conversations.

Relationships and Power Distance

Tom described power distance as a concept developed by Hofstede (Paulson, 2002) as the distance between people and is a characteristic that transcends culture. It is not culturally embedded; it is not something specific to a culture but transcends all cultures (Tom). Power distance relates to the manner in which a culture deals with individual distances differing in wealth and power. When power distance was high, a high degree of disparity existed between those with power and wealth and those without (Paulson, 2002, p. 125).

Power and status of relationships was substantiated in previous conversations about gender and the status of being an international (Meg). Canadians confirmed the importance of breaking down power distance by first offering something that the locals needed or deemed valuable, thus beginning to build trust and credibility (David). This was in contrast to Kosovars perspective of getting to know the international over a cup of coffee (Kosova); and in workshops it meant discussing roots and family (Ana, Carol & Jim). Power, status, authority and positions, local or Kosovar, professor or university student were some of the topics raised when participants spoke about power distance in relationships (Kosova, Meg & Tom). Kirk explains:

> Kosova was seen as the director by the Albanians, by the Kosovars as well and how important that is because people would recognize it as the local and international institution funded by the Canadian government. But they actually did see one of their own as running it. And this I think speaks well ... to an international project – that it's not a foreign national doing the thing. I think that's a heartening thing. I also think access was given sometimes because people working for KEDP had money. They had the ability to leverage and as long as the project is ongoing that's an important aspect in a cash starved government. I do think people had influence because of that. I think Kosova's influence might have been different because he was director of an institution that was serving the public good.

Tom adds his perspective confirming what Meg has previously alluded to in her work.

> In my sense what you are talking about is the issue of status ... We were involved more with the ministry and the rectory and so Kosova was leading most of the meetings and he had a lot more authority than I did and that was good. He not only could speak the language, but he could speak easily to the people back and forth but he also knew them well, he was a graduate of that university, he knew MEST, he knew a lot of people so if anything they have more statue than I do – all I have is potential money.

Numerous examples follow pointing to situations having the potential to capitalize on power distance in education and international fieldwork, however building relationships appears to bridge the gap to a certain extent (Meg).

The Impact on Learning by Building Relationships

Building relationships facilitated learning additionally confirming power distance as observed in a classroom and the impact of teachers building relationships with students; a result of new teaching methodologies. Numerous examples have been cited. Louise noted the difference in the classroom when teachers built relationships with students, the relevance of learning and the change in learning that was contrary to a “culture that hadn’t necessarily nurtured that” (Louise) and also explains “That ... the real stars [teacher trainers] were the ones [teachers] who had built relationships with all of the students in their classroom. ... Where the student had voice and students I think would have said they felt like they were part of the classroom, and they were learning things important to them.” Study participants recognized the importance of building relationships and are summarized in the Appendix K. Self-efficacy and power distance may also support the premise of the

importance of building relationships in international fieldwork. Power distance could also be portrayed when working with interpreters.

Working with Interpreters

The role of interpreters was central to the success of the work of KEDP (Louise & Tom) since Canadians did not know the Albanian or Serbian language and building relationships required time to learn how to communicate effectively and efficiently. For Canadians it meant conveying the message with clarity and brevity using terminology that was easy to interpret and explain in another language without the customary educational jargon and when an interpreter was not knowledgeable with concepts in education. The ideal situation in a workshop was for the facilitator and interpreter to be able to work as partners (Ana) or "two locals and one international rather than the other way around" (Carol).

Yvonne speaks about the difference between having a full time interpreter in another project and the impact on her learning, comfort and safety. When not having an interpreter,

> we would [occasionally] go out for supper with a group of Kosovars and would enjoy each other as much as we possibly could ... with these huge language barriers. Having a full time interpreter in an isolated area made a difference when building a relationship, depending on each other and gaining more insights with a natural exchange about the culture for both.

Gavin also found that "The best interpreters were the ones that we had a stronger relationship with ... again a matter of trust. Trusting each other to interpret with the best of interest ... [and] developing relationships in cross-cultural settings. ... I think there was an element of – I think – avoiding any form of judgement."

Faculty discovered at times interpreters wanted facilitators to side with them about the conflict and be validated (Ana). Gavin felt that "you are actually respected more if you avoid that". The challenges of working with interpreters were discussed often. Louise suggested that even though word for word translations were problematic, it was "better than twisting it". All agreed to the value of the learning experience, bringing clarity to their work, and working as partners in a mentoring model.

Role Modelling and Mentoring

In this scenario Yvonne describes the importance of consciously role modelling and mentoring using practical examples.

> ... At the end of each day, I always sat down with a group so they could deconstruct what had happened ... There was a Gjilane group whom I loved and we had such a good relationship as well. I think, they kept pressing: "Yvonne: What did you think? How did we do? Were we good today? " They wanted me to say: "It was so good today and here is why you were so good." But I felt that that would be cheating them – I was only there with them for 2 weeks. And I said to them: "After I go who will be here to identify what caused the work to go as well as it did? And what might you do differently" and they laughed. And these were the questions I always built into their deconstruction situation: What worked? What caused it to go as well as it did? And what might you do differently, and so I was really facilitating the conversation, modelling for them about how they might be able to practice that conversation after we had withdrawn from that process with them. And of course they began to take on the process of that work very capably, they didn't need me to tell them what worked and how beautiful the work was. ... But it took them – as it takes all us of some time to move away from being praise dependent because that is what we grew up with.

Yvonne found both require that credibility has been established through trust, caring, transparency, listening, providing encouragement and following through on what was said, furthermore being part of building relationships with Kosovar and Canadians KEDP (David, Kosova, Jill). Modelling strategies such as assessment, inclusion, accepting ethnic diversity, motivating educators and acknowledging enthusiasm and passion for learning were the backbone of educators who were becoming "champions for change" (Kosova). The Canadian context of the work, the work ethic and outcomes of capacity building and reform were interpreted by observations and interactions. David reflects on his experiences.

> I remember people telling me they respected what I modelled more than what I said ... and I don't think that was just me, I think that was we – at least the Canadians who came and worked in Kosovo. ... But now I see that [modelling] as much more important, they see how you go about your work and they see whether you are accomplishing what you intend to accomplish and from that they decide whether some of the practice they are observing might work for them in their settings.

Modelling builds credibility when the walk is consistent with the talk in communicating values and behaviours, and was referenced numerous times in different ways, especially when language presented barriers and educators were dependent on observing practices. For example: as a multi-cultural nation, the expectation was that Canadians would work with all cultural groups. Kosova acknowledges "that is how we had the pleasure and the opportunity to work with all different groups and learn from everybody". Jim acknowledges the need for clarity, being consistent and following through when role modelling. Stating:

> We always model this is where this is going to take you. These are our three goals. The end of the day we ran through those three goals and showed them what we were going to do actually happened. ... Tell them what you are going to teach them, teach them, and then tell them what you taught them and give them feedback on it. And we were always consistent. I don't think that there were very many times that we didn't model what we were telling them. ...

Jim found that role modelling came through "as strong as relationships did. And I think that was part of the reputation, from what people said, ... that KEDP carried which was so different from what the locals told us about some of the other NGOs coming to drop the money and leave; where we were genuinely interested in people." Being mentored by an international was valued in several dimensions: the collegial support, learning and developing expertise in one's job role you were seen as credible in your job, because status was attached to the public image of being recognized as a KEDP employee (Meg & Kosova). Tom, in his report to the World Bank, recommended the availability of mentoring for a number of years after the completion of an international project by providing support thus developing sustainability. The importance of mentoring comes back to building relationships (Jim). Jill compared mentoring to a parenting relationship guiding individuals through various processes of finding answers to educator's questions. An area where Kosova and Meg suggested mentoring would have been beneficial was in understanding the decision making process, because decision making and signing documents were left to the authorities in the communist system, and therefore, the processes involved were unfamiliar to many educators. This again illustrates the importance of not overlooking impact and the depth and breadth of reform changing core values and cultural traditions.

The Critical Friend

Carol described how as a university professor she promoted coaching for developing skills, as well as a critical friend observing and analyzing lesson presentations for pre-service teachers. Carol's concerns arose when professors and students

> just wanted to criticize each other. ... They just could not get over that they had to respect the feelings and growth emotions of that young person in front of the group. ... The whole concept of mentoring is that of a critical friend. I worked with students as critical friends, talked about what went well and suggestions and use a questioning tone [rather than judgemental statements].

Teaching strategies such as role plays worked well for developing skills in leading discussions, providing objective criticism rather than judging, and then debriefing the role play and modelling acceptable practices. Jim found developing skills of a critical observer or a critical friend with school leaders

> took us a long time to make sure the critical wasn't criticized ... [but instead examining] how can we analyze it [the situation] so we could improve it? ... What would we change? Jim discovered the critical friend needed to be an educator who had enough confidence in giving you feedback. "And the whole thing goes back to relationships. ... [B]ut they said: This isn't the way we do things here.

Again role playing and modelling new strategies, then genuinely thanking workshop participants for their insights were the key components bringing about change. Louise, as the coordinator of teacher trainers wrote in an email describing the role of mentoring and collaborative teamwork for developing sustainability of the work in the schools.

> The trainers all worked in teams and much of our work with them was devoted to helping them become mentors for one another, we did explore notions of critical friends etc. We also established a trainer's steering committee, a group of about eight of the fifty trainers, who met regularly and supported the other trainers. They also worked on training a couple of people for each school, so those people could then work with their colleagues in implementing LCI.

Intentionally planning activities for role modelling and mentoring (Carol & Jim) were found to be important strategies in professional development because participants could observe, feel and intellectually analyse the concepts and how they were presented.

Additionally, leaders and teacher trainers could set up scenarios to match their cultural nuances with intentional and relevant learning.

Building Bridges amongst Cultures

This section describes the importance for building and maintaining relationships and ways in which networking supported growth and sustainability of learning. Attending conferences became an essential component in capacity building of leaders because the additional benefits of collaboration, meeting educators with whom to network and gaining support were invaluable in strengthening and moving capacity building forward.

In the summer of 2001 Leadership and LCI inservice were conducted with cultural groups who felt safe together, the Bosniaks, Albanians, Turkish, Gorani, and Roma (Louise). As time went on several conferences brought Serbian educators to a youth or teacher conference in Montenegro because it was considered a neutral meeting place by all. Kosova explains setting up a symposium in 2003-2004 with the goal of providing

> equal opportunities in education and then those symposiums became yearly events ... where we had everyone together, we had Serbs, Albanians, Bosnians, we had everybody. The theme was, in fact, equal opportunities in education, talking about child rights, involvement of women in leadership, women in education, education for girls, and these were some of the themes which brought people together ... instead of insisting you should work together. But while working with separate groups through different workshops and seminars we tested if they could come together at a larger session when they share with their colleagues from another nationality. And that is what worked, events like that were successful.

Opportunities were created facilitating networking, building and maintaining relationships while encouraging collaboration and celebrating achievements; additionally promoting partnerships amongst culture groups. Kosova provides a brief overview:

> ... Then in 2005 we had the student teacher conference which involved people from Kosovo, Albania, Serbia, Montenegro, Bosnia, Croatia from Hungary, Austria – so then those events became big because [of] the theme. The ... Peace Conference ...: "Providing Equal Opportunities and Access to Collaboration for Education" – something like that. ... [W]homever we invited, whomever we talked to in different contexts ... wanted to come together. So we did manage to have all the groups walk through and try to forget some of the experience and get over some of the experiences in the conflict? ... [B]y finding common themes and common

> problems we managed to bring them together. Will they continue to do that? I am not sure unless there is an external, a third party that will bring everybody together and act a neutral sort of body. ... That was our role. Saying that you know - despite all of the things you went through in your experiences there is still things [where] you can work together. There are still things that bring you together and you can work with them. ...

Bridging the cultural gap in practical ways at conferences in neutral territories had merit, since each group had an opportunity to move beyond their comfort zone and take risks. Other opportunities emerged as cultural groups built constructive experiences and relationships. Kosova explains:

> I was able to go as an Albanian to Serb school and talk to Serb teachers and Serb principals only because of that. If somebody had asked me 2001 – I don't think I would have done it. But then by 2004-2005 we had built that type of relationship with all of the partners that we are here for education and helping you improve your practice and we are not policy makers, we don't represent the government or Serbia, Kosova or Montenegro or somewhere else. We are people. So we are just saying if we have the same problems we should share how we should cope with those. And we learned not to use the word problems, but challenges because problems meant so many bad things. So by using challenge it was easier to communicate.

The support for what was happening at the grassroots with the teachers, as *shapers of society*, would continue to facilitate change and staying the course of change by investing and building sustainability through the level least impacted by the changing political situation in the country.

Networking during Workshops and Conferences

> We have witnessed the success of the number of conferences we have organized as a project, and the first thing that people did after that was continue conversations. The networking we thought we would build within. Then there was an opportunity to build those networks and go beyond the borders and continue conversations and learning is all about conversations, all about talking. It is all about sharing your experiences with other people and where best to be done than in the Balkans where those conversations would help the political spectrum and the economy and everything and peace (Kosova).

Educators learned that they had input at conferences and had work they wanted to accomplish and the opportunity to become conference leaders for the next generation of conferences. Kosova explains that this was a change from the past, where it was

> ... a suit and tie, you don't stay the whole time. That is what we had in the very beginning, but then people thought – Oh! There is a lot of work to do, so I am not going to have my suit and tie on. And I am going to the conference to learn and work, not to just sit there and take pictures.

Conferences promoted peace and camaraderie, creating opportunities for people to meet, talk and together gain an understanding about each other and the future. Kosova explains:

> The way we organized conferences ... was a different model than we used to have. Having parallel sessions and discussion groups, that wasn't a practice before ... You would go to a conference and have lectures, lectures, lectures, but when we started with our conferences and included one key note and the rest of the day would be discussions, smaller groups and people coming for a plenary session in the end – that was a new model. But that proved to be successful because in those discussion groups they were able to identify common themes, issues, successes and sort of failures and challenges they were facing in education. And in those discussions people would get closer to one another and build that relationship they needed.

For the Kosovar, consulting with internationals brought an opportunity for learning, a sense of importance because of the public image of prestige of working together, raising self-esteem, creating public awareness, creating relationships that built trust, respect and credibility, but also the learner was able to share the knowledge with local people. Relationships benefited both the recipient and the donor by sharing knowledge and staying connected through cooperative and collaborative work. Meg explains that working with KEDP

> gave me an opportunity to be connected and to do lots of networks with all of these groups and we dealt with issues of trafficking, with issues of teen violence and then there was also a new project which started with a new group - victims advocacy group and the leader of that project was also a women from Canada ... so this is how I stayed connected with all of these groups. And working for KEDP gave me another opportunity to bring the experiences of these other groups to KEDP... and see where can we cooperate and ... build on each other's experiences.

Networking also meant going beyond the cultural borders of Kosovo sharing what educators learned while learning from others, however not receiving financing for study tours and conferences from CIDA in the last two years of the KEDP project limited opportunities for collaboration. Facilitating networking and collaborative work was accomplished by building relationships with three key international NGO projects: Finland's special education, the Germans vocational education and the Danish early childhood education, facilitated networking and accomplishing work individually and cooperatively. These NGO's shared many common philosophies, therefore making the largest contribution to the MoE from kindergarten to grade twelve (David).

Concluding Thoughts – Insights about Relationships

Research study participants identified building relationships as the one most important contribution for successfully building capacity in educators by: building credibility, bringing understanding to learning, bridging challenging situations, and by handing over ownership and responsibility. Therefore, agency-oriented capacity building had the potential of bringing sustainability to democratic practices to Kosovo. Challenges were not encountered in building relationships, however, were found in understanding the socialist communist nuances in the culture which was often due to language barriers. Kosovars felt building relationships before building capacity allowed for cultural understanding (Kosova & Meg); however, Canadians found building relationships during meetings or workshops was most successful given the work plan was designed to *hit the ground running*. The following clips from interview conversations summarize the key opinions about the importance of building relationships for implementing change, reform and sustainability of practices. Yvonne noted

> teaching is about relationships ... relationships and a body of knowledge ... Then [the teacher] said ... is it all right to be friends with the students – in other words to talk with the students and to establish strong pedagogical relationships – is the way I put it. ... It was a release for him to know, as well that he could simply be human as a teacher.

Louise recognized that the strong teacher trainers "were the ones who had built relationships with all of the students in their classroom ... in spite of a culture that hadn't

necessarily nurtured that". Ana recognized the value of a Croatian heritage and being able to

> become a chameleon and every group took ownership of me and that was probably an effective strategy. I knew the Canadian international side ... knew the Albanian side ... and then I knew the Serbian side and what they were thinking. ... So listening became a huge strategy. Knowing as well that I had to be transparent and honest ... From my perspective yes, once they were able to establish who you were and where you belonged then the learning could take place and I mentioned before that it would happen before that the learning would take place – or the willingness to learn and that for me was a key strategy and who I was and really what identification I took on ... [I]t wasn't one of CIDA's most successful projects because of the strategic plan or the steering committee meetings, it was because of the relationships, and the people and the connections. ... it was the professional relationships where there was that connection, that trust and because there was that trust there was collegiality.

For Carol it was building strong relationships with interpreters and cooperatively working together by being critical friends in evaluating their collaborative work. Gavin found that the "best interpreters were the ones that we had a stronger relationship with ... again a matter of trust". Laurie described the importance of visiting director's and professors in their offices where "copious amount of liquor was provided, they [professors] talked and then he built relationships and the next week would continue on – rudimentary kind of discussions." Kirk found he was

> lost for words – relationships are the most important. ...The history and culture and I had followed the events of the culture and connections to previous events and had been to FRY. I went to church in 2004 and the choir sang in harmony and in Serbian, English, Albanian, Muslim, Christians together. It shows just how important relationships are and the devotion ... and how although it is not directly related to work, it is actually a key component to bring ... it takes these connections and people to do what they need to do.

Jim found relationships were the foundation for collaborative problem solving and for building and sustaining change and reform.

> Role modelling came through "as strong as relationships did. And I think that ... from what people said – that was part of the reputation that KEDP carried which was so different from what the locals told us about some of the other NGOs. .... My point is without the relationships, no matter what

> you say and no matter how good the Canadian or modern education ideas are, it doesn't get through."

David also concurred. David recollected the value of building strong relationships and his

> impressions from working through the senior leadership development program where senior leaders would come and tell us about what they were doing now that was different from how they had done things before. ...We tried to provide some coaching *a*nd there were only 2 or 3 of us that were able to do that and I was probably because I was there. I was the one who was accessed the most frequently. By enlarge the coaching didn't work because the long distance relationships didn't work, and I think that another thing to remember is that development work is based on relationships and that is built first on a face to face interaction so it is the building of trust and mutual confidence and it goes from there.
>
> I would be willing to bet that the quality of relationships and relationship building is critical regardless of where you are in the world and I actually have read in the last little while that comes right out and suggests that. The first thing you have to do is build a relationship with people. I think with KEDP we were just lucky we found the right things to do.

When reflecting on the conversations about relationships, it is a process of constructing, deconstructing and reconstructing the discussions about relationships to make sense of their value, and what was learned as a result of constructing knowledge socially and culturally. What appears to be emerging naturally from this study is the importance of relationships, role modelling, building credibility that permeated the work in so many different ways and held KEDP together as a community of learners in the complex demands of fieldwork. Once trusting relationships were built the work could progress because credibility, role modelling, transparency, promoted a positive and productive work environment bringing benefits to everyone. And as study participants discovered and pointed out: "everything hinges on building relationships with people" (David, Jim & Kirk); you can't get anywhere without building relationships first (Jim), through hospitality, going for coffee (David & Kosova), accepting coffee (Kosova), school visits (Louise), and productive meetings (Tom & Jim). The building blocks for relationships in fieldwork included: trust, honesty, respect, transparency, collaboration (networking in workshops, conferences, and meetings), the freedom to choose, and building credibility through role modelling, mentoring, and coaching as a critical friend. Two different approaches for

establishing relationships were identified: Canadians through working situations and Kosovars through social events.

Lessons Learned from Challenges, Regrets and Successes

In this next section, the impact on personal and professional practice and lessons learned are identified, along with recommendations being made that have the potential to benefit other fieldwork projects (Jill, Louise & Tom). The complexity of working within cultures new to Canadians involved in fieldwork brought awareness of personal biases and behaviours, therefore bringing reminders of self-examination about interactions with others and awareness of imposing values. Metacognitive thoughts expressed by Canadians draw attention to transformative thinking, (Merriam & Ntseane, 2008; Mezirow, 1991) new considerations, life lessons that can only be learned through experiences in another culture and being open to challenging previous knowledge and behaviours. Paying attention to one's own thoughts, biases and habits is a challenge each international brings to field work (Merriam & Ntseane, 2008). Learning to give voice, carefully listening, trusting and handing over leadership rather than taking over while imposing our cultural values, is fundamental to international fieldwork (Ana, Carol, Gavin, Jill, Jim, Kirk, Tom & Yvonne). Looking for the uncommon when dealing with what is common adds value to personal learning experiences while adding depth to learning.

Out of the lessons learned, attention is now drawn to the challenges, regrets, successes and recommendations made by study participants. In order to bring rigor and credibility to the work, the initial goals, guidelines and CIDA's focus on results for effective programming shape the lessons learned; therefore guiding and bringing bias to the findings. CIDA's (2009) program intents included:

- Focus on the needs and priorities of developing country partners with an emphasis on local participation and ownership,
- Implement designs that reflect local conditions, lessons learned and best practices
- Deliver results that lead to sustainable benefits for local citizens
- Coordinate with recipient country governments and institutions, international organizations and development agencies
- Ensure Canadians know–how is put to work for the benefit of developing countries

Lessons Learned from Challenges

Building trust and credibility amongst partners was central to giving over more responsibility and leadership without the "fear of losing control ... and risk taking at the senior level" (David). It may be very easier for the donor to do the work however that does not lead to sustainability or agency-oriented development (Sen, 1999). David points out: "I don't think – you don't always have to lead from the front of the parade, but you've got to make sure that the back keeps moving in the right direction" meaning that patience, persistence, being supportive and confirming the capability of the individual eventually leading to sustainability. Personal challenges involved coming to terms with getting over pride and any kind of an ego trip that an individual might have had about being an international consultant, "but rather looking at the local context and working with people there and modifying for their needs" (Ana).

Changes in thought and behaviour faced by Kosovar participants included: challenging communist ideologies about authoritarianism, the privileges of hierarchy, position and not having a voice in the face of promoting new democratic principles which allowed freedom of thought and equality. The challenges of political instability affecting leadership positions and sustaining reform, lack of transparency, disbelief, denial of facts and resistance to change; not being acknowledged by their own community as having expertise and authority to promote change in education; and facing the double standard of women being subservient and not being privileged the same rights as men in the work place. Challenges already discussed that Canadians faced included: gender issues in the KEDP learning community; overcoming language barriers; lack of personal interpreters; political instability; resistance to change at the university, lack of transparency, hidden agendas and vested interests; locals presenting different messages publicly from personal stances; and political nuances creating instability for change that was already embraced at the grassroots.

Success and Indicators of Success

CIDA recognized the processes that brought about change and acknowledged the results and contributions being made by KEDP. David acknowledges: "... it is way beyond what we ever thought would be accomplished through the project". For Kosova the key

areas of learning included new philosophies of freedom, authority, role modelling, opportunities for learning and job advancement, on the job experiences. Indicators of success included "being flexible and being open to people's needs ... and then mak[ing] sure you are there to help them". Meg felt KEDP had "a great impact ... and people want to retain those influences and make them a part of their daily activities and daily ... practice and part of their future. It changed so much the face of the school and the face of the teaching methodology and process that it is incredible." Meg's success included the Dean of Education becoming involved in taking responsibility for implementing gender education, in spite of resisting in the early stages. She also felt that the methodology and philosophy of LCI has contributed to changing the focus of teaching "from the teacher to the student so now teachers are becoming more aware you are there for the student – the students are not there for you". The passion for learning, response to workshops and motivation of educators working towards change was valued. Jim and Yvonne related stories about teachers walking great distances to get to LCI workshops and knew the workshops were valuable and successful when they are willing to risk their safety or health to get whatever they were getting from the class. Gavin, Louise and Yvonne felt the success of the LCI Casebook was due to the processes used to develop it locally, and Kosovars taking on ownership and resultant pride of accomplishment. The openness to relationship building and development of friendships was valued above all else.

Success – Sustainability of Change

Visual images emerged as participants passionately spoke about successes. Sustainability was a cross-cutting goal of the KEDP project (2006) and one that was underling all of the strategic planning and work plans because agency-oriented and participatory development was the philosophy implemented by building ownership and responsibility by Kosovars at all levels and in every way. A transitioning process was planned for turning over various parts of the project to MEST and the local NGO, KEC. David explains what he experienced as successes like

> like going out and visiting the classes and watching the non-engagement initially and how challenging the participants were. I am thinking particularly of the first summer and I'd go back the second week and wondering if I am in the right place. And it wasn't just in one class it was

> in every class that I visited – the whole tone had changed that the level of engagement. It's the kind of thing that when you have been walking through schools all your life, it's what you look for in classrooms; in kids the students are really actively engaged.

David also found success in numerous ways including working closely with

> the Minister [who] changed his attitude as well and that organization [MEST] really went out into the community in marvellous ways and that was again was a small feeling of success. And then I would say with the senior leadership development, it would be experiences like after a session, you go down and they have that coffee with you because they want to talk about something that they are working on, and so you know you've got that connection.

Sustainability was central to goals for the EDP project David concurs.

> The big success because I wondered right to the very end how much [of the KEDP project] was sustainable. You really have to step back away from it and say "we are dramatically different". The fact that it [KEDP] got the evaluation [Jackson, 2006] that it did ... made me feel that we had been successful. For me that whole project ... was never I, it was we. And I think that was the power, tremendous power and I think it was a message and subliminal message that was picked up by the Kosovars.

Jim explains successes when witnessed leaders and teachers

> taking responsibility for their own learning and shifting it, then you knew they didn't rely on you anymore – you kind of went to those things as the foreign dignitary ... so and so is here from Canada to come and watch what we are doing. But they were really taking it on their own, then you knew that it had shifted from doing what you're told to really doing what you want to do and making it your own. ... Another specific incident was visiting Nehat's school and seeing that there were about three or four classrooms that were doing LCI ... [work displayed] on the walls ... what had been taken from the workshops and tried. ... Nehat had been through the teacher training plus the leadership training – everything was just going [well] and it didn't last that long, but that was a political reason. [Y]ou knew it could be done and ... it was going to be successful in the hearts of many.

Although many Kosovar leaders worked diligently towards success, local and government politics affected the work of school leaders, at times delaying or destroying advancement. David reflects on the success in the classroom resulting from constructivist education and specifically learner centred instruction.

> I have one favourite little picture ... and it was about a grade three class and these kids were solving math problems and this one little guy just can't stand it because he is at the end of the table. And he just leaps and he is right here and all of the papers were around him. And that was engagement. And those kids were totally engaged and it was non-directive instruction and it was really, really good. ...

Overall, David felt success was based on

> a number of factors and it goes back to relationships ... I think a second one was the quality of teaching we provided during the inservice program and I think it would come in the one on one, small group conversations where ... they [Kosovars] would come and tell me stories . So I knew that, for example, Jim and Louise had extraordinary credibility because they were quoted.

Louise found the evidence of success when teachers, parents and the community bought into change and asked for learner centred instruction for their children.

> The same thing was happening there [Kosovo] as happened here [Canada]. Once parents and teachers encounter different ways of teaching then they start to demand it and that is what was happening, that was totally happening by the time we left. ... When you think about it, it became a democratic classroom because everyone had a voice. ... [A]nd you know the vast majority of people wanted that. That was the interesting thing about working in Kosovo. There was a hunger for that other way of doing things.

Ana describes success in working with educators in Kosovo and Serbia.

> I want to think about that more in terms of Serbia rather than Kosovo. So in Serbia they were fighting a different kind of adult there. And so the different kind of people we had in our workshops in Serbia were in environments that were not necessarily supportive of what it was we were teaching and some of them didn't want to do it. ...Other's that did get energized, ... I think were the ones who really started to understand that link ... about educating students to be good citizens of democracy... They became committed to a bigger set of ideas, than just what ... they had gone into their classroom to teach, ... the idea that you can do this in the classroom. ... [T]hat within schools there is a vehicle for building a better system, a better community and a better society. I think that is true in Kosovo too. I think that the people who were really good ... were the ones who did see that link. ... I explored it in the conversation first because I think that was ... doing it rather than seeing it. ... [S]o to come and actually participate in an activity that demonstrated something or enabled

> them to learn something so that they could actually take part in it and experience that for themselves. I think excited them about the potential of doing it with students. ... I think in Kosovo they so desperately wanted something that would define them too – and maybe there was the potential ... that they would find something that would define them.

Sustainability was evidenced not only through support by educators but also the MoE and the University taking ownership and managing programs such as the summer institute once KEDP left (Ana & Kosova). MEST developing the Curriculum Framework and the World Bank's school legislation worked together supporting sustainability; similarly, Kirk explained it as educators working together towards

> achieving their goals within the frameworks of the Bologna accord. And ... if people wanted to go off and do their own thing he [Kosova] would say "Are we going to meet the standards of the Bologna accord". It was not him saying, it was saying: does this fit?

Sustainability of the practices in leading, teaching, learning and parental demands for change assisted the process of building education for sustainability and allowing change to continue (Louise). Canadians had a genuine interest in people, in facilitating, handing over leadership roles, motivating and building capacity; and above all valued developing relationships and friendships.

Unexpected Learning and Outcomes

The following unexpected learning illustrates a contrast in ways of accomplishing the work or inconsistencies in behaviours that were puzzling. David describes the importance of taking time to connect with high ranking officials over coffee rather than setting meetings to accomplish the work; therefore rethinking the "Canadian work ethic and that is you are [working hard] to get a job done – get your nose to the grindstone and away you go". Having been involved in other international projects, David found

> a major difference between Canada and the two developing countries I have worked in, is that we are not as concerned about the nature of the relationship, we can work with people we don't like and get something done. But in the two environments in which I have worked that is not true. People have to like you and respect you and then you'll get things done.

David expands on how he went about earning respect by providing examples.

> I think there are probably two primary means: one is how you treat and inter-relate with people because you and I saw lots of Europeans really had no respect for Kosovars and they got the same attitude in reverse and deserved that. Then I think the other ... is that you were able to demonstrate that you were providing them with quality work and quality information and I think we did that**.** Instead of telling people how to do it we took them through a process, so very quickly there was a transformation of work from us to them. For example: with the TTRB we demonstrated researching for policies, and then we began to demonstrate the research to people on the board to find things out. ... The worst thing that we could do in development work is to do things to satisfy our ego or our needs – rather than their needs.

The motives with which educators approach fieldwork becomes evident in the attitudes they have towards others, their need to take credit or be in the limelight. David responds to whether he thought that some of the successes were due to the unique ways in which Canadians worked?

> I if you listen to our staff who worked with Canadians in other settings they saw the similarities. You saw Rina talking about ... how different it was working with a Canadian police force as compared to some of the other countries she worked with. ... [N]ot that we come out of a sort of an identical mould as Canadians, but perhaps the people who go into development work share some similar values or attitudes that leads to this behaviour nationally. It reflects well on Canadians.

Ana found that different ages of team members benefited her and the experiences supported her theoretical knowledge, therefore she was able to "transform that theory into practice into a local culture that [she was] sure was also struggling with wanting to be different and modern and contemporary and follow some of our thoughts and practices and but not really [know] how to do so". Ana also made an interesting observation at a conference regarding the stance educators took in public versus their personal perspective.

> People were presenting their professional voices and stances when I knew what they knew personally was so different. And on the other side letting the personal overcome the professional and how their preconceptions and prejudgement of each other: the Kosovo side, Serbian and Montenegrin side. How that came to play and again how they tried to negotiate all of that when the Canadians were around. And [since I was] travelling between offices, I knew what their professional and personal opinions were of each other, not even as people but as ethnic groups. Yes, it was very challenging and bringing back some very strong memories that

> maybe I suppressed. .... I found in my own research that those people who only worked with the Albanians only took the Albanian viewpoint, and forgot the Serbian viewpoint, and was also another problem that we encountered and I was acutely aware of because I worked with both sides.

David observed the value of education and inservice changed from the initial expectations of receiving stipends for meals and transportation during the first summer of inservice.

> Teachers did not demand payment when they continued to come to the fall and winter workshops after the summer LCI sessions. However, interestingly during the summer workshop leadership sessions, it was the school system administrators and principals who demanded payment for attending and demanded to be paid immediately. This was not the case for teachers, who were patient and understood when they would receive their stipend since it had been discussed on the first day of the workshop sessions. ... Another example of unexpected learning focused on determining goals and objectives for what was desired by educators or curriculum developers in the country.

Louise discovered a key insight and hidden challenge how the Internet was affecting decisions about curriculum.

> Groups that you are working with go and find internet vision statements that they like [take] key phrases that they like and ... put them in a statement. And so you go in thinking they have goals and a vision, but in actual fact it is not theirs, it has come from various places on the internet. ... When people first went over to Kosovo, one of the key things that you and David and that group did was you sat people down and said: “what do we want to achieve and why”... But the good thing was that it started people thinking about that – even if you ... didn’t get it right ... it wasn’t something that was cast in concrete so you kept having to go back to it. And that key step that the internet is interfering with that process right now. That is what I see. A lot of writing is getting done and a lot of vision statements are getting written, and yes, this is how they want to do things and this is what will fit, and then you start to look at what is actually going on in their world and you say wait a minute that doesn’t fit and the reason it doesn’t fit is because it is being pulled off the internet from wherever.

Observation and reflective thought became important in piecing information together. Gavin speaks about students learning from adults and imitating what they saw happening during the teachers workshops. “what was most significant to me was when we [teachers in workshops doing] these activities ... [then] when you saw the kids doing these activities

themselves - outside the window playing those games ... team building, problem solving. We see them a week later [we see them still] doing these activities. It's just that freedom, that initiative that there isn't a fixed way of doing something."

Culture

Understanding the culture was central to the work of KEDP. Ana, having a Croatian heritage, had the privilege of gaining insights others did not have.

> When the internationals were around, the Canadians I could be one of them and sometimes my local Kosovar counterparts' maybe weren't so happy with that, and I could also understand their side. And I had that age to back me up since we were all in the same age group. When I was with the Serbs I was empathetic to them too, I think just as a minority group but because they also took me in. So I could play any side, so I think that is what informed my own work. My cultural background was key, it was integral.
> ... I had that critical sense of knowing there was two sides to the story and maybe I won't openly engage in the other side at the dinner table but it is there in my head. ...I think it was Viktor who said: "Oh, the Canadians will be together. But we don't think of you as Canadian." And that was when I knew I had fallen on the other side – that I was accepted and that I was what they were hoping for. Yes, but like I said in Serbia I had to learn the difference between the public and private spheres of influence. In Kosovo much less, but there I played the cultural dimensions and the identity roles of manipulating who I was and how I represented myself to best gain access to the group I was working with. And also culture, remember you were working with the *Albanians who* were the oppressed so they would often, and maybe the internationals and the Canadians didn't see it, how much they deferred whenever a Serb speaker entered that sphere, whether it was around that table, whether it was in a training. They would become a minority. They accepted it and deferred it because they had to live, even if they were in a situation now that put them into a majority and the dominant group.

Ana also discovered, when implementing a youth program at the university, that the "youth had ideas and looked at their strengths and what they love learning about and pick it up... and didn't need an expert... and were almost better able to take that idea and run with it. Whereas the frustration I had with a couple of local colleagues was "show me how to do it – give me an exact model of how to do it" and teach them. ... I found that to be a big distinction between the students and the teachers. And I talked to the youth who said I can

do it and the older local colleagues saying I can't do it so you need to show me. ... they really grasped onto the freedom to do it."

Short Comings – Regrets

Challenges did exist with coordinating teamwork since KEDP staff worked as fulltime fieldworkers, whereas facilitators or consultants came from Canada for certain aspects of the program. At times study participants felt teamwork was disjointed and lacked collaboration and cooperation between those on the field and those coming to do short term inservice in leadership development. David agrees with Jim noting:

> the short coming of our leadership program was that it didn't connect strongly enough with the purpose of schools. When we initially set it up, my advice had been to do that and that advice was ignored, however when I come back and look at various sessions being held over time ... they basically came back to good pedagogy. .. So there wasn't the consistency of support. When we tried to establish the principals group which was quite influential in the beginning, it ended up being politically undermined so the local structures and the keeners who were in that were all people who were good leaders and good educators. But that only lasted two and one half years. It took us a year or so to set up and a year when it kind of functioned and then in six months and it was dead.

Politics played heavily into the lack of sustainability of the leadership program. There was an advantage of working in depth with the grassroots because they could at least maintain that work while the politicized leaders came and went, and during that time accomplished what they could. David suggested what was necessary was to "help them [leaders] create organizations that facilitate the implementation of leadership with their peers and on the ground". Jim explained the importance of informing the parents, the community and businesses who had a connection to schools, to let them know the initiatives and future plans so stakeholders could dialogue. However,

> we tried to change the administrators but they were in isolation, we tried to change the teachers but they were in isolation. ... But if you tried to change one group it has to be with the other group. We talked about leadership with the parents too. When the parents see things which their students are doing differently how do they get support?

Carol described one regret that she “did not sit down enough with Kosovars at the beginning and just listen to their conversations – have a coffee where you didn’t talk about work.”

Fears

Ana, Jill and Tom had fears that changes would be made that could become hindrances. Tom describes what he remembers clearly

> was the importance of us not bringing our solutions and all the preparation we were given at the university and Universalia was that we were not to position ourselves in a situation where we did the work, but we came to support this to happen . ... But I had a real sense of what we were taught and that was to be very careful ... that we were not experimenting, that we were not bringing our ideas from the Western world to Kosovo. What we were doing was coming to support what they needed to get done . ... I have real problems with people who are trying to bring a Western standard to an international setting and I think that if we look at the issue of status, unequal status that's a real issues and I don't think that the majority of Canadians that came over felt that way. I think they felt themselves as delighted to be there, absolutely lucky to be there and learn as much as they could at the time.

Ana also concurred that

> we don’t take the lead, we don’t want to convert then to our practices and our goal is to have that open dialogue and explain how we do thing and also listen to what they would think is appropriate and to learn how they think and come to a common understanding.

These comments confirm numerous concerns about relevance of what is presented (Louise), understanding the culture (Falk & Dierking, 2000) and needs of education (KEDP, 2007). A delicate balance exists between the reality and ideals of implementing Western concepts into a foreign culture (Angelides & Gibbs, 2007; Green, A., Little, A. W., Kamat, et al., 2007).

Recommendations

Numerous recommendations were made regarding gaining knowledge about the culture, study tours, and working with interpreters with the hopes that the knowledge could benefit researchers and NGO policies (Jill &Tom).

Kosova and Meg made recommendations for providing internationals with more time on the ground to become familiar with the culture before beginning work because first impressions, assumptions, lacking knowledge, or misinformation about the culture could be costly to building successful relationships (Kosova, Gavin, Louise & Yvonne). It was expected that Canadians would know more about the Balkan culture and felt that many were misinformed. Recommendations were made for taking time to learn, for coffee and to be observers. Time was necessary for relationship building and learning about culture, mores, preferences, habits, history affecting decisions, strategies and behaviours in learning. Kosova expands on this.

> They should start working two weeks after they go there ... learning how people live ... how they spend the day and I think that was something that was missing with our project. ... [Meg adds] And sort of integrate in the community and get to know people, and get to know the culture and ... the level of knowledge, experience and expertise and then you can have a picture of who you are dealing with and not come with already formed opinions and judgements. You know who these people are, while in fact you've only read about them in the newspapers and heard about them on TV and that can be very judgemental. That doesn't tell you a real picture.

Study tours for teachers were recommended since they are the grassroots and considered to be the *shapers of society*, providing them with an opportunity to see "multi-ethnic classrooms, ESL classrooms, staff development and school based staff development; how does that look in practice. ... If there would be one low lights – that would be one of the low lights" (Kosova).

Carol recommended when working with interpreters that "two locals and one international work together, rather than the other way around". Gavin suggested some training be available. Ana recommended "giving up control to the interpreter once I was confident in their understanding, building confidence in the interpreter and letting them take over".

The Impact of Learning on Personal and Professional Practice

The following section is comprised of events and stories that came to mind as study participants examined how the learning impacted personal and professional practices, the rewards of the learning experiences describing why the learning became important to

present job situations, and how the champions for change moved towards reform and creating a better future for the Balkans. Even though change brought apprehension and fear of the unknown, the way in which it was presented and implemented generated interest and curiosity. Kosova begins by reflecting on change and the role it played in reform in Kosovo. Other members of the KEDP learning community share their insights and learning that impacted them personally and professionally in meaningful ways. Kosova explains:

> In a number of ways ... change is difficult and it is difficult no matter where you started. So there will be people who embrace that change and will become champions of change and change agents from the very beginning, but there are people who are just conservative by nature ... So I think ... we need to approach it in different ways because initially everybody wanted to go to the training and the reason was because of the lack of opportunities for professional development and also the notion of summer institute and summer courses. We never had courses before, so what is that? So that was the motivation. That I want to explore and find out ... what is in it for me. ... And the notion of inservice training that teachers didn't even understand; the word inservice, and to interpret that into Albanian was difficult because it was a word that was not existent that was something that people never practiced. So what made them become champions of change and embrace that change in the very beginning and that desire to see what is in it for me? What is in it for us? We never had this – what happens, let's go and check it out.

It appears that educators buy into inservice based upon personal gain and motives for investing time and when making change a priority. The rewards of the international fieldwork experience also impacted the learning as David describes his experiences and the rewards gleaned from the opportunity.

> When I look at [the learning] in terms of another international project, it was the reward from working in Kosovo that got me to say: yah I would like to work on this project in Jordan. In Jordan there was only one other Canadian on the project at that time that I was there that was full time and yes we've become friends as well. And it was not really the rewarding project that KEDP was, on the other hand the work that we had been doing in the last six months was being implemented. Hallelujah, all the pain and suffering was worth it.

Jim found that the value of the fieldwork experience was

> the feeling of making a difference. ... I always felt I learned as much over there as we tried to leave. It is not what you take, it is what you leave.

> Because there were some great ideas but they just never took hold over there. And fine, they are still great ideas for my work but it didn't transfer to their needs.

Louise found herself valuing the fieldwork as "a gift to be able to do it. It would have been my second career I guess. For Jill it was learning "who are we in our own learning or how do we come to understand our own learning professionally? Carol felt she is now more confident taking on leadership roles in her community after the fieldwork experience. Carol also described her rewards in seeing progress in how people approached blame and how they treated others and being responsible for their actions.

> Some of the little things that happened were the change in the Kosovars. ...[B]lame was often the issue: the teachers, the Serbs fault. We can't do this it is [someone's] fault and whenever I had the opportunity I would take the blame. For example: when we were late... and what was interesting for me [was to hear] ... Emina said: "I am late today, I forgot." ... The fact that she could say that really made me feel good.

These conversational clips point to the diversity of learning experiences. Yvonne describes how she now applies her learning experiences in her teaching.

> ...When I came there I thought schools were really poor. Then I came here [University of Calgary], we are not resource rich here. So I take that into my teaching here and I've made it - and brought it to the service level that you don't need a lot of resources for inquiry to be rich, learning to be rich.

David was very candid in describing the impact of his learning and relationships.

> Well, I don't like to brag, to be candid, my impact was much more significant than I would ever have anticipated and I think that there were reasons for that. First of all I discovered and did learn was that being able to work in an international setting, at least in a development setting, is almost entirely dependent upon the quality of relationships you build with people. They're not willing to do anything but be polite with you, unless they see that you've got a commitment to their well-being. In North America the relationship is secondary. We can do business with one another very easily without liking one another but I found that in Kosovo, Serbia and am finding it in Jordan, the relationship is critical. And when you as an international don't have a relationship it becomes very obvious that it becomes an impediment to you being able to make the contribution you are supposed to be able to make.

The credit for successes was given to the KEDP team. David explains:

> I got a lot of praise and positive feedback, but I would rather frame it in terms of: it wasn't *me* it was *we*. Because my belief is that when things become sustainable, it is because people as a collective decide what they want to do, use or adapt something that they have learned from someone else. So we were very fortunate in that we had good people as professionals, particularly in the professional development field, that made a tremendous difference and then we had a staff who were absolutely keen workers, they were intelligent, they were good, really good interpreters of the culture for us which made a tremendous difference, and they weren't without their own abilities to make a contribution. And perhaps what we did differently from many other projects – we made use of those talents. And perhaps people were more satisfied working for KEDP than some other international organizations because they got the opportunity to have their talent and abilities used and extended.

It appears the value of the work is dependent upon acknowledging the expertise of many and celebrating the talents and abilities of others. Jim explains what he learned.

> learned to be more tolerant and I learned that there is not just one way. There are always alternative and you can develop your thinking by forcing to develop alternatives. I know this is right, just in case it actually isn't. What would another way of doing the same thing be? And so you look at the things and you try and force your thinking in a different direction. It is almost like the Six Hats (Thinking by Edward deBono) and trying to think of the black hat, blue hat etc. And so doing the same thing with leadership and trying to force yourself to think of alternative ways of doing the same thing.

On the other hand Jim found that the teachers who came "were more willing to do something new. The administrators were forced into it. They were expected to be there." Jim found these learning experiences

> deepened my commitment to holistic education ... The principals [in Canada] are the instructional leaders whether you like it or not or whether they are good at it or not, they are still instructional leaders. Over there [in Kosovo] they weren't required to be instructional leaders. And so to see that disconnect really tightened your resolve – it needs to be so. [The understanding of education and schooling wasn't necessarily there because] it was not written into part of their job. 'We just do what we are told. We will take the curriculum and teach it because the books are there". So I guess it changed me by emphasizing the need that it has to be tied together.

Kirk described the impact of his learning was that he left the project with

> a greater appreciation for the complexity of international work. There are many people who made a massive investment through UNMIK and a significant investment from CIDA and they did have the wisdom that they knew what the project was [worth] monetarily?

Yvonne recollects the difference the project made to her learning and practices.

> I think to some extent there are some fundamentals that changed my way of viewing the world. ... It really confirmed for me not only the importance of education, ... [but] the innate zest we have for learning as human beings and when we are robbed of that opportunity to learn and robbed of the opportunity to engage others in the learning processes as a teacher how terribly impoverished we become and how hungry we are to reinstate that. ... [B]ut what struck me then as a child was that I knew how important teachers were – it has always lived with me forever. The teacher's make a difference, I had forgotten that story, but here I was living it again through the experiences of these people in Kosovo. Another important thing that was brought back to me ... was that really we need very few resources to learn how to teach... We need ourselves – we need each other – we need to be teachers and we need our learners ... but at the end of the day when everyone leaves the building, the classroom and the school and it is just an empty space – there is nothing there... It is the fact that we bring ourselves to a space ... we have the subject – what brings us to the learning is the subject – it's the pedagogy. These people want to learn to teach so that is what has brought us all to that room that was in the middle of us and we literally and metaphorically held hands... and we danced metaphorically ... In other words the subject, that's all you need, and I think our imaginations, our ability to imagine, to tell stories to share with each other what we already know and to raise questions about what we would like to know. ... So I think that had tremendous impact on me and that now is fundamental to my teaching.

Gavin described the learning that stayed within him and impacted his teaching.

> It is something I believe in, the collaborative working together ... not just from and educational point of view but from social point of view as well. Without both of those I think that it is so essential. We always connect one with the benefitting the other putting them together and I realize how strong that bond can be.

Jill describes the value of the learning experience.

> What I have learned as a person is to set out what I want and set boundaries and what one person wants and lay out your requirements. We are taken advantage of because we have not set up the structures. Women

> more than men, do not lay out what we need and boundaries. Who am I in my own learning? The biggest gift is the gift I give to myself: a by product of that is you are given far more than you give ... than I have given to others. Wisdom comes from experience and learning. One of the things that keeps me humble is to keep me in new situations. ... I am only giving what I have been given.

Louise comments that it had been a long time since she taught and this experience

> took me back to my roots in teaching and to why I became a teacher and what I loved about teaching and what was important about teaching and all of that. That is what my involvement in the project did as a whole. ... It fed a dream that I had since I started teaching. ... It was a gift ... it reawakened my love for teaching.

David and Jill felt they got more than they gave and Jim found the friendships that were built through KEDP are "lifelong friends that worked in the project". Ana reflects her insights and

> the biggest advice for professional development work for international work is taking into account what your local colleagues believe and want and working with them ... like you mentioned working with Kosova and planning workshops of what you thought people wanted. And I would often - with the Kosovar Serbs say: "This is what you want to get done, but where do you want to go? What do you need to work on?
> [Carol added] I often tried to think about what they did well. When you go to another country it is about what their strengths are their notion of [for example] reciting well and try to find a topic to use. And some of us are able to retain the materials and they were much better able to retain the materials than the average Canadian and they have that ability.
>
> [Ana reflects on her parents words] And if my parents came here to a democratic country and they raised us to believe that education was the tool to move yourself forward and no one can ever take away your education or your knowledge. ...So, personally that was something that was quite a journey. And then professionally it was really looking at international development and how that works and really witnessing. I know I was not privy to all sides, I know I was not up at that level of those discussions, but I was on the ground. So I had to execute the plans and professionally, sometimes I was maybe naive, I admit and very frustrated, very interested.

Each participant articulated the value the fieldwork experience brought to deep and transformational learning in their personal and professional learning.

The Impact on Current Professional Practice

Self-reflection was a significant part of interviewing, and using meta-cognitive skill evaluating what one did, how it was done and whether it was the most effective method is a common process in which reflective practitioners engage. Ana reflects on the strategies she learned where she now works in continuing education at the University of Calgary.

> For me the learning was massive and still continues. I did my own academic research [master's thesis]. ... On a professional level. ... I know that I would not have been qualified or been able to do this job had I not done what I did in Kosova – I see them as parallels, and I write about if professionally and academically as well. You don't need to go to post-conflict or a third world country... A lot of the same problems are very close to home and a lot of the work I do on a day to day basis are a result of the experiences I have had there for two years. Personally the friendships and relationships that I developed with people both in Serbia and in Kosovo are deeper than many of the relationships I have had here with people here my entire life, and it is something that is completely interconnected.

Ana reflects on learning about her heritage and her parents coming to Canada and coming to terms realizing what she gained by growing up

> learning about Croatia and Yugoslavia and the role of each of the republics to each other, I witnessed the fight for democracy and the Diaspora, my parents were very politically involved, but that was their fight, and for me it was like going back to the centre and to the core – going right into post-conflict and everyone has fought for democracy and what are you going to do? For me it was almost a lifetime – I was born into it, and I worked in it.

Ana felt the work with KEDP prepared her for her current job in management in Canada and identifies similarities between the attitudes of resistant educators in Canada and those in Kosovo and Serbia. She found

> there were the keeners, the people who were relieved that change was on its way and – there were those who were resistant and they didn't know why they were resistant – but they were just darn adamant to resist whatever I was going to do and here were those on the fence and it was very similar to what I experienced in Kosovo, having people say curriculum change – so – exactly in which month will you have the curriculum ready for us and when will you do this and when will you do that and I remember their faces and I remember their faces when I said – when will we do it? And what our timeline is and what our vision and our

> mandate is. And I thought all of that – forget Kosovo – I am in post-conflict right here. They didn't even know they were in a crisis point. So it is something I go through professionally. ... ... We [Ana & Kosova] are now able to have dialogues on a regular basis comparing and contrasting these situations and drawing similarities and he's very much like the observer I was over there. And I just find that amazing and I don't think that is something anyone of us ever imagined, we have the opportunity to do but now that we are in this position and working together in a different location but on many of the same changes of topics. It is mind blowing. ... [B]ut he and I are continuing to work together and continuing on these changes in education.

In the following conversation, Yvonne, Gavin and Louise reflect on numerous situations that they now realize had an impact on their professional practice with teacher education students at the University of Calgary and how they have become more attentive, resolving to change how they think, how they do things in their current work situations. Yvonne notes:

> We invite people into conversations. Into fairly controversial conversations about differences and I am thinking particularly in terms of cultural differences – what does it mean? I think that it is very critical that we really open up our conversations and address those conversations in serious rigorous ways. I think it requires moving through some uncomfortable dialogue.

Louise identifies one of the things that she thinks about, and hasn't articulated before.

> I think I learned a lot more about what it means to listen because you had to learn to listen through an interpreter which was when I really figured out more about how to do it. It was really hard work but it has made a difference in how I listen I think whenever I am teaching now.

Gavin agrees with Louise and adds that "it is about watching and listening". Gavin also learned that "Teachers also wanted validation of what they had done"; however, Yvonne found this worried her quite a lot because

> the question was often there: 'Is it good? Are we good? And so of course ... I imagine everyone tried to respond by saying are you satisfied with this? Tell me about what you did and what were your intentions what worked for you, what would you do differently? They found it very, very difficult, I think and they wanted so much for us to tell them it that it was good. I think that - in fact ... it had to do with infantalization, naturally over a long period of time without being oppressed.

Gavin agreed and felt “they didn’t want to know why it was good. They just wanted to know it was good, that was sufficient.” Gavin and Yvonne speak about trust, and Yvonne adds

> they were really absolutely vulnerable – imagine coming in [to the workshop] dressed in someone else’s clothing someone else's shoes, literally limping in some of them. Some of them were very tired, being up at sunrise to walk to get the bus to get there by nine and absolutely vulnerable, and they I think they trusted us and of course we could see when they came in how open they were to learning so of course we simply trusted them as learners. So I think I knew that before. So anything that allowed me to step back and to give other learners more space now – trusting and knowing whoever it was – a student here on campus or a teacher in a school they are coming because they want to learn something.

Risk taking is a part of constructivist education as well as planning the timing for various teaching activities. Louise and Gavin discuss a time when they were working with the Serbs in Strepsa. Gavin describes his reflections.

> We did a workshop up there and very early on we decided one of the things we were going to do was environmental, outdoor classroom, and if we thought of doing that at the very beginning – on day one, they wouldn’t have embraced it, they would have questioned it, they wouldn’t have turned up, it can’t happen. ...Whereas, what we did we ... gradually immersed them into different experiences taken them out of their comfort zones, getting them to do little games and exercises and things like that and gradually built it up until suddenly – not suddenly – it was a gradual thing at the end we warned them there is going to be a day when we will have a classroom outside. And I don’t think they had ever done that before and had stations – but they had to be ready for it. It wasn’t something we could throw them in straight away. ... Yet it turned out to be one of the most powerful things we did. That was a real transformation for them. Yes, a real learning experience.

Yvonne reflects “We came to walk alongside of them”. Gavin realizes that whenever you are involved in this type of work

> you can never be prepared enough. I mean whatever you think about, whatever you understand, what you believe about a context, however open you are. I think you are always going to be surprised. And yet, there is always going to be something there ... given the post-conflict situation - you've got an emotional setting there and you don’t often have just the cross-cultural learning. ...The emotional stuff that we saw was probably

> more significant than the cultural differences – living and working with people who had just come through a traumatic experience.

Yvonne responds “But, you test yourself when you put yourself in that kind of an environment. You really do. Can you communicate, can you make connections, can you do the strategies and techniques that you've learned and that you didn’t know about that and asking yourself. Can you apply that?” Gavin found that going to Kosovo “got easier each visit ... so that shows we became more comfortable. The first time going across there we were just eyes wide open. ... We were deer in headlights... all that sort of stuff and ... you could have told us anything. Yvonne finds this experience “has left a lasting impression on me is the absolute determination that some of these people had and really it’s quite pathetic. ... There are these images for ever. If only I could be like that - like they are in that determination.”

Champions for Change

What I have learned is that philosophically and in practical ways, we as KEDP study participants; first have very similar approaches to working with participatory capacity building strategies; and second how we value our relationships with each other and with our Kosovar colleagues; third that we were all learners in the process and were open to learning more; and fourth participatory agency-oriented development was at the roots of our philosophical stance and we valued working as partners in the project, knowing it was not solely a project of the Canadians, but it was a joint effort where we needed and depended on others. When success was spoken about it was always stated that the credit was not the Canadians, but that of Kosovar and Kosovo-Serbian educators who took risks, had the passion for education working diligently to create a better future for the children and society. Participants suggested success in the KEDP project may have been built by establishing credibility and building relationships with the Kosovars and that resistance can be interpreted in several ways. Ana makes a point about Kosovo having an oral culture and therefore what we may interpret as resistance may not have to do with the influence of communism. Carol, Yvonne, and Louise note the dominance of senior male. Carol notes the importance of collegiality in workshops and teaching people how to do group work since this is not a part of the communist education. Ana advises to ask people for input into

capacity building activities in order to build ownership, and the importance of participatory teaching with interpreters. Carol and Jim suggested the importance of using role plays as an instructional tool to teach role modelling in practice teacher settings.

Concluding Thoughts

This study has provided an in-depth, holistic description and analysis of a qualitative single exploratory case describing what was learned from the complex challenges of international fieldwork, opportunities for learning and challenges encountered, the cultural context, the issues, insights and the lessons learned (Lincoln & Guba, 1985). Participants made value judgements about their own learning and what impacted them to learn certain concepts forming perceptions and bringing previous learning experiences from another culture into their work in Kosovo. Participants have individually and collectively put themselves into a new learning situation and understood what it's like to be a learner in a culture different from their own and apply learning experiences to personal and professional practices and together become champions for change. Yvonne explained:

> It was really exciting facing the unknown and as you say Louise, testing oneself against the unknown.

CHAPTER FIVE: DISCUSSION AND IMPLICATIONS

Introduction

When common themes articulated by several participants reappear in the process of analyzing and interpreting research findings their importance must be considered and subjected to theoretical analysis and further research. Four dominant themes emerged naturally about participants learning and insights within a study comprised of thirteen Canadians and Kosovar educators involved in both iterative individual and focus group interviews. The themes emerged within the context of KEDP participant's personal and professional learning when building leadership capacity in the historical and cultural environment of a socialist communist society still struggling with post-conflict life in the Balkans, where Kosovar educators were striving for reform initiatives in education. The four themes identified include: first, the importance of relationships when building leadership capacity while implementing change and reform; second, developing leadership capacity and the benefits of collaboration promoting agency-oriented development; third agents of change and reform; and fourth, unexpected learning in the context of a culture different from the participants own that transformed personal and professional practices. The questions: *What have you learned? How did the learning impact your personal and professional practice? and Why is the learning still important to you?* were answered by describing events, stories, insights and lessons learned.

Three important insights encompassing culture emerge: the importance of building and maintaining relationships during fieldwork, understanding the cultural and historical context when building leadership capacity in a socialist communist environment, and unexpected learning in the context of reform. These themes and insights are situated within the conceptual framework supporting the interrelated perspectives of pedagogy: experiential learning theory (Jarvis, 2006; Kolb, 1984), adult learning theory (Knowles, Holton & Swanson, 1998; Mezirow, 1991) and sociocultural and social learning theory (Falk & Dierking, 2000; Wenger, 1998). Additionally, the findings are either confirmed by identifying previous studies, practices, or providing a new lens or perspective. This chapter concludes by identifying the implications for further research and recommendations for fieldwork projects.

The Context of Reform and the Culture

Politics, communist regimes, poverty, oppression, lack of resources, inadequate education systems, and ethnic conflict have played heavily into strategies for change, reform, capacity building, and leadership development in the context of international development fieldwork (Freire, 1996; Henderson, 1989; Pieterse, 2001; Sen, 1999; World Bank, 2005, 2007, 2008). The story of Kosovo's political, economic and educational struggles toward change and reform are no exception. Kosovo has had a long history of conflict, communism, change and reform with a reputation for resilience (Anderson & Humick, 2007; Goddard & Anderson, 2010). A goal setting workshop conducted with educational leaders in the spring of 2002 concluded with the statement of a Senior Educational Officer confirmed "we have done it [made changes] before and we will do it again" to which everyone broke out in joyous applause. The desire and spirit for change and reform amongst many school administrators, principals and teachers revealed what they wanted to accomplish in spite of unstable political situation, politicized leadership positions and the reality that changing a system could be impossible. Therefore, the only place left for change was in the hands of the individual in his or her domain of work. Yet, teachers were advocates of change and were hungry for information, new methods and resources (Buleshkaj & Saqipi, 2007) and as the *shapers of society* were given the power by the culture to change the thinking of the young.

However, the story for change at the UP was that of resistance, fear with the old guard holding on tightly to their culture, communist practices, structures of power, seniority and personal vested interests (Anderson & Humick & LaGrange, 2007; Walker & Epp, 2010). Vested interests for securing finances continued by charging additional student fees, cancelling classes, subtly seeking money from students for better grades or having other more lucrative priorities (Interview, Jill, Laurie & Tom). Lucrative priorities included teaching English classes or running businesses on the side that paid more than their university job (Interview, Laurie). The Minister of Education in 2002 foresaw and supported KEDP's proposed changes; however, the work would only occur on his own terms, timelines and in his own way (Interview, David). Nonetheless, his plans were often usurped by elections and new leaders, who were party supporters put into place (Interview:

David; Anderson, Hiseni & Mooney, 2007). Frequent elections with new leaders in government, at the university, MEST, and schools meant that a different set of interests and values were implemented and reflected the philosophies of the new government party, and those not supportive of the new government lost their positions (Anderson & Humick, 2007a, 2007b). This also meant two things: first, since the principalship in schools was politicized teachers no longer applied for these positions because they could be without a job after an election (Buleshkaj, 2009; VanBalkom & Goddard, 2007); and second, new leaders needed to be trained since training was now part of the new government legislation (VanBalkom & Goddard; 2007).

Canadian and Kosovar participants often spoke about post-election events with exasperation in their voices, describing interruptions or cancelation of work plans, workshops, and left wondering about the status of trained leaders and if a new Minister of Education would be committed to educational reform. Each time elections occurred, KEDP stopped to reassess and realign strategies for continuing while wondering if the educators committed to reform were still in their positions. In the true spirit of dynamic and sustainable development, this meant that the KEDP team "needed to be willing and capable of responding in creative ways to shifting circumstances and priorities" (VanBalkom & Goddard", 2007, p. 255) while working to counter the effects of conflict and communism.

Sociocultural Construction of Knowledge

Paulson (2002) claims cultures are influenced not only by the prevailing political, economic, religious, philosophical, and legal structures of societies, but the individual as the basic unit of any culture is not only shaped by personal values, meaning, beliefs, aspirations, goals and desires, but the culture shapes the individual as well. The sociocultural construction of knowledge is at the heart of this discussion about learned worldviews (Falk & Dierking, 2000) and applies to this case of Kosovars and Canadians reaching for common educational goals and outcomes in a post-conflict culture shaped by a history influenced by balkanization. Developing and strengthening leaders using westernized capacity building activities in the milieu of educational change in a socialist communist system was the challenge encountered by KEDP (2006). Making sense of the fieldwork experiences, participants drew on what Schön (1983) identified as *reflection-in-*

action or thinking on your feet and reflection-on-action or thinking about the action in the past and then applying it to the thoughts in the interviews. Both of these constructs influenced transformational learning as participants reconstructed and constructed new realities (Denzin, 2002; Merriam & Ntseane, 2008; Mezirow, 1991; Wolcott, 1995, 2001). KEDP faculty gained insights from the cross-cultural milieu where socialist communist behaviours intersected with their democratic philosophies and behaviours, at times creating cultural dissonance (Sen, 1999; Wenderoth & VanBalkom, 2007).

The following discussion identifies what both Kosovars and Canadian learned from partnering in fieldwork experiences in their work roles as practice-oriented practitioners, project managers, facilitators, leaders, coordinators, instructors and mentors. These roles were initially held by Canadians, however within the six years of KEDP some roles were transferred to Kosovar partners, thereby implementing aspects of the work (Anderson & Humick, 2007).

Four Major Themes

This discussion expands the four themes identified in the findings: first, relationships are important when building leadership capacity while implementing change and reform in post-conflict Balkans; second, developing leadership capacity and promoting agency-oriented development can be facilitated when collaboratively developing resources; third, finding agents of change are central to reform; and fourth, unexpected learning in the context of a culture different from one's own, transforms personal and professional practices. In their personal journeys, Kosovar and Canadian participants encountered change, personal capacity building and transformation in a context where reform co-exists with resistance; and where personal learning led to recommendations for change. These themes are rooted in the interrelated perspectives of the pedagogy of experiential learning (Kolb, 1984), adult learning (Knowles et.al, 1998; Mezirow, 2000) and the socio-cultural construction of knowledge (Falk & Dierking, 2000). Research studies are used to validate the findings, the recommendations and implications for further study, policy and practice. The insights and recommendations in this study are rooted in the values of the participants and their purpose for sharing with hopes that their learning may be useful to governments

and NGOs building policy influencing international fieldwork projects, educational practice and future research (Lincoln & Guba, 1985).

Key Insights about Relationships

The following three categories emerged within the relationships theme: how relationships are built within the cultural context of the Balkans; the types and purposes of relationships built; and building relationships within the KEDP team. These themes are discussed in the context of the conceptual framework and research studies identified in the literature review. In this discussion, culture includes a broad range of variables such as race, nationality, ethnicity, history customs and traditions. Stone (2006) suggests developing better understandings and insights into the implicit or less conscious values, attitudes, and beliefs. Figure two *The Importance of Building Relationships – Attributes Supporting Relationships* found in the summary section of the discussion summarizes the complexity of adult learning theory (Jarvis, 2006; Knowles et al., 1998) within the experiential learning cycle (Kolb, 1984).

Understanding the Historical Context – Relationship Building

Additionally important was internationals understanding the historical and cultural context while building relationships with KEDP staff, Kosovars and Serbs. Kosovo and Serbia, where most of the fieldwork took place, had emerged from the 1999 Balkan conflict with emotions that were scarred from the loss of family members, relatives, friends, and property. Serbians who resided in Kosovo lived in enclaves surrounded by barbed wire and heavily guarded by the military (Goddard, 2007). Both Kosovo-Serbs and the Serbians who lived in Serbia were still governed by and taking direction from Belgrade while living under a strict socialist communist regime (Petrunic, 2007). For Canadians it was seeing and learning about conflict with a large contingent of military present, in full view of burned out homes in ruins, windows bombed out of buildings and burned vehicles. The contextual learning (Chang, 2006) occurring in this environment, then making meaningful transitions into the workshop topics held for Serbian and Kosovar educators required reflective thought and meaning making (Stake, 1995; Wolcott, 1994) about how to approach democratic constructivist topics, familiar in the Canadian culture, but new in the communist Balkan culture.

When meeting with English speakers, Kosovars and Serbians wanted Canadians to know about the trauma and tragedy that befell them and what they had suffered during the conflict; once that was established other topics of interest emerged and relationships were established (Petrunic, 2007). This was a situation of deep learning for both Canadians and Kosovars occurring as a result of traumatic, shocking experiences connecting to the inner spirit of an individual, triggering behaviour change, or transformation (Percy, 1997; Senge, et al., 2007). Hargreaves & Fink (2006) discuss "Deep and broad learning [that]…. is often slow learning - critical, penetrative, thoughtful and ruminative" (p. 53) engaging people's emotions, while connecting with a person's life (Percy, 1997; Quinn, 1996; Senge, et al., 2005). In the post-conflict situation Yvonne spoke about inviting the whole person into the classroom which recognized the role of feelings, other ways of knowing, using the intuition, thinking, physical and the spiritual self; all supporting the processes identified in adult learning theory (Knowles et al., 1998) and experiential learning theory (Jarvis, 2006). In this way by engaging the affective domain, individuals could express themselves using various images, feelings, and behaviours within the workshop setting, when journaling or in dialoguing with group members. For Yvonne, as a workshop leader, this meant actively dialoguing about the feelings of learners, in combination with reason, while fostering transformative learning. The importance of working in community to understand new learning and changing ones frames of reference are supported by Wenger (1984) in his community of practice theory.

Adult learning theory (Knowlton, et al., 1998) confirms the need for adults to understand their learning from an experiential context and use their intuition to move beyond their current situation on to productive tasks and accomplishing their goals. Adults also depend on iterative experiences, social interaction within their communities of practice to be able to participate, observe, reflect and process the information (Wenger, 1998). This occurs in a way that the knowledge developed is useful and answers the questions: what is it that needs to be accomplished, how to accomplish it and why it is important. This process of making sense is where cumulative knowledge is added to the bank of experiences from which to make future decisions (Mezirow, 1991; Merriam & Ntseane, 2008). It is then

through a process of examining learning from another perspective, or philosophy that learning is transformed into new behaviours (Merriam, 2004).

The humiliation for Kosovars was NGOs coming in to “experiment”, to work behind closed doors bringing their goods and services then leaving after the money was spent took its toll (Kosova & Meg). To be the receiver of gifts and not the giver sets up power distance (Paulson, 2002) relationships with the challenges of being the oppressed and/or the oppressor (Freire, 1996). When power distance was high, a high degree of disparity existed between those with power and wealth and those without. Depending upon the situation, this act affects the psychology of the receiver being in a submissive position where there may not be any acknowledgement of the individuals pride, skills or goals for living or hopes of change. It has the potential to set up the situation where the individual’s sense of agency, pride of ownership and responsibility are affected (Sen, 1999). The thought that International NGOs would ask Kosovars to work *for* them, rather than *with* them may have helped in meeting the physical needs, however did not meet the intellectual needs of educators by building the skills needed in order to cope or emerge as a democratic society. This approach did not meet the adult learning needs of actively participating as a community member contributing to their own community, making decisions and determining the progress of their country (Knowlton, et al., 1998; Wenger, 1998). Nor did it meet the goals Kosovo needed to attain by building the capacity of nationals to meet the standards of the European Union and the Bologna Declaration (Kosova & Meg).

Kosova found it unbelievable that international organizations such as KEDP would expect cultural groups, who were enemies only two years earlier, to meet in educational workshops with the goals of educational change and reform. The problem was not fully understanding the impact of the conflict on the whole human being in terms of the physical, emotional and social trauma, lacking sensitivity and working too quickly in the estimation of the locals. Therefore what is important is being sensitive to the situation, to the individuals and involving educators in actively making decisions with the internationals (Pieterse, 2001; Sen, 1999).

The Cultural Context for Building Relationships

The cultural context provided by Falk & Dierking (2000) and Ogbu (1995) resides in the socio-cultural context for building relationships. Vygotsky (1978) learned that social construction of knowledge is a central part in learning and building a knowledge base. Various theorists have developed theoretical models or concepts supporting the processes of relationship building. The learning cycle in experiential learning theory (Jarvis, 2006; Kolb, 1984) provides a framework within which to discuss the process of relationship building as a social activity and experience. Additionally adult learning theory (Jarvis, 2006; Knowles et al., 1998; Mezirow, 1978) involves communication, experiential learning, the social construction of knowledge and facilitates learning and transforming adults behaviours. Capacity building or leadership development was typically presented in the context of group or team work; furthermore Lambert (1998, 2003) claimed that models of leadership are most effective within the context of distributive leadership models.

Relationships and Experiential Learning

Relationships are built experientially (Kolb, 1984) in a social milieu when children are taught how to respond to others in a concrete way – using emotions, visual impressions and physical contact in their environment. Experiential learning involves a cycle of learning applying four sequential stages (Kolb, 1984). In the first stage of the cycle an actual concrete situation in life occurs. The second stage involves thought and gathering information about the situation. The third stage is a process of reflection about the situation or experience where knowledge is gained from the analysis of past experiences and applied to present experiences. In the fourth stage abstractions occur as individuals learn from the collective knowledge and processes stored in the memory for future application. This cycle continues as a lifelong process of learning. As the learners gain more experience abstractions are formed and applied to thinking and experimenting in concrete situations. Each new experience then follows through the same loop or becomes a double loop of learning (Jarvis, 2006) with the individual gaining more knowledge and experience with each situation in life. Likewise, this cycle of experiential learning occurs when adults are in new cultural situations. This collective learning assists individuals in comparing their

familiar culture with a culture different from their own, thus resulting in learning how to act or respond appropriately.

Confirming experiential learning, Stone's (2006) research identifies the attributes of competence such as the importance of getting to know the ways of a culture, what is important and how to function in a culture different from one's own and getting involved by being responsive, adapting to situations which in turn gives greater levels of comfort, satisfaction, confidence and sensitivity. Deardorff's (2006) research concurs and identifies the importance of intercultural competence and ways of assessing individual's aptitudes.

Sociocultural Construction of Relationships

Relationships are socially and culturally constructed and shaped by the culture (Falk & Dierking, 2000). Through experiential learning (Kolb, 1984) children and adults learn how to build relationships socially that conform to their cultural norms. Vygotsky (1978) claimed learning from experience is the process through which human development occurs and where knowledge is socially constructed. Customs and traditions are built around social activities encompassing learning. It is the pressure to conform that creates cultural values and in turn teaching creates the kinds of persons who are able to meet the specific norms of the culture (Falk & Dierking, 2000). When individuals move into a new culture, a new cycle of learning begins the process where comparisons are made within concrete experiences and abstract thinking, thus creating the process of assimilating new behaviours (Jarvis, 2006).

Adult learning is characterized by independence in values, emotions, thinking and meaning making, rather than accepting what others have determined (Mezirow, 2000). However this is not the case for adults living in a communist environment where meaning may not be negotiated or communicated in certain situations; therefore, making informed decisions, having freedom of choice, speech or validating nonconforming beliefs are not acceptable practices. Lacking the freedom to exercise these characteristics of adult learning also immobilizes transformative thinking consequently holding back change in the individual and society.

According to Mezirow (1996) transformative learning is grounded in communication where learning is a process of interpreting, revising prior knowledge and

meaning within a particular frame of reference. The frame of reference is a structure consisting of perspectives, expectations, beliefs, values, and actions. Therefore if the frame of reference is communist practices, change cannot occur in the way a group or society thinks unless an authority figure gives approval for change, the system is overthrown or education is able to intervene and change the frame of reference. When constructivist and democratic learning approaches are used in building the capacity of leaders or teachers, learning intervenes in the thinking process by providing new information within a different frame of reference in which to make informed decisions. Thus the democratic and constructivist frame of reference gives permission to approach things in a different way; allowing teachers to change their teaching methodology and leaders to move away from a dictatorial style of leadership. This is the process where deep or transformative learning, change, transformation and reform can take place with the hope of reform becoming sustainable over time (Scott & Gough, 2003).

Yvonne cites an example where she needed to explain the new frame of reference for developing more friendly relationships between the teacher and student. This meant decreasing the social distance to accommodate the new frame of reference required for constructivist learning theory. Jim provided a new frame of reference to thinking about school leadership by comparing models of management, instructional leadership and dictatorial leadership in schools. Carol used role plays and role modelling to illustrate changing the frames of reference for critical evaluation and being a critical friend without criticizing pre-service teachers. Bandura & Walters (1963) found that modelling can affect attitudes and lifestyle, as well as political views and affiliations and was often used in behaviour modification (Bandura, 1967, 1977, in Zimmerman, 1995). Adapting to a culture different from one's own means changing ones frames of references and moves the thinking into a paradigm shift (Pieterse, 2001; Sen, 1999) which is necessary for reform and sustainability (Hargreaves & Fink, 2006).

Relationships in the Balkan Culture

The importance of building relationships emerged naturally as the dominant theme in the research findings. Both Kosovars and Canadians discussed the importance of building relationships, the types of relationships found to be important, how relationships

were built in the Balkan culture, and the benefits or leverage that relationships brought in gaining access to leaders. Developing relationships in another culture also meant Canadians needed to change their frame of reference, worldview or perspective and become inclusive, aware, be critically reflective and integrate the new cultural experiences into what was familiar in the Canadian culture (Mezirow, 1996, 2000). Likewise Kosovars needed to become open to also accepting Canadian ways of doing things. For both cultural groups it meant differentiating, being inclusive and adaptable while integrating experiences (Mezirow, 1996). Components of adult learning theory were applied in the socio-cultural construction of knowledge and the change process as educators developed an awareness of the cultural mores while finding ways to work together. This learning brought awareness of the realities of the culture and why transforming ones practices was important (Merriam & Ntseane, 2008). Mezirow (2000) claimed that "fostering greater autonomy in thinking is both a goal and a method for adult educators," and "achieving greater autonomy in thinking is a product of transformative learning" (p. 29).

Other examples of new realities were encountered and recognized by Kosovars Meg and Kosova as they worked and lived between two frames of reference: the old communist and the new democratic frame of references for building relationships and accomplishing work goals with KEDP. Both realized that gaining entry to leaders and having a voice facilitated the acceptance of change thus mobilizing reform. However, cultural norms exercised in a patriarchal, hierarchical oriented communist society meant they could not gain access to the Dean of the faculty or the Minister of Education because they were not entitled for numerous reasons. Both Meg and Kosova were lacking similar job status to the leaders, their level of education was not on par or higher, they did not have an established relationship, were not known to be working with a recognized international NGO therefore may not be trustworthy and credible. Additionally Meg, a female wanted to speak with a male about gender education about a taboo subject in the culture. Meg, promoting gender education and Kosova working in a leadership role with KEDP realized that they were not entitled to proceed unless an international made the appointment and accompanied them to establish the relationship and explain the work, its purpose and credibility while confirming

their roles. Once relationships had been established both had a voice and could continue to work with support for mobilizing the initiatives.

In the interview Meg expressed her frustration and the humiliation she experienced , then identified cultural norms that worked against her: being female and not being highly educated thus not being able to cross status lines in job positions and think a male would have time, an interest and supportive of her ideas that involved sensitive gender issues (UNDP 2010a, 2010b). Additionally, gender education meant the inclusion of women where they had not been included in leadership positions before (Carusetta, 2010) and approaching topics of family violence that were taboo in the society (UNDP, 2010c). Although, once respect, credibility, the work with a credible NGO and value of the work had been explained, Meg was able to gain access as needed and the Dean accepted gender education as a worthy cause that could help Kosovo meet the standards of the EU and the Bologna Declaration. However, each time an election was held in the still unstable political environment, leaders in highly politicized leadership roles would change. Both Kosovar and internationals would need to begin the entire process anew. Earning credibility by gaining respect, trust and introducing him or himself is not an uncommon phenomenon in gaining entrance and having a voice; however, working between two frames of reference was the challenge of working and living in a socialist communist society. This process of establishing respect, trust and credibility also held true for internationals who would be introduced by an individual from UNMIK and who might facilitate a similar process.

Carney and Bista (2007) discovered in Nepal that it was imperative for internationals to understand the inner workings of how organizations functioned, the organizational culture, and who held the real power. Determining whether the real power was held in the job position, the individual, or by the individual who was networked to the person in power through family and friends. If the power was held in a network of family or friends then it was better to work horizontally within a department developing skills rather than vertically. Competence was also an issue because nepotism was a concern. Knowing who held the power, how the power was obtained and distributed to whom and why was essential to determining where and how to approach change and reform.

Culture as the 'Wild Card'

Strategies for building relationships were an individual endeavour based on personality, intuition, skills, habits, culture and personal interests. It appears many ideas and feelings educators inherently share may be common to their vocation; however, what is unique are the unique customs that culture brings into the teaching situation. Therefore, culture could be seen as a *wild card* that changes *how* and *why* educators do things (Pilot Interview, Susan). Ana described her unique opportunities for building relationships by using her cultural roots, Canadian-Croatian heritage, and understanding of the cultural history as her "wild card". In this case the wild card was the ticket to gain privileges or entrance in a culture and was a benefit other Canadians did not have. She was able to become a chameleon and every group took ownership of her which turned out to be an effective strategy. Identity was important to nationalities in the Balkans which brought a long history of conflict (Campbell &Wallenfeldt, 2010; Petrunic, 2007). Although, Ana may have questioned what to do, intuitively she knew how to approach each situation due to having a better understanding of the language and cultures within which she was working. Additionally, during workshops the interpretation could present challenges because of the customs and technical jargon of the language. "When you don't know the language we know there is that danger where things can be interpreted, misinterpreted, and reinterpreted" (Ana). This discussion also points to characteristics of a post-conflict society where knowing the roots built an automatic sense of knowing the 'other', creating a sense of safety, understanding the mores of the culture, the unspoken fears, the history of trauma, war and conflict that was carried from one generation to another (Petrunic, 2007). This discussion about establishing relationships validates what Vygotsky (1978) believed about cognition and social interactions of individuals that is influenced by the cultural milieu facilitating the social construction of knowledge. As Falk & Dierking (2000) concluded "What someone learns, let alone why someone learns, is inextricably bound to the cultural and historical context in which the learning occurs. Our perceptions, descriptions and understanding of the world are all culturally and historically bound" (p.41). Susan (Pilot Interview) for this study stated "culture is the wild card" and educators need to be aware

that this influences many aspects of teaching and learning in a culture different from our own.

The Importance of Accurate Knowledge about a Culture

Culture also determines how, when and where relationships are formed, maintained and for what purposes (Carney & Bista; 2007; Falk & Dierking, 2000). Therefore, it was important for participants to understand Albanian and Serbian history, culture, and have an accurate account of what happened during the conflict, the context of cultural mores, how institutions functioned, and acceptable processes for building relationships when working in new cultural settings (Wenderoth & VanBalkom, 2007). Making assumptions, gaining the knowledge from the media was not acceptable, but rather learning some of it from reliable sources and in the culture itself. Both Meg and Kosova agreed that introducing oneself over a cup of coffee in a coffee shop was the tradition of hospitality in Kosovo and getting to know the international previous to engaging in work; whereas Canadians found meeting in a work situation was sufficient. Both Meg and Kosova felt Canadians were poorly informed about the history and culture of Albanians and the Balkans prior to arriving and felt they being better informed would have saved them some embarrassment when telling stories or jokes that had no meaning in the Kosovar culture.

Lehr (2007) speaks about intercultural sensitivity identifying personal practical knowledge, professional knowledge and world-mindedness contributing to cultural competence. This research speaks about having the knowledge, the sensitivities and practical skills to be able to not only function in a culture but to be competent in what is being done. Dixon & Scott (2003) identify the importance of knowing the environment, the norms and other factors that play into the norms such as the values of the culture and what is acceptable when working with individuals in different levels of the work and in the classroom.

Ogbu (1995) points out our cultural world is constituted of five components, first, that customs determine behaviours. This was the case when Kosovars wanted to meet with a high ranking official about business where status, hierarchy of position, or being in the same political Party gained the individual entrance and a voice. Second, that behaviours have codes, assumptions, expectations, and emotions. Expectations were evident about

internationals understanding the history, the many conflicts, culture and customs of the Balkans. Additionally, greeting people and building relationships hospitality has established codes; for example when Kosovars greeted individuals and then automatically asked how the family was. A warm welcome included a greeting, shaking hands or exchanging hugs, one hug motioning to both sides if you were an acquaintance and three if you were good friends. Another code was the power of position, status in work and conforming to communist practices. Third, artefacts that represent what people value or have meaning in the culture. Transporting a replica of the statue of Skanderbeg, an Ottoman warrior who was seen as an Albanian hero into Pristina on Flag Day in 2001, was a proud day in Albanian Kosovar history. Fourth, institutions require patterns of knowledge, beliefs and skills of people in order to function in the political, economic, social and religious arena. Being a member in good standing of a particular political Party that was in power at the time meant that you were capable of taking on leadership positions, even if you had not been trained in that field, as was the case with Municipal Education Officers. Professors or teachers who had a university degree were considered experts, were not to be challenged and knew everything (Interview, Kosova). Fifth cultures have patterns for developing social relations. Status of position entitled and privileged the individual in leadership positions (Canata, 2003).

Although culture passed on throughout generations are continually evolving since individuals adapt their customary behaviours to include technological advances. The display of multiple satellite dishes on buildings was an indication of how important keeping in touch with world news was from the time of the conflict and on later. Being connected by cell telephones was viewed as a necessity because of the fear of separation from family during the conflict. This also meant that the family had a plan for whom to call locally and internationally for keeping in touch if separation occurred.

Additionally, school principals lacked the ability to envision changes and move from managing to leading, which can be explained by institutional behaviours in the patriarchal and hierarchical models of government used in communist times when orders were given without being challenged by the subordinate. Likewise decisions involving making or seconding motions in meetings, voting or signing documents required being

given permission by an authority by a superior (Goddard, 2003). Additionally, leaving a paper trail could become a threat to an individual because the person could be seen as overstepping positional boundaries and challenging authority or power. In communist practices a paper trail could bring trauma or a conviction to an individual whose life could be at stake, therefore even signing documents could be perceived as a threat and was not a practice volunteered to be done in the early days of KEDP. Developing policies and laws approved by the government giving permission and allowing freedom is a beginning step towards opening opportunities for change and progress. However, newly elected political leaders may in fact over turn the policies which means progress is again stalled with Kosovars stating "the law has no teeth" (Meg).

Paying attention to and understanding: how information is conveyed, the use of terminology when describing concepts, patterns in communication, status, seniority, and social distance are all important for feeling comfortable in a culture. Therefore, awareness and sensitivity of cultural values regarding respect, gender, family status in the community and connectivity, hierarchy, seniority and authority in work positions are important when meeting the inter-cultural needs of both internationals and the nationals (Bodycott & Walker, 2000; Carney & Bista, 2007).

The Purpose of Building Relationships

Equally important was to achieve a balance between the challenges of completing tasks and the development of positive human relationships in intercultural situations and recognising and addressing problems arising from cultural difference (Stone, 200). Interestingly, while building relationships became a powerful strategy for opening doors for working with those in positions of power, keeping abreast of new developments, as well as solving problems (David, Jim & Kosova), it was also viewed as prestigious (Kosova & Meg), a way of learning about customs and traditions (Yvonne). Developing relationships also helped to explain challenges in the workshop setting and understand why participants perceived situations and learning as they did (Ana, Jim & Gavin). Further forming relationships assisted in accomplishing work in the political arena (Ana, David, Kosova & Meg). Conversations with participants in this study concurred that building relationships

was central to continuing collaborative work amongst educators in school thereby sustaining change and reform.

Angelides and Gibbs (2007) research in Cyprus with teacher inservice and implementation found that developing collaborative relationships with colleagues facilitated finding common solutions for problems, thus sustaining change. Without continuing collaborative problem solving change did not continue. The role of the mentor and critical friend was found to be crucial (Angelides and Gibbs, 2007; Lambert, 1998). Dixon and Scott (2003) learned that developing an environment conducive to learning and sharing facilitated accomplishing the goals in the fieldwork project in professional development with instructors in Singapore. Building and maintaining relationships was often cited as a prerequisite to developing partnerships in fieldwork. The importance of relationships was confirmed in numerous articles about KEDP (Anderson & Wenderoth, 2007; VanBalkom & Mijatovic 2006).

Considering the trauma and numerous experiences surrounding conflict, relationships between Albanians, Serbians and the many minorities, individuals and society needed to re-evaluate how they might approach each other when emotions were still raw and losses were great and change was a new norm. With NGO's arriving perspectives were changing as education and learning was opening new ways of thinking within a democratic frame of reference. Kosovars expected a multi-cultural perspective for approaching cultures modelled after the Canadian multi-cultural model. The purpose for building multi-cultural events and relationships were in the interests of learning about living in an environment where educators and youth could experience the benefits of peace co-existence. Inviting youth, multi-ethnic and multi-cultural groups to plan conferences together around safe conversational topics such as PEACE and educational change allowing time for networking during breaks and meals opened doors to developing new perspectives encouraging transformative thinking and behaviours.

Relationships were central to building trust, respect, inclusion, and collaboration towards learning and making transitions. Building relationships facilitates the process of change which ultimately transforms educators. Transformation was influenced by what was role modelled and learned. The thoughts and words of Freire (1996), Pieterse (2001) and

Sen (1999) remind me again about the impact of the position of power, the attitudes of the receiver and the giver, the oppressed and the oppressor, and the attitude fieldworkers bring to work *with* or to work *for* the nationals.

Attributes for Building Relationships

Since education is a human endeavour requiring highly developed social, emotional, communication and interpersonal skills, attributes such as listening, sensitivity, caring, consideration, humility, grace, patience, compassion and giving voice to others were of utmost importance when reaching out, welcoming and connecting with people. These attributes were central for building friendships, collegial productive work relationships spawning cohesiveness amongst team players while working towards a common goal (Lynn, Gougeon & Hutton, 2007, p. 236-240). Learning and work opportunities brought together interested educators who had a commitment and passion for people, learning and education; likewise, sharing a vision of a better future for the young and for society (Anderson & Wenderoth, 2007; Deardorff, 2006; Lehr, 2007; VanBalkom & Mijatovic, 2006).

Types of Relationships

The benefits of building relationships facilitated numerous processes: the human, social, intellectual and cultural construction of knowledge (Falk & Dierking, 2000). When building capacity, trust, respect and transparency, all fundamental to creating a productive work environment (Lynn, Gougeon & Hutton, 2007), teachers and leaders actively participated. While involving educators holistically learners were able to contribute, build self esteem as well as gain a new worldview using constructivist and democratic ways of operating. These were foreign ways of perceiving the instructor in a traditional class in Kosovo with communist practices, however, building relationships with students in the classroom modelled democratic processes and moved away from communist traditions of teaching.

Establishing human relationships and understanding the context in which educators in workshops were learning and leading contributed a sense of knowing the other, the goals, intents, purpose of the work and learning could progress. Relationships with family and the community are central to the social and cultural construction of knowledge (Falk &

Dierking, 2000; Ogbu, 1995). The importance of relationships was cited by both Jim and Ana on numerous occasions, claiming that relationship building came first before the work could begin because educators needed to establish your roots and learn about your family; especially in the Kosovo-Serbian communities. Adult learning, professional development and building capacity deepen learning for both the workshop facilitator and the learner as knowledge is co-constructed (Wallin, et al, 2008). Learning occurs in a participatory and dynamic interchange between adults, where cross-cultural learning occurs and deeper understanding for each other is the benefit (Guskey, 2000, 2003). Developing relationships opened doors for understanding and building capacity in the individual with the choice and freedom to change (Sen, 1999).

Jill claimed "we can't change the institution, only the individual in the institution" and that takes time. Being sensitive to the needs of the learner facilitates learning, yet when examining capacity building and professional development that is presented systematically, it may not accommodate adult learning or learning that occurs within lived experiences which is often chaotic by nature (Hargreaves & Fink, 2006). However, the communist system was regimented with codes and rules of behaviour and so constructivist techniques caused confusion until a discussion clarifies the approach with examples, role modelling and role plays to illustrate the meaning. A systematic approach or a random approach may not allow time for processing information or deep learning, depending upon the culture in which the learner operates. Access to continuing and lifelong learning for leadership, the organization and subordinates have been determined as being essential in preparation for the Education for All initiatives (World Bank, 2008a, 2008b).

In a culture of communism, Kosovo Serb educators did not have a choice and were mandated to attend workshops and resistance to learning was evident until connections were made on the human level; and when a feeling of comfort, trust, transparency, respect and credibility were was co-constructed formal teaching and learning could begin (Jim and Ana). Applying the principles of adult learning and reflective practice facilitated the processes of creating an environment where learning could begin (Merriam and Caffarella, 1999). The need to understand the culture sufficiently to know what to discuss and where to begin the discussion is important in any formal instruction along with recognizing the

"cultural imperatives to establishing the relationship: where to start and what to talk about" (David).

Building Leadership Capacity - Collaboratively Developing Resources

Building relationships during work opportunities was much more than just building personal or human connections, it was building relationships between the two opposing ideologies or philosophies of communism and democracy. Canadians found meetings and inservice presented effective opportunities for building and maintaining relationships through coaching, mentoring and networking. Kosovars and internationals learned about each other through interpreters, observing and role modelling while discovering cross-cultural traditions. Gaps between assumptions and realities were evident when key terms were missing in the Albanian language and methods of learning and teaching created cultural dissonance for both Canadians and Kosovars (Wenderoth & VanBalkom, 2007), thereby suggesting that building relationships took a great deal of energy, patience and forgiveness when opposing philosophies, habits and behaviours of communism and democracy shared the stage. Implementing new processes of inquiry based instruction meant applying problem-solving and decision making strategies, also foreign to previous teaching models.

Workshops or meetings began with opening activities endorsing getting to know each other whether it be Albanians, Bosniaks, Ashkalee, Turks, Gorani, and Canadians; building relationships and facilitating the sociocultural construction of knowledge (Falk & Dierking, 2000, p.32, 43) especially after the conflict was important. The social construction of knowledge (Vygotsky; 1978) facilitated constructivist philosophies and methodologies (Hargreaves & Fink, 2006) of LCI, inquiry and problem-based instruction when introducing discussion and group work as strategies for learning democracy. Engaging in conversation and group work broke the tradition of lecture and teacher directed methods, thereby facilitating the social and cultural construction of knowledge and building cross-cultural relationships (Dierking & Falk, 2000).

Canadian educators needed to make sense of the cultural traditions and behaviours implied by communism in the classroom (Goddard, 2007; Goddard &

Anderson, 2010) and that memorization and being told what to do was what learning was about. The challenges of these new learning experiences caused cultural dissonance for both workshop participants and facilitators, especially if they had not been previously exposed to other cultures (VanBalkom & Wenderoth, 2006). Canadians were bringing their practical and theoretical knowledge, perceptions, philosophies and ideologies from a Western culture into all aspects of their work in teaching and learning (Beerkins, 2003; Gacel-Avila, 2005; Knight, 2004; Papoutsaki, 2007). The challenge was bridging the gaps between knowing the practice and theory of Western thought to understanding what would work in a socialist communist system while creatively solving the problems (Jim, Yvonne). Fear about imposing Western solutions were concerns expressed by Ana, Jill, Kirk, and Tom. Jim's fear was that new ways of teaching could become a decree.

"A complex and almost indistinguishable mix of language and culture" (Bodycott & Walker, 2000, p41) became evident as the values of educators exposed traditional Western notions in oral and written communication, social organization, involvement in workshops, and perceptions about teaching and leading clashed with the previous values of the communist system. What KEDP learned was confirmed by Bodycott & Walker (2000) when working in a culture different from their own. Educators were forced to return to their "underlying beliefs about teaching and learning and attempt to reframe them in light of the culture students brought with them to class, and in which we were working. The end-result of this personal reflexive thinking has been the adaptation of specific teaching strategies which assist us to meet student needs and help to solve the problems associated with language and culture "(p.14) Additionally, KEDP and Bodycott & Walker (2000) found that when teachers were exposed to new methodologies, they selectively used the information presented by international educators that fit into the thinking of their culture and applied it as they understood it to make sense for their purposes.

Creating a Learning Environments - Engaging learners

Introductions at workshops were important to break the ice, find common ground, to motivate personal interaction for both facilitators and learners in various situations, and to build meaningful collegial relationships with the outcome of establish informal support

networks (Wallin et al., 2008). Engaging learners in teaching lessons for new skills of constructivist methodology incorporating a democratic worldview has the advantage of experimenting with new interactive approaches and gaining the feedback necessary to confirm learning; additionally, supporting the needs of adult learners for applying reflective thinking and processing learning through participation (Guskey, 2000; Knowles et al., 1998). This activity challenged teachers who were familiar with communist practices of memorization, following orders, listening, regurgitating memorized information and not interacting or developing relationships with students. Building relationships with students changed the classroom atmosphere, therefore opening opportunities for becoming a different kind of learner in a classroom where democratic processes were practiced. Palmer (1998, 2007) reinforces the concept that educators bring the content or subject to the classroom, but the real learning begins when teachers focus on the student first rather than the content. Role playing during leadership development workshop created critical thinking and analytic skills used in problem solving. Additionally principals discovered that problems could be solved by building relationships with teachers, rather than circulating an "edict", which was the communist approach to solving problems. Carney and Gibbs (2007) discuss the importance of collaboration, teamwork, mentoring and networking which are all built upon relationships. They note that having at least one good relationship with a colleague assists in bringing about change in educational programs.

Mentoring, Coaching and the Critical Friend

Building relationships in the workshops often began by modelling genuine interest, caring about people, supporting and encouraging individuals through mentoring (Lambert, 1998, 2003). The role modelling was read as respect, trust and credibility and integrity; that is, the walk was consistent with the talk (Hargreaves & Fink, 2006; Lambert, 1998). Both Meg and Kosova spoke about the importance of the international role modelling, coming alongside the Kosovar by providing visible support to challenging situations. This was especially valued when resistance was strong, or international expertise was required to convince Kosovar administrators that the local was credible, knowledgeable and working towards betterment of the local community. Additionally, these situations became teachable moments for mentoring while building credibility, trust and developing a strong visible

partnership where leadership was actually being transferred from the international to the local.

Mentoring, coaching and being a critical friend all speak about supporting educators by welcoming questions, guiding the educator through change, building confidence while encouraging and supporting the individual during challenging situations or times. Mentoring was defined as having a similar role to that of a parent in guiding and supporting while coaching was seen more as skill development and training (Interview, Carol, Jill). Mentoring also implied one way interaction rather than two way exchange. The critical friend provided feedback in a positive way for the purpose of skill development, assessment and growth of the individual. Carol spoke at length about breaking the practice of harshly criticizing pre-service teachers publically during their practice teaching sessions. Mentoring and coaching taught skills in actively listening, encouraging, acknowledging, and patiently guiding learners through the processes of solving problems and decision making. By modelling mentorship skills, internationals exemplified commitment to an agency-oriented approach, having guided the individual through the step-by-step processes of taking ownership and responsibility for mobilizing change and reform (Pieterse, 2001).

Handing over decision making power and responsibility was contrary to communist strategies, therefore, developing new skills in problem-solving and decision making contributed to taking ownership and responsibility and mobilizing democracy and reform. Knowing when to give over leadership roles and relinquishing power was a skill international needed to learn. Mentoring facilitated the processes of building personal and professional relationships that developed into partnerships with the goal of bringing sustainable change to newly learned behaviours (Pieterse, 2001; Sen, 1999). Both Carol and Jim raised accepting blame as another topic that was not understood, along with leaders and teachers taking responsibility for their actions when in a position of power. This came as a surprise to both.

In summary, what is interesting in examining the study findings is that all participants of the study rated building relationships as central to educational development. Anderson & Humick, (2007a, 2007b), Anderson, Humick & LaGrange (2007), Buleshkaj & Saqipi (2007), Jackson (2006), Lynn, Gougeon & Hutton (2007) all independently

spoke about the importance of building relationships, yet none recognized building relationships as one of the most important strategies before engaging in the work of strengthening and building capacity. The power and benefits of modelling, building and maintaining relationships appear to be instrumental in promoting transformative learning for both Canadians and Kosovars valuing mutual, symbiotic relationship and partnership for successful reforms in international fieldwork.

Agency oriented development

Kosovar KEDP participants pointed to the image and the importance of transferring authority, power and responsibility to locals showing that they were knowledgeable, trustworthy, credible, and had expertise. These processes not only built confidence in the individual, but were positive steps illustrating progress of reform and sustainable practices. With this came responsibility and ownership, promoting agency-oriented development that would become sustainable if a critical mass was built to sustain change and reform (Pieterse, 2001; Sen, 1999; Wertheimer & Zinga, 1998).

Although teachers were interested in constructivist methods, the challenge of inservice lay in continuing the process of guiding learning for continued professional growth in teachers when in fact the university had rejected change and reform, and the Ministry of Education did not have the leadership or knowledge capacity to continue the inservice process for continued growth (Interview: Kosova). Through the cascade model of inservice, new models for leadership were introduced providing opportunities that would not have been available in the previous regime (Buleshkaj & Saqipi, 2007). These opportunities for leadership, both for teachers and school principals, brought career opportunities, additional pay, prestige and status, as the message of change and reform was promoted to colleagues in summer institutes, at conferences, and in-school workshops (Interviews, Ana & Kosova; Anderson & Humick, 2007a, 2007b). Building relationships through collaborating, forming networks and supporting educators assisted in stabilizing and sustaining reform (Angelides & Gibbs, 2007).

Promoting Teamwork

One of the key philosophies and goals of KEDP was modelling teamwork by all members of the staff promoting an atmosphere of a united learning community (Senge, 1990; Wenger, 1998, 2008) and a participatory community of learning. Working as partners willingly building each other's capacity meant meeting the emerging challenges together and developing an open, support.

Working with interpreters in facilitating workshops was a matter of first establishing a relationship, learning about each other as humans, about their culture, building a common understanding, and working in such a way to make the job easier for both (Interviews, Gavin, Jim , Louise & Yvonne). Good communication skills, being flexible, innovative, and teaching the lesson to the interpreter when pre-planning while also making alternative plans because making assumptions based on Canadian teaching practices may not be successful. Being mentally ready for most anything, using alternative plans while managing surprises became a normal occurrence (Lynn, Gougeon & Hutton, 2007). Challenges arose for interpreting educational jargon while finding terminology in a language where the concept or term did not exist. Workshop facilitators and interpreters working as a team needed to develop an understanding of each other and be sensitive, forgiving, and tolerant while actively exploring assumptions or preconceived notions. Developing these skills was integral to fieldwork because cultural dissonance was a reality (Wenderoth & VanBalkom, 2006).

Building a trusting relationship was important because if interpreters did not understand what was being said or had a hidden agenda it would create confusion and the problem would not be evident until later. Likewise when inconsistencies and discrepancies occurred, facilitators needed to be observant and looking for evidence of confusion in the expressions on participants' faces. Therefore, having full trust in the interpreter and a positive collegial relationship was imperative to successful work (VanBolkam & Wenderoth, 2007). When facilitators had confidence that interpreters understood the work, they often took over sections of the workshops as leaders and facilitators. The benefit of this was a deep sense of satisfaction in accomplishment and ownership of the work, a

confirmation that locals were supporting the work and building sustainability (Freire, 1996; Pieterse, 2001: Sen, 1999).

Carol (Interview) discovered many benefits when two Kosovar interpreters worked with one international facilitator because they were able to confer, contribute suggestions, role play scenarios, and were more confident in not only interpreting, but presenting components of workshops. Appendix L provides additional information about working with interpreters.

Partners in the Learning Community

Wenger (2008) stated "The term community of practice was coined to refer to the community that acts as a living curriculum for the apprentice. ... [however, not everyone is novice, but] The practice of a community is dynamic and involves everyone learning on the part of everyone" (p. 1). Intentionally building KEDP as a learning community (Anderson & Humick, 2007a) established the priorities for accomplishing the goals of strengthening and building capacity by working *with* Kosovars rather than working *for* an NGO (Interview, Meg). According to Wenger (2008) a community of practice is having the interest of each member in mind in order to accomplish the goals (KEDP, 2006) and "developing a repertoire of resources: experiences, stories, tools, ways of addressing recurring problems"... "which takes time and sustained interaction" (Wenger, 1998, p.1).

Teamwork means supporting each other in an environment where learning was the focus, asking questions was the norm and building community and teamwork were the action (Anderson & Humick, 2007). For Kosovars it may have initially appeared that the goal was to rebuild the frameworks of education and institutions, however, the essence and the intentional work was strengthening and building the capacity of local educators and leaders at all levels of education – simultaneously (Anderson & Humick, 2007; KEDP, 2006) with the intent of partnering and building sustainability through active participation and agency-oriented development (Sen, 1999).

Developing a partnership includes building confidence in each individual's skills and abilities by acknowledging contributions and providing valuable insights and joint ownership, not ownership by the internationals (Pieterse, 2001). The goal of sustainability is transferring ownership and responsibility to local educators who can impact their future

society (Hargreaves & Fink, 2006). Additionally, international development agencies are recognizing that the challenge of developing nations is as much about knowledge as about the financial challenge (Pieterse, 2001; Sen, 1999). The communities-of-practice approach promoted by Wenger (Wenger, 2006) has the potential to provide a new paradigm for development work given that "the emphasis is on knowledge building among practitioners ... Some development agencies now see their role as conveners of such communities, rather than as providers of knowledge". Nkansa and Chapman (2006) found that strong leadership and a close knit community were the two most vital elements in sustaining participation and maintaining organizational structures.

Fears and Concerns surrounding Development Fieldwork

A fear and concern expressed in different ways by KEDP and confirmed by Okolie's (2003) studies in Africa were making assumptions about a non-Western culture imposing Western solutions for solving problems in education. This was a fear and concern of many, and therefore, the easiest solution was to work closely and in consultation with Kosovars, lining up objectives, changes and assumptions with what local educators felt, practiced or valued (Carney & Bista, 2007). Kosovars knew best what would work in their culture (Interviews, Ana, David, Jim & Tom; Falk & Dierking, 2000), and by learning from each other both groups worked together modifying work in order to accomplish the goals of Kosovar educators and meeting the demands of the Bologna Declaration and the European Union. Listening to the voices that had "historically been silenced, marginalized and ignored" (Okolie, 2003, p. 245) and paying close attention to the relevance, what was valued and needed in education by the nationals would have a better chance of being sustained (Sen, 1998).

Papoutsaki (2007) and Okolie's (2003) research concur that new philosophies are developed through socially constructed dominant ideas, through knowledge, language, and the ways of knowing in a culture. Change can be brought about through the power of words and how ideas are constructed for the purposes of either dominating or liberating a culture (Freire, 1996). Development work is often articulated in a way that is difficult to oppose, for example: more growth, more material comfort, more freedom, yet not considering the negative implications (Pieterse, 2001). Additionally, development can only be sustained if

there is local participation by involving them in determining what they want to change and how to change and what assistance they might need (Sen, 1999; Pieterse, 2001). The goal of focusing on local conditions and working with the local people by meeting their needs and improving the lives of their communities promotes sustainability.

Leadership Development when Designing Resources

Collaborative, collegial relationships and leadership skills were recognized as important when working towards a common interest such as the LCI Casebook. In the Balkans education was valued and leaders and teachers were highly respected because a good education created a enhanced life and a better society (Anderson & Wenderoth, 2007). Lifelong learning was introduced as a new concept to replace communist practices. Now the proverbial textbook was being replaced by new interactive and generative activities for learning. New tools for teaching, learning and assessment supporting the newly adopted philosophies about learning in a multi-cultural and democratic society were being developed (Wallin, et al, 2008).

Resource development, not only had the merits of creating an opportunity for building collegial working relationships, but also developing a useful resources specific to the culture. The LCI Casebook was co-constructed by local educators therefore meeting the immediate goals of the reforms and the unique needs of the community. NGOs that brought finished products deprived local educators of many unique opportunities for growth, meeting local needs and the pride of accomplishment (Interviews, Kosova & Meg). The impression that was given to Kosovars was that NGOs came to experiment or to spend their money and go home (Interviews, Meg & Kosova) rather than genuinely taking an interest in building the capacity of educators; yet, by giving Kosovars the opportunity to adapt resources they were automatically facilitating change. Tom and Jim (Interview, 2009) found that program resources developed in Canada for leadership development were highly theoretical and inappropriate for leaders moving from a dictatorial to democratic and instructional style of leadership practice. Attention was paid to the leadership style, history and context of a socialist communist society; additionally creating a personalized style of teaching and learning in the inservice (Interview, Jim).

The benefit of collaborative work was seen during conferences where Kosovars presented workshop sessions discussing their experiences and findings with colleagues (Guskey, 2000; Wallin, 2008). Additionally, Angelides and Gibbs (2007) learned that the support of collaborative networks was required to sustain the work of inservice. New configurations of furniture in the classroom confirmed inquiry based learning and teaching adopting democratic processes (Buleshkaj & Saqipi, 2007). Changing the teacher directed model of instruction to learner centred instruction also meant a changing role for the teacher while building collegial relationships with the students (Aloe, 2010).

Capacity Building

The intent of reform is to strengthen and build capacity within leaders in a culture where fear and resistance to change was a reality. The challenge was to prepare educators for a new reality of being potential agents for change and implementing the change (Lambert 1998). Developing agency-oriented change is central to enabling reform (Sen, 1999; Pieterse, 2001) and building leadership capacity of school principals is an integral part of progress. Building relationships, identifying with job positions, life experiences, problem solving the challenges are all a necessary part of establishing credibility for reform initiatives (Fullan & Hargreaves, 1991; Lambert, 1998). Since the communist regime saw the principalship as a managerial role, the new role of instructional leader, servant leadership and distributive leadership theory needed to be examined, with a simple and practical approach illustrating these leadership styles. A practical approach to understanding leadership roles involving case study approaches with problem solving, role play, role modelling and an in-basket brainstorming approach were found to be successful in describing and portraying realistic understanding of the challenges in the position in a democratic milieu (Jim & Carol).

The philosophy and assumptions for leadership and capacity building concurred with Lambert's (1998, p. 89) four assumptions for building leadership capacity: first, leadership is about learning; second, everyone has the potential and right to work as a leader; third, leading is a shared endeavour; and fourth, leadership requires the redistribution of power and authority. These assumptions were understood differently in a culture where nepotism was accepted, and elections could overturn politicized leadership

positions (Anderson & Humick, 2007). The stance of transparency, consistent behaviour, respect, and honesty were not the reality in working with Kosovars or leaders who may have had hidden agendas or vested interests (Carney & Bista, 2007). Inconsistent behaviours and constant changes in leadership positions at the university sent confusing messages, intentionally thwarting change and progress for capacity building (Goddard, 2007; Anderson & Humick, 2007). The goal of engaging leaders in learning (Lambert, 1998; World Bank, 2008a) and professional development with the purpose of deep learning to "achieve 'deep' reform" (Fullan, 2007, p. 36) and transformation (Hargreaves & Fink, 2006; Percy, 1997) were totally resisted at the UP, however to some degree they were accomplished in schools with principals and accepted by teachers who were involved in inservice. Conversely, confusion about change was created when transparency was not valued and inconsistent personal and public perspectives were presented (Anderson & Humick, 2007; Tahirsyzaj, 2010). For example: professors were amendable, friendly and smiling when working with internationals, yet were not willing or able to break from tradition and peer pressure to advocate change (Walker & Epp, 2010).

Although many good intentions existed between locals and internationals the ideals and the reality were not consistent and the young university professors had the vision and the will to facilitate change; however not have the authority or seniority to make a difference (*Tahiri*, 2010; Tahirsyzaj; 2010). When searching further into the ideals and realities of good leadership and education being a solution for societies, one questions how leaders and professors will engage themselves in deep and transformative learning (Hargreaves & Fink, 2006) that leads to their ultimate goals for change. If learning to become a leader "is everyone's entitlement" (Hargreaves & Fink, p.53) then local change agents need to be raised amongst the young who are open minded (Tahirsyzaj; 2010). When change occurs at the grassroots amongst the *shapers of society* (Interview, Kosova; Aloe, 2010), then it becomes important to engage those who have "a great hunger to know, to understand, to communicate, and to leave the world a better place". [In order to achieve this the young must be invited into an] "intellectually … socially… emotionally … [and] spiritually engaging" quest (Hargreaves & Fink, 2006, p. 33) and see how this would make a difference to them as individuals and to future generations and the society.

Research about capacity building in a communist society was not located and therefore there are more questions than solutions. In a culture of politicized leadership positions with the goals of reaching the standards of the Bologna Declaration the question remains: are there practices for capacity building that bring about change and sustainable reform in a former communist system? Moreover, how does one engage the young to make change and reform happen in a system where the old guard has control? Furthermore, if there are elements of change that bring progress, will the change become sustainable? Subsequently one wonders how those individuals with transparent values and consistent behaviours bring about reform. The threat of change may still find its answer in the unexpected death of the Minister of Education in Serbia who was bringing about reform (Interviews, Ana, Jim & Louise) and the death threats to Prime Minister Ragova in Kosovo.

Learning from Change, Reform and Resistance

Change is a continual process that is challenged by many factors such as culture, politics, social networks, formal and informal structures, and individuals at the grassroots who need to adapt (Goddard, 2007). This section examines the challenges and the reality of implementing change in leadership in the context of restructuring education in Kosovo, and developing a sense of agency or ownership and responsibility for reform. The case study by Carney & Bista (2007) points out commonalities to the KEDP project pointing to suggestions for approaching change and reform.

When change continues with the goal of betterment, it becomes an evolutionary process taking time before it can become sustainable (Hargreaves & Fink, 2006). Change and reform at all levels of education at the UP, the MoE, the school system and teacher inservice were the reason for undertaking the KEDP project. Capacity building through leadership and professional development were the strategies used to educate leaders, encouraging them to create a vision, set goals and implement sustainable change (KEDP, 2006; Anderson & Humick, 2007). Undertaking reform in post-conflict Kosovo was a challenge that required careful planning while clearly understanding the instability that political challenges can create (Anderson & Humick, 2007a, 2007b; Carney & Bista, 2007).

Building capacity and agency-oriented change involves positive changes made by individuals and institutions who accepted ownership and responsibility; conversely,

resistance rejected change and created difficult situations that required complex decisions (Goddard, 2007; Tahiri, 2010; Tahirsyzaj, 2010). Understanding the culture, the history and responses to change were central to understanding and probing solutions for overcoming resistance (Carney & Bista, 2007). Resistance and scepticism were also evident in the school system with the proposed changes being too new, too drastic, with frightening unknowns (Interviews, Kosova & Meg); however, with consistent effort made by teachers with the support by the parents, it was hoped that change was possible (Interview, Louise). School leaders must also develop new skills for working collaboratively with school staff, constructing meaning and knowledge as a collective (Lambert, 1998).

Learning new leadership skills and professional development for change was not of interest to professors, or deans in the Faculty of Education at the UP (Anderson & Humick, 2007; Goddard & Anderson, 2010; Walker & Epp, 2010). Furthermore, the perspectives of Faculty of Education staff were that of fear, and scepticism about Western ideas that could threaten vested interests along with the potential loss of their positions at the UP. Learner centred teaching methodologies presented in workshops further threatened many professors who preferred their communist approaches of lecture and assessment (Walker & Epp, 2010). Resistance to change won out with the majority of professors undermining those who supported change; therefore change was immobilized by the stance of the old guard (Interviews, Jill, Laurie, & Tom; Walker & Anderson, 2010). These fears were also identified in studies undertaken by Carney and Bista (2007), Gacel-Avila (2005) and Papoutsaki (2007).

Implementing Reform

Implementing reform has a long history involving paradigm shifts, methodology of and sustainability of change, as well as, building a critical mass supportive of change (Anderson & Humick, 2007; Pieterse, 2001; Sen, 1999). Educational change theory has developed many processes for planning and implementing reform and most recently promoting sustainable reform (Hargreaves & Fink, 2004, 2006; Fullan, 2001; Lambert, 2003). Typically, reform begins by educating those in leadership positions about shifting philosophies, developing policies and implementing educational change involving teachers (Hargreaves & Fink, 2006; Fullan, 2001; Lambert, 2003; World Bank, 2005, 2007, 2008).

Typically, a top down model of implementing change occurs, however, if the distributive model (Dinham, Aubusson & Brady, 2008; Hargreaves & Fink, 2006; Lambert, 1998) is used, teachers would then be involved in the initial stage of reform. If on the other hand traditional models of leadership are used, then a top down model may be implemented by the MoE and school system applying pressure for change where the school principal is demanding changes.

In a culture where teachers are considered to be the shapers of a society and have the courage to make changes with students (Interview, Kosova), it appears that change needed to be implemented at this level. However, according to the interpretation by Anderson & Humick (2006, 2007) teachers were interpreted to be the agents who fuelled and perpetuated the conflict (Anderson & Humick, 2007). If CIDA had discovered that teachers were considered to be the *shapers of society* (Interview, Kosova) rather than inciting conflict would a different model for implementing reform been used? Would a grassroots approach with leadership support have been a better model to advocate reform at all levels of education, government, MEST, the University and school level (Lambert, 1998, 2003)? Would using a grass roots model and challenging the top down model have been more productive? When examining these two perspectives the initial statement "education fuelling and perpetuating conflict" is the perspective of internationals (Anderson & Humick, 2007); whereas, the second view of teachers as the *shapers of society* is a Kosovar perspective. Hence, different values indicate not only differing philosophies, but different approaches for implementing change.

Successes – Agents for Change and Reform

Change and reform had been hampered for numerous reasons and were discussed earlier revealing the need and a rationale for determining agents of change. Several Kosovar teachers explained that esteemed educators lost their life during the war and those in leadership positions were targeted with many principals, school system leaders fleeing the country creating a deep loss of valuable influential members of society. This illustrates the role of educators as influential stalwarts preserving the culture and roots of society. These findings also reveal that: first many educators lost their lives during the conflict because of the power they had to influence society (Anderson & Humick, 2007); second,

the politicization of the principalship created instability of this position in times of an election with the potential for the principal to lose his or her position further destabilizing reforms in the school (Buleshkaj, 2009); third the power of the teacher as the 'shaper of society' (Interview: Kosova); and fourth the teacher inservice component was very successful and a sustainable component of reform as a result of the inservice and cascade training model of KEDP project (Anderson & Humick, 2007).

Since teachers were perceived as change agents (Interview, Kosova) it suggests that working differently with a grassroots model, rather than a top down model to implement change (Interview: David; Angelides & Gibbs, 2007; Carney & Bista, 2007; Lambert, 1998). By supporting the grassroots from all levels of education and government the potential for change could exist. Anderson, Humick & LaGrange (2007) described a lesson KEDP learned and recommended that work begin with teachers because the school is the centre of a community with the potential of reaching the entire country while also providing a sense of normalcy after a conflict. Furthermore, working with teachers as the *shapers of society* creates greater potential for reaching sustainable change by building their capacity as leaders while working in a collaborative model (Angelides & Gibbs, 2007). Since the teacher's position is not politicized, and job loss is not a factor, stability for change potentially resides here. Interestingly, introducing the distributive model of leadership (Lambert, 1998, 2003) that is supported by formal and informal models of leadership has the potential to work effectively and productively in a culture provided there is support from the local administration and government. Therefore, by using the role of teachers in a communist society, the potential exists for change reaching further and deeper with a greater impact for implementing reform along with sustainability.

Furthermore, because the school principalship is politicized teachers may not receive the support of a new principal; therefore, sustainability of change and reform is jeopardized. Since leadership positions are still politicized it is creating a continual climate of new untrained leaders, thus change is thwarted by this instability. Given that teachers positions are not politicized, work can still be accomplished (Buleshkaj, 2009; Goddard & VanBalkom, 2007). Questions arise out of this study challenging others to answer the following questions: first, would placing teachers in a position of greater authority or power

in the schools make a difference to implementing change? ; second are there other countries in post-conflict situations where the teachers take their job seriously as *shapers of society* working along with students towards changing society?; third would a grassroots model be more effective and efficient when implementing change because the power is in the hands of the teacher who have the potential to reach a large population where hands-on change can be achieved quickly? This does not say that administrators would not be needed; instead they would remove obstacles thereby supporting mobilizing change, but in a different way.

Developing Agency – Encouraging Ownership and Responsibility

An agency-oriented or 'actor-oriented approach" (Pieterse, 2001, p.11) to development placed the focus on the individual or the group who could take control with commitment and a sense of responsibility and ownership. In order to facilitate reform individuals at the grass root level, leaders and administrators at all levels were educated about the process of change; otherwise, reform could be thwarted (Sen, 1999).Agency is facilitated by creating a sense of ownership and responsibility; however challenges also surfaced. The following strategies are described for developing agency: supporting, enabling, empowering individuals and institutions; giving voice to participants. Operating transparently as a community of learners and a community of practice creates credibility through honest practices by building trust and respect in the face of resistance to change.

Supporting, Enabling, Empowering Individuals and Institutions

KEDP provided leadership workshops using a cascade model of training teachers and school system leaders therefore promoting agency by enabling individuals and teams of workers in their local organizations and communities to participate in change (Anderson & Humick, 2007; KEDP, 2006; Özaralli, 2003). As lead agency KEDP worked with other international NGOs in education facilitating inservice programs promoting inquiry based learning and active participation of local and regional players (Anderson & Humick, 2007) with the purpose of impacting local and rural communities in the entire region of Kosovo. During the second year of the summer training program local teachers and school principals trained their colleagues and mentored by their international counter parts. Processes for change and reform were mobilized when Kosovar educators with newly learned leadership

skills took over the responsibilities of the internationals and advised the community. Kosovars recommended this transfer of work and power as soon as possible to facilitate sustainability of change (Anderson, Humick & LaGrange, 2007).

Since strengthening and building capacity was the core goal (KEDP, 2006), leadership development was implemented using the cascade model of training educators at all levels of education. Within the span of a year a critical mass of educators had been developed by newly trained Kosovar leaders reaching many colleagues facilitating inservice and modelling processes based on inquiry, learner centred and democratic education (Anderson & Humick, 2007). This process of education has been used effectively by the UN when training leaders (World Bank, 2005, 2007a, 2008a, 2008b). Additionally, Lambert (1998) supported these processes and promoted a distributive leadership model (Hargreaves & Fink, 2006; Lambert 1998) and using the "untapped teacher-expertise" (VanBalkom & Mijatovic, 2006, p.113)

Giving Voice to Participants

Research substantiates that active participation role modelled by giving voice, teaching democratic processes (Anderson & Wenderoth, 2007; VanBalkom & Mijatovic, 2006) encouraging freedom of choice, inquiry-based learning, risk taking, ownership and responsibility, support the processes for sustainable change (Pieterse, 2001; Scott & Gough, 2003; Sen, 1999). Creating resources cooperatively created further opportunities for local voice and learning about: being a critical friend, mentoring, coaching, and modelling while developing opportunities for networking, collaborating and teaching new methods (Wallin, 2008). Additionally, inservice incorporated educational reflective practice, principles of praxis, applying theory with the opportunity of seeing it function in practice. Involving local educators encouraged local input, developed skills and a sense of agency expecting ownership and responsibility. Furthermore, developing resources collaboratively created a practical opportunity for building capacity and facilitating numerous applications of learning: leadership development for future inservice or program development in the schools with colleagues or in a workshop setting; learning through experimenting and role modelling the processes used for developing resources; and finally, experiencing theory in practice in a classroom setting.

Although giving voice and empowering educators to make changes was important, educators needed to learn how to make decisions impacting policies. The findings suggested Kosovars required more time at the beginning of the project for learning the process of decision making in meetings because the communist approach reserved decision making and signing authority for those in higher positions of power (Wallin, 2008). Similarly, strategies for problem solving needed to be taught and role modelled so that principals could see the processes, alternatives, consequences and results of their solutions to problems. In the interest of efficiency, Canadians looked to see what could be done quickly while forgetting that core values in the Kosovar system required more time to change.

Moving from the Challenges of Change to Being Agents of Change

The challenge was promoting agency-oriented development for betterment, not only at the individual level, but also at the institutional level of education and impacting society. Six years was found not to be sufficient time for the types of reforms that were required for becoming sustainable (Pieterse 2001; Sen, 1999). If leaders in institutions were unwilling or unable to move towards reform, as was evident in the UP (Goddard & Anderson, 2010; Walker & Epp, 2010), then individual professors interested in change were also deprived of opportunities to make change. However, if individual professionals within an organization took the risk of moving ahead with reforms they could experience exclusion by peers or found their jobs or opportunities for career moves were at risk (Interview, Jill & Tom). For example: sixteen Kosovar scholarship students completed an online master's degree in education at the University of Calgary with the intent that they could become the future generation of professors implementing reform. Initially, a number of students did receive part-time positions, however soon after their contracts were not renewed (Goddard, 2007) illustrating resistance to allowing new methodologies to infiltrate a closed system. Resistance by the majority of professors and administrators played a large role in rejecting the reforms KEDP suggested for the Faculty of Education at the UP, the system could not be affected and individuals were not able to make changes (Interview, Jill; Tahiri, 2010; Tahirsyzaj, 2010).

Change is a long process since gender issues are sensitive issues reaching deep into the life of an individual, the family, a society's value system, and cultural traditions. Educating people about the issues and why change was important took time and patience resulting in rural girls continuing their education and conforming to the policies of the MoE (Interview, Meg; Trnavcevic, 2010). Although challenges and resistance did exist among school administrators, when a critical mass supported change, LCI became an acceptable practice.

Agency also speaks to seeking betterment by having choices and the freedom to choose what is best under the circumstances (Pieterse, 2001; Sen, 1999). Reform affects not only cognitive processes such as taking risks, taking control and making choices, but similarly affects an individual's lifestyle. Therefore education creates the necessary knowledge to make informed choices. As discussed earlier in the literature review, agency is essential to human development; and agency-oriented development places the focus on "a condition of activity rather than passivity' (Yue, 2010, p. 12) where an individual or a group can take control with a sense of responsibility and ownership.

Yue (2010) explains "The other aspect of human experience is to be acted upon, to be the object of events, to have things happen to oneself or in oneself, to be constrained and controlled: to lack agency" (p. 12). The lack of individual agency for change was evident at the UP and with educators in the Kosovo-Serbian communities. At the university, the administrators who had the power and authority kept change in check, and the old guard who had seniority kept the status quo (Interviews, Jill & Tom; Trnavcevic, 2010).

David (Interview) made an interesting observation about international organizations partnering and bringing resources together, noting that government funded NGOs "stay around longer than other NGOs". Transformative change requires an extended period of time and funding to take hold and "because you're not just changing individuals or schools or departments. And because, in the end, I think for things to be institutionalized, you're dealing with changing culture" (David).

Considerations for Approaching Reform

This section compares components of KEDP's work with a case study conducted in Nepal (Carney & Bista, 2007). The similarities, differences and the recommendations for

consideration are presented. Similarities of the Nepal project parallel KEDP in its work with the MoE in Kosovo, the challenges of change and how it impacted other levels of education. Carney & Bista (2007) described their considerations when reforming the frameworks of management and how the work of the ministry impacted curricula and schools. Not unlike this research, Carney & Bista (2007) found that understanding the social practices, indigenous forms of knowledge, cultural norms of the country, the institutional culture, power structures, politics, social relations, work patterns, and attitudes toward work were central to building capacity in education. The prevalence of informal circles of relationships, a fundamentally different locus of obligations, as well as a strong tendency amongst public officials to work towards the maximization of personal gains also negatively affects development work. Individuals have vested interests they are protecting at the expense of society. Carney and Bista (2007) reported that changing internal structures of the MoE "proved hard to achieve in practice. ... long-standing organizational norms and traditions proved hard to dislodge" (p. 13). Research has shown "quite conclusively that bureaucracies in many developing countries are often 'compromised' by political elites who 'use the state for personal gain'. This was the situation at the UP (Email, Tom), which continues to be that way at the time of writing. This fundamentally undermines capacity efforts and is enormously difficult to reform" (Peterson, 1997, p.157 cited in Carney & Bista, 2007, p. 5). Further to this Carney & Bista (2007) also discovered that "building individual capacity is also problematic due to poor management, insufficient skills and limited resources. Reform efforts can certainly be effective ..., but they are often compromised by inadequate understanding of the nature of organizations in developing countries. [Therefore,] Western schemes and frameworks must adapt to immensely different conditions" (p.5). Additionally Carney & Bista (2007) found

> long-standing organisational norms and traditions proved hard to dislodge". Peterson's (1997 in Carney & Bista, 2007) suggestions to seek out and prioritize indigenous forms of knowledge, work patterns and forms of organisation proved hard to achieve in practice. Staff appointments, for example, continue to be shaped by complex processes of favouritism, obligation and the expectation of future reward. ... [I]t should not be surprising that history, culture and context – necessary foundations for any meaningful development are also potential barriers to change that are difficult to navigate around" (p.13).

Both Peterson (1997), who worked in Africa, and Carney and Bista (2007) who worked in Nepal, found that organizations were fragmented with numerous small hierarchies that vie for power amongst themselves or work in isolation, their social practices were based on different cultural norms from the norms in Western organizations. Therefore structure-oriented reforms were problematic and not straight forward. Peterson (1997 in Carney and Bista, 2007) suggested working with people in a lateral or horizontal way rather than following the vertical hierarchy in task-oriented work. This could link more meaningfully to actual work processes within the existing cultural context. The rationale was that the horizontal work flow was process oriented and task oriented whereas the vertical flow was relationship oriented. The horizontal processes cut across the existing hierarchies of divisions, departments and units.

Carney & Bista (2007, pp. 13-14) described four lessons learned to explain why the work was only partially implemented; first, traditions proved hard to dislodge and "prioritize indigenous forms of knowledge, work patterns and forms of organizations, as this was difficult to achieve in practice; second, a group of donors were not willing to commit to the process because of the long term commitment for deep change; third, "institutional solutions ... based on awareness and respect for indigenous knowledge and practice" would need to be acknowledged. Carney & Bista (2007) point out that this is where the project fell short because it tended to use Western organizational and educational literature to guide the process rather than input from local knowledge, understanding, and people's commitment; and fourth, conflict and instability in Nepal interfered with the process of progress, although the research team felt that the project may have assisted in the eventual resolution of the conflict by improving institutional effectiveness efficiency and sustainability.

The difference between the Nepal and KEDP was that the Nepal project reported failure on many fronts, and therefore presented them as recommendations for consideration by other researchers. KEDP encountered similar challenges; however, KEDP had attended to Carney & Bista's (2007) key recommendation about having an awareness and knowledge of the culture while working as partners with locals, thereby gaining local input.

Thus KEDP was successful in the schools, had some success with the MoE, but was challenged completely by any success at the university; though, it was confirmed by Goddard and Anderson (2010) and Trnavcevic (2010) that this was not a surprise and universities were generally known to be ‘resistant to change’.

Unexpected Learning and Findings

Throughout the findings unexpected learning was interjected into relevant areas such as: working with interpreters, KEDP faculty working as a team and a learning community that was ridden with equality concerns in gender issues; working in a culture influenced by socialist communist ideologies; being hired into a position as a counter-part rather than working one’s way up the ladder, and developing lifelong friendships. This section explores additional unexpected learning encountered by study participants not fitting into the previous categories. The first conversation deals with advantages of presenting workshops in one of the native languages in the Balkans and compares it to working with an interpreter; the second conversation deals with cultural differences when working with colleagues; and the third issue deals with the challenges of communication between fieldworkers and consultants.

For Ana, the unexpected learning was discovering the difference it made when speaking for oneself rather than speaking through interpreters since hidden agendas could not influence the work. As a workshop leader you were not guessing whether what the educators heard is what you meant. Ana explains a scenario where she instructed a workshop in English, switched to Serbian (her second language) and found this discourse to be more natural, conclusively knowing only one language made it difficult in discussion. Ana explains, when one speaks in the local language, it is “viewed as a problem to solve, however, if it is translated into the local language it is viewed as [a] directive” with unexpected affronts by educators “being belligerent, or they are not accepting LCI principles. And it’s not that. It’s the ability to have that pedagogical dialogue and talk to them, and I would say to them sometimes – this would work in this situation, I have tried it and it does not work.”

Teamwork and good communication skills were essential to successful project work, yet disjointed teamwork can be caused by poor two-way communication with field

staff. Using the power of position to work independently and failing to communicate with consultants and field office created challenges for field staff. The resultant insensitivity left local staff feeling obligated to complete the work above and beyond their regular work. Once work had been requested, local staff workers were hesitant to give it up even though they were completely overloaded. This placed duress on the field office. This may have also been a throwback of communist ways in that you did what you were told and placing the workload on someone else was not acceptable.

Another unexpected finding was the common assumption that Kosovars needed to like everyone with whom they worked. Through role modelling Kosovars learned that they could accomplish the project goals together. In Kosovo, nepotism was common in hiring and networking practices thereby creating exclusion. Professionalism during the interviewing process was foreign to Kosovars, but was appreciated when hiring for key positions (Interview, Meg & Kosova).

An interesting issue arose about hiring practices in the individual interviews which was addressed later in group discussions. One such topic was: should a local have been hired immediately as a counterpart in a specific position, rather than in positions such as an education assistant or an interpreter? It was suggested that if a counter-part to the international was hired at the very beginning of the project, it would have made a difference to the work since the privilege of status would have meant readily having access to educators such as the Dean or the Minister of Education. The model for this concept was followed by UNMIK as the governing body in Kosova. The successful candidate was trained as a minister prior to the first elections in the country and after the election became the Minister. Canadians had differing opinions and saw challenges citing issues of unknown local or political agendas affecting the work, power, and authoritative concerns arising as was evidenced after the elections, between the designated international working in the position of the MoE, and the elected Minister of Education. Other issues resulting from cultural values or gender issues could have influenced the work. On the contrary the designation of a counter-part would have made a big difference to Kosovars in positions by providing recognition, status, and respect from the local community. Learning about appropriate timing for setting up positional partnerships could be another research study.

Other unexpected discoveries were made about developing lifelong friendships, and Canadians felt they had gained more than they felt they had given.

Change and Transformation

New experiences, such as this KEDP fieldwork, had the potential to transform the individual in practices which are "intuitive, holistic, and contextually based" (Baumgarten, 2001, p. 17). This section describes how and why learning from fieldwork knowledge becomes important to KEDP participants personal and professional practice and what they felt could benefit others. Numerous recommendations emerged describing what participants wanted the research community and CIDA to know in order that their learning would not be lost. The following implications and recommendations were the result of a joint effort between the participant group and discussed in the context of further research.

The benefits, the successes, and the challenges experienced in the work were spoken about with excitement as fond memories expressed pride in accomplishments. At other times, deep reflective thought emerged with a tone wishing some things could and would have been different – if only... It was evident that not only the capacity of individual Kosovar and Serbian educators was built, but the strengthening and building of capacity in the KEDP study participants as well; hence, affecting both their personal and professional practice. In addition, the continued interest in international fieldwork, the support and recommendations made by participants, have the potential to benefit other NGOs in adapting practices. The answers below address the question: *How did international fieldwork impact your personal and professional practices?* and *Why*? The impact of the learning was expressed in terms of the transformation that took place within individuals and how they saw themselves in their world with a changed world view (Baumgartner, 2001).

David compares the work in Kosovo with the most recent work in Jordan and found that they were implementing the work after a shorter period of time, eventhough the work was challenging. Louise discovered the KEDP fieldwork experience "took me back to my roots in teaching and to why I became a teacher and what I loved about teaching ...what was important about teaching ... It fed a dream that I had since I started teaching." For Ana, the opportunity to connect with her family's heritage and roots was meaningful, in addition to the new friendships she had established. She also found the work in Kosovo prepared her

for her new position in managing and working with educators in continuing education in Canada. Ana's experiences of being able to identify with the cultural heritage of her colleagues provided unique insights. Kirk found "I left the project with a greater appreciation for the complexity of international work. There were many people who made a massive investment through UNMIK and significant investment from CIDA and they did have the wisdom that they knew what the project was worth monetarily." He also learned that "relationships were most important and there was a sense that Albanians were moving forward after the conflict. This was not the case in Serbia to the same extent. They were not acknowledging their part in the conflict. ... I went to church in 2004 and choir sang in harmony and in Serbian, English, Albania, Muslim, Christians together. It shows just how important relationships [were] and the devotion ... and how although it [was] not directly related to work, it [was] actually a key component to bring ... it takes these connections and people to do what they need to do."

Carol recollected accompanying Merriam, a Serbian woman, who worked in Kosovo and saw how discrimination was still very alive if an individual was not from the same culture. The image of a Canadian and a Serbian walking side by side on the streets in Kosovo was one of "the glares that came to her and all the looks and all the many glances I received in addition to Merriam. And it really had an impact on me." Carol came back to Canada and found a way to work with different ethnic groups to bring them together since the image and feeling that people were really looking at had such a profound impact; she in turn decided "to make sure that in [her]local community, [her] Canadian community, that [they] work together. Our community [was] very French and I [felt] an opportunity and I am trying to break the gap between the French and the English." In addition to other comments Jim's response to how the work impacted him was: "I always felt I learned as much over there as – we tried to leave. It is not what you take it is what you leave." The importance of targeting the work to the needs of local educators by being tolerant and realizing there are many alternatives to choose from is the satisfaction of seeing things from another perspective.

The impact of fieldwork experiences on the participants were best described through the lessons learned that became recommendations made by study participants.

Lessons learned described the learning that was valued and was viewed as a conscious and intentional decision. Deep change is a complex process transforming an individual's authentic self, and practices (Percy, 1997; Quinn, 1996) while perpetuating sustainable improvement (Hargreaves & Fink). Deep change or transformation is a journey to the center of our own existence (Campbell cited in Quinn, 2004).

Implications for Further Research

The following suggestions may have some potential to provide direction for governments, NGOs, and consultants in international development fieldwork projects in education based on ht eassumption of working with existing formal and informal change agents in the society. Informal change agents may be determined by those who intentionally influence society or the culture (Anderson & Humick, 2007).

Recommendation One – Further Research

First, understanding who holds the real the power in which trust is built in different cultures, how to effectively build and maintain relationships, how ideas are built collaboratively in a learning community of internationals and nationals, and the importance of face-to-face contact; second, to learn how knowledge is established, transferred and travels in a culture when implementing change and establishing a network of colleagues. How does social networking affect collaborative work in cultures implementing educational change?

Rationale

The rationale is that if understanding where the real power in the culture is and the implications of this power. This type of information provides a better understanding of the socio-cultural context and the specific impact of communism on education at all levels. Educating field staff about specific characteristics of how learning and leadership occurred in a socialist communist regime would have been helpful. Although there were merits to learning through discovery, having additional information about teaching and learning in the culture would have facilitated many processes (Falk & Dierking, 2000; Merriam, & Ntseane, 2008).

Recommendation Two – Further Research

The recommendation is working with grassroots *shapers of society*, rather than mainly with the political leaders. By studying the prospective community and discovering who the informal and formal grassroots *shapers of society* are will provide information about where the power lies in the culture and country; additionally, learning what change has worked in society, how it was done, and why it could be sustained. That is, looking for the formal and informal leaders actively and intentionally shaping the grassroots for creating a democratic and civil society with the purpose of working with those actively resisting change or reform.

Rationale

Sustainable development recommends a shift from the approach of using power over others to advance selfish interests to using power to facilitate self-development, growth, and sharing the knowledge and skills with others – with the collective in mind (Freire, 1996; Pieterse, 2001; Scott & Gough, 2003; Sen, 1999). Strengthening and building capacity begins with the individual and moves to sharing with others, thereby developing a critical mass until it becomes as the statement says: this is the way we do things (VanBalkom & Mijatovic, 2006). Therefore, the view of learning changes from a "process which acts on individuals to changes which challenge individuals' views of the world as a means of influencing their characteristics and hence, ways of thinking and living" (Scott & Gough, 2003, p. 119). This new paradigm, within the larger context of effective sustainable development, recognizes education as having a strong leadership role in bringing about change (Kevany, 2007; Pieterse, 2001; Scott & Gough, 2003; Sen, 1999; World Bank, 2007).

If the power lies with teachers and educators as the *shapers of society* (Interview, Kosova) and of the culture, then teacher inservice has far reaching potential which in turn impacts peers, students, parents, schools, communities, administrators, school systems, government departments along with the MoE. Targeting the *shapers of society* as the audience for education through inservice, role modelling, and implementing change has the ability to use existing human resources in the community who choose to be supportive of change, reform and betterment, in turn, to build a critical mass very efficiently and

effectively (Anderson, Humick & LaGrange, 2007; Freire, 1996; Pieterse, 2001; Sen, 1999).

A pilot project would reveal whether working with a grassroots model is more successful than traditional top-down models along with involving teachers with the support and involvement of those in leadership positions at all levels of education (Fullan, 2006, 2007; Fullan, Galluzzo, Morris, et. al 1998; Fullan & Hargreaves, 1991). Support for initiative should be obtained from the MoE, the University, and various government departments. Working with teachers could be effective and efficient in quickly reaching and impacting a large number (CIDA, 2006; Taylor, Deak, Pettit, et al., 2006) of educators, students, and parents with results and benefits of creating sustainability at the grassroots. "What we know about change from research now that it is not just a top-down or bottom up approach – it is both" [occurring at the same time] and is reciprocal. And I think in the end our program reflected that reality which was good" (Interview, David).

Since leadership positions are often politicized and unstable, selecting individuals or organizations least affected by politics might better address change and benefit a society in crisis. Attending school creates a sense of normalcy and is at the centre of a community; therefore the potential exists of reaching the entire country. Anderson, Humick and LaGrange (2007) recommend that work begin with teachers. For example when an effective school principal was terminated due to ministerial decisions, Louise reports that "after the principal was gone ... they[Albanian teachers] worked underground. This is like what we were doing in Serbia too. In Serbia I felt we were creating an underground. I felt we weren't really going to have the kind of impact of sustainability in Serbia."

Agency-oriented development (Pieterse, 2001; Sen, 1999) is facilitated automatically by building in the freedom to choose, ownership and responsibility, consequently bringing about change. Strengthening and building local capacity through education brings with it democracy and new behaviours leading to deep change or transformation and sustainability (Anderson, Humick & LaGrange, 2007). In this way deep change or transformation has developed a "state of increased awareness … [leading to a transcendence of self and movement away is becoming] … purpose centred, internally directed, other focused and externally open" (Quinn, 2004, p. 177). Deep change or

transformation is an intentional decision and act by the individual and in this way becomes sustainable for initiating change supporting development work (Merriam & Ntseane, 2008). Applying new mandates by using communist practices makes demands, but in the long run does not implement democracy.

Sustainable development recommends a shift from using power over others to advance self interests to using power to facilitate self-development. Thus, development changes from a "process which acts on individuals" (Scott & Gough, 2003, p. 119) to change the world to one which challenges individuals to examine their views of the world and find ways to influence personal values. The result is changing ways of thinking and living. This new paradigm, within the larger context of effective sustainable development recognizes education as having a strong leadership role (Kevany, 2007; Pieterse, 2001; Scott & Gough, 2003; Sen, 1999; World Bank, 2007).

Recommendation Three - Further Research

Would using the distributive leadership model (Hargreaves & Fink, 2006; Lambert, 1998) rather than a cascade model of building leadership capacity and professional development create greater stability and sustainability in a milieu where leadership positions are politicized? Would this model work with teachers while having the support of leaders and would it survive if another principal took over the school? Would one or both of these models work in other cultures and societies or are there better models in the culture that would be more successful?

Rationale

A potential approach would be if researchers used the countries working model for communication and knowledge transfer skills; then, rather than foreigners coming in with readymade Western models and strategies for change, the work would be completed within the cultural context. Are there components within the distributive leadership model (Lambert, 1998) for implementing reform that could be embedded in the cultures model for change and transfer of knowledge? Capacity building (Vare & Scott, 2007; Kevany, 2007) in the context of transformational professional development (Fullan 2007; Lambert, 2003) remains an emerging field in education for sustainable development (World Bank, 2008a).

Personal experiences and behaviour change are identified as central to sustaining practices; however, more research is necessary (Nkansa & Chapman, 2006).

The current focus for sustainability is on education and capacity building through leadership development (World Bank, 2008a). In this context, sustainability is promoted as a moral concept (Elliott, 2006; Vare & Scott, 2007) engaging individuals in understanding their roles and responsibilities while realizing the impact of personal behaviours on the world (Pieterse, 2001; Sen, 1999). David (Interview) feels that "sustainability in reality is always hindsight. I think you work towards it. You ensure that those for whom and with whom you are working have the skills and knowledge to carry on with the desired practices." Developing policies that will be enforced, may in reality, work in the same way as current communist practices for implementing change. The final results of a talk, action, and sustainability of the fieldwork would become evident after the money runs out (Interview, Tom; Nkansa & Chapman, 2006).

Implications for Policy

Fieldwork meant dealing with obstacles such as the chaotic complexities hidden within the unknowns of change and instabilities of politics, the politicization of leadership positions within education within a post-conflict society. Additionally, nationals may not have been sure of the intent of internationals and their expectations, as neither Canadians nor Kosovars, totally understood each other's cultures. Another challenge was to understand the rationale behind certain decisions made by funding and governing bodies and how they impacted fieldwork.

Recommendation – Local Development of Resources

Providing sufficient time for change and reform to take hold after a conflict, as well as, building in time for sustainability of reformed educational practices needs to be extended beyond the six years given. Challenges were evident in the very first years of the project due to the size of the mandate for three Canadians working full time in the field with additional support coming from Canada and a project completion date in three years. Field staff were managing the original workload of implementing change, local projects, and staff plus meeting all of the needs of support services arriving from Canada. However, until they arrived, it may not have been clear what was all needed.

Teamwork was a challenge because communication between the University and field office personnel was missing or occurred with short notice. The additional three years awarded to the project further facilitated the processes of sustainability; however, had the timelines been longer the project would have been conducted differently. Overload, stress, and the size of the initial mandate within the first three years put excessive pressure on getting things done quickly rather than necessarily well (Interview, David). For example: the first principal's leadership conference in 2002 inserviced only one half of the school principals; however, all could have been reached with better planning. If the two day conference were to be held back to back between Friday and Monday all principals could have been reached. Working at all levels of education simultaneously takes additional time in strategic planning, implementing processes and structures that have the potential to become sustainable.

Rationale

Change takes time for thought, preparation, implementation, closure, and for sustainability of practices (Hargreaves & Fink, 2006; Lambert, 1998, 2003). Policy makers may not understand the complexity of the educator's knowledge during the change process and the way that policies are mediated by the culture, the political and economic environments (McGrath, 2008). Time is required for horizontal learning when implementing a cascade or a distributive model of leadership and learning. Time for risk management, proactive and logical thinking would indicate the need for continuing professional development and learning collaborative learning. McGrath (2008) claims there is little awareness of how people learn and the time it takes to bring about change. Angelides & Gibbs (2007) point out that when a gap exists between teachers and policy makers, the community of practice must be empowered. Wenger (1998, 2006) recommends that a shift in power and policy would reinvent professionalism. This process of empowering, enabling, and implementing takes time when the challenge of the politicized position of school leader has created instability in the work environment.

Lessons Learned from the Field

When questioning David (Interview) about what he would do differently, his response points to issues of time, freedom to allow things to evolve, and working at all

levels of education while situating emerging structures for sustainability. He recommends that "instead of going to Kosovo with a plan, spend time really getting to know the situation and then embark on professional development; we were told to 'hit the ground running' and oddly enough that turned out to be more successful than what we had expected. Good practice would say that it shouldn't have been successful – but it was. And then people continued to work at improving the work that we initially started. The other part [was] the desire of the project at the outset, it would have been wiser to be more like it was by the time it was finished." Allowing the project to evolve had benefits. Numerous KEDP staff agreed that working from the grassroots up through the system with the top in mind is probably the best approach to reform education and "what we know about change from research now is it is not just top-down or bottom up – it is both. ... And it is reciprocal and I think in the end our program reflected that reality" (David).

It appears that building sustainability occurs when educators at many levels are involved in the process of change, are kept informed, involved taking ownership and responsibility for actively bringing about transformational change (Pieterse, 2001; Sen, 1999). Lessons learned from a research study in El Salvador (Rosekrans, 2006, p. 9,12, 13) supports this rationale and suggested learning about the change process, communication, reform, introducing new ideas, and timing was crucial.

First, the importance of planning is identified since "education systems change slowly and require a complex process of planning and implementation. The challenges facing education systems currently require new knowledge about policy priorities and effective interventions for making the desired changes. The degree to which this knowledge can be created and shared collectively may make the difference in how this knowledge translates into new educational practices" (Rosekrans, 2006, p. 13).

Second, the importance of involving people in the planning, implementing, and owning the work creates responsibility, an integral process for change. Paradigms change slowly often requiring a process in which people critically reflect on their existing assumptions (Boggino & Rosekrans, 2004). This process can be incremental as it stimulates people to rethink existing assumptions allowing divergent perspectives to challenge deeply-held assumptions. Development work is a reiterative process of dialogue and collective construction of

knowledge, systematization of decisions, and collective construction. Project cycles, political cycles, and resource constraints can all be limitations in this regard. Finally, paradigms can limit research design whereas dialogue can help to change the paradigms regarding research priorities. Boggino and Rosekrans (2004) suggest that open communication with all stakeholders is essential in overcoming "social and cultural barriers to reform. By setting up joint research teams including Ministry of Education officials, local NGO specialists, and national academics help build new partnerships [by increasing the] ownership of results. Additionally, understanding how people and the organization work when actively engaging change was found to be beneficial in El Salvador. How new ideas are introduced was crucial and once people are persuaded, all stakeholders became engaged in the analysis. Finding innovative ways to inform dialogue and action at the appropriate time were recommended. Various ways were found to inform policy decision-making using dialogue and research. (Boggino & Rosekrans, 2004). These concepts are supported by agency-oriented development and found to be successful implementing change (Pieterse, 2001; Sen, 1999).

Implications for Practice

Recommendation – Local Development of Resources

Local participation and responsibility in developing resources, such as learner centered inquiry resources is recommended (Interviews, Gavin, Jim, Louise, Tom, &Yvonne; Pilot Interview Susan; Wallin et al., 2008). Taking a rough draft rather than a finished copy provides a starting point to model what is possible in inquiry based instruction; subsequently, asking for local involvement in developing resources affords educators an opportunity for taking on ownership of the work, responsibility for implementing, leadership, and greater potential for sustainability of the work (Pilot interview, Susan).

Rationale

Designing and developing draft resources facilitates immediate involvement of local educators in adapting them to meet the needs of their culture. This process supports an agency-oriented (Pieterse, 2001; Sen, 1999) view of development since project work has a beginning and an end; therefore productivity is important for facilitating commitment, pride in ownership, and responsibility thus supporting the goals of sustainability. In addition,

developing resources locally reinforces knowledge building and capacity building (Wallin et al., 2008) while collaboratively working with educators, rather than experimenting with finished resources, thus creating opportunities for learning about the complexities of praxis (Angelides & Gibbs, 2007; Rosekrans, 2006). Through this process the practicality of encouraging collaboration by developing mentors, coaches, critical friends, collegial and support relationships are then role modelled.

Involving educators in discussion, co-constructing meaningful professional development activities, and teaching practice lessons to colleagues engages self-reflection, cognitive and metacognitive thought in educators (Wallin et al., 2008). Likewise, offering opportunities for experiential learning and role modelling these processes (Angelides & Gibbs, 2007) engages educators in testing their ideas, skills, and recognizing their own growth. As educators experimented with the resources they develop through collaborative practice, they became reflective and critical practitioners working towards innovation and change (Angelides & Gibbs, 2007). Through this process sustainable practices are built. Networking as well as the sociocultural construction of knowledge support adult learning theory (Knowles et al., 1998), while educators collaboratively problem solving, supports experiential learning theory (Kolb, 1984). In this way new learning is applied from a concrete learning experience to theory and practice. Together experiential learning opportunities involving capacity building and supportive agency-oriented development ensure individuals take ownership and responsibility. In this way, people are able to make a difference. Furthermore, through learning there is the freedom to chose, the freedom that democracy offers to learn, the opportunity to liberate oneself through education, and “to live a life they have reason to value” (Sen, 1999, p. 15), or to live a life that satisfies (Freire, 1996).

Summary of the Discussion

This journey of learning for KEDP colleagues was built on experiences that were congruent with their values about education and international fieldwork. This research opportunity allowed participants to individually and collectively continue to learn from the past to promote change, transition, and reform in our current context. During the interviews, faculty members looked forward to sharing their findings with NGOs and

governments. The study participants reflected upon and shared what they could not forget about the people and the events in the context of building capacity in a culture of learning where the passion for education, resistance to change and newness of reform co-existed in an unstable political system. Understanding the cultural mores and the challenges of fieldwork experiences taught participants about learning, teaching, facilitating, and leading in the face of changing from a communist to a democratic ideology (Anderson & Wenderoth, 2007; KEDP, 2006). Reflective practice on the part of educational practitioners and academics contributes to the continued process of learning, reflection inaction and reflection-on-action (Schön, 1983).

Numerous strong recommendations emerged from this research that have been discussed as implications of the study; however, the concept arising most often and is still valued today, was the importance of relationships in all aspects of the work. Capacity building could not progress without first building relationships.

When examining the importance and the benefit of relationships when building capacity in educators the conceptual framework in Figure 2 reflects key components central to the findings in this study. The findings indicate that establishing relationships is at the heart of building capacity and mobilizing change since relationships facilitate the social construction of knowledge (Vygotsky, 197), the socio-cultural construction of knowledge (Falk & Dierking, 2000; Ogbu, 1995) and in turn impact the community of learners within society (Wenger, 1998). As both Kosovar and Canadian participants discovered, developing relationships were important when striving towards connecting with fellow colleagues and workshop participants who were learning about implementing unfamiliar constructivist democratic practices imposing change on their familiar communist practices.

Study participants recommended that an extensive length of time was required for Kosovar educators, leaders, and society to learn about unfamiliar democratic and agency-oriented practices, processing new information, and implementing new practices with the hopes that sustainability is an outcome (Anderson, Humick & Lagrange, 2007; Pieterse, 2001; Sen, 1999). In an unstable political and economic climate, where frequent elections are able to move trained leaders from their politicized positions, solidarity can not be achieved easily or quickly (Anderson & Humick, 2007).

It is when individuals are co-constructing knowledge over time with experiences in the educational, social and cultural settings that change transforms the thinking of individuals and society with sustainable results; thus, making a difference for the future (Wenger, 1998). When learning with the goal of change is intentional, a conscious effort is required by the individuals and the collective to fully embrace constructivist democratic practices in the educational and political realm to replace socialist communist practices (Pieterse, 2001). In the case of the UP, professors in administrative positions did not have the will to change (Tahirsyzaj, 2010). Communist practices will not change without transformative learning (Tahiraj, 2010). Reform is not possible without the intentional change of organizational structures: systemic, institutional and individual, changing from communist practices to democratic processes (Goddard, 2007; Walker & Epp, 2010). Catana (2003) argues that "organizational change at the cultural level begins with individual change," (p.44) and changing attitudes and expectations requires time when a culture has established certain ways of doing things for many generations. It is only with continued application of change that sustainability of reform is possible (Hargreaves & Fink, 2006).

Conceptual Model – Importance of Relationships

The outer circle in Figure 2 identifies the elements and attributes brought to personal and professional relationships. The element of life experiences (Kolb, 1984) draws on experiential learning from personal attributes such as positive attitudes, passion, inclusion and motivation. Lifelong learning experiences draw on the individual's knowledge, skills, and attitudes (Knowles, et al., 1998, Merriam, 1988, 2004, 2008). The element of freedom of choice and agency are found in the attributes of being responsible , as well as taking ownership within a democratic setting (Freire, 1996; Pieterse, 2001; Sen, 1999). The element of a supportive culture is found in a democracy valuing the attributes of honesty, transparency, and credibility established within a community of learners (Falk & Dierking, 2000; Wenger, 1998, 2008). These attributes within individuals, a society, and a culture have the potential to support motivated educators to choose and contribute to transforming a culture. The findings revealed that it is not only important to build relationships, but to promote these attributes in a supportive educational environment illustrated in Figure 2,

The Importance of Building Relationships

and

Attributes Supporting Relationships

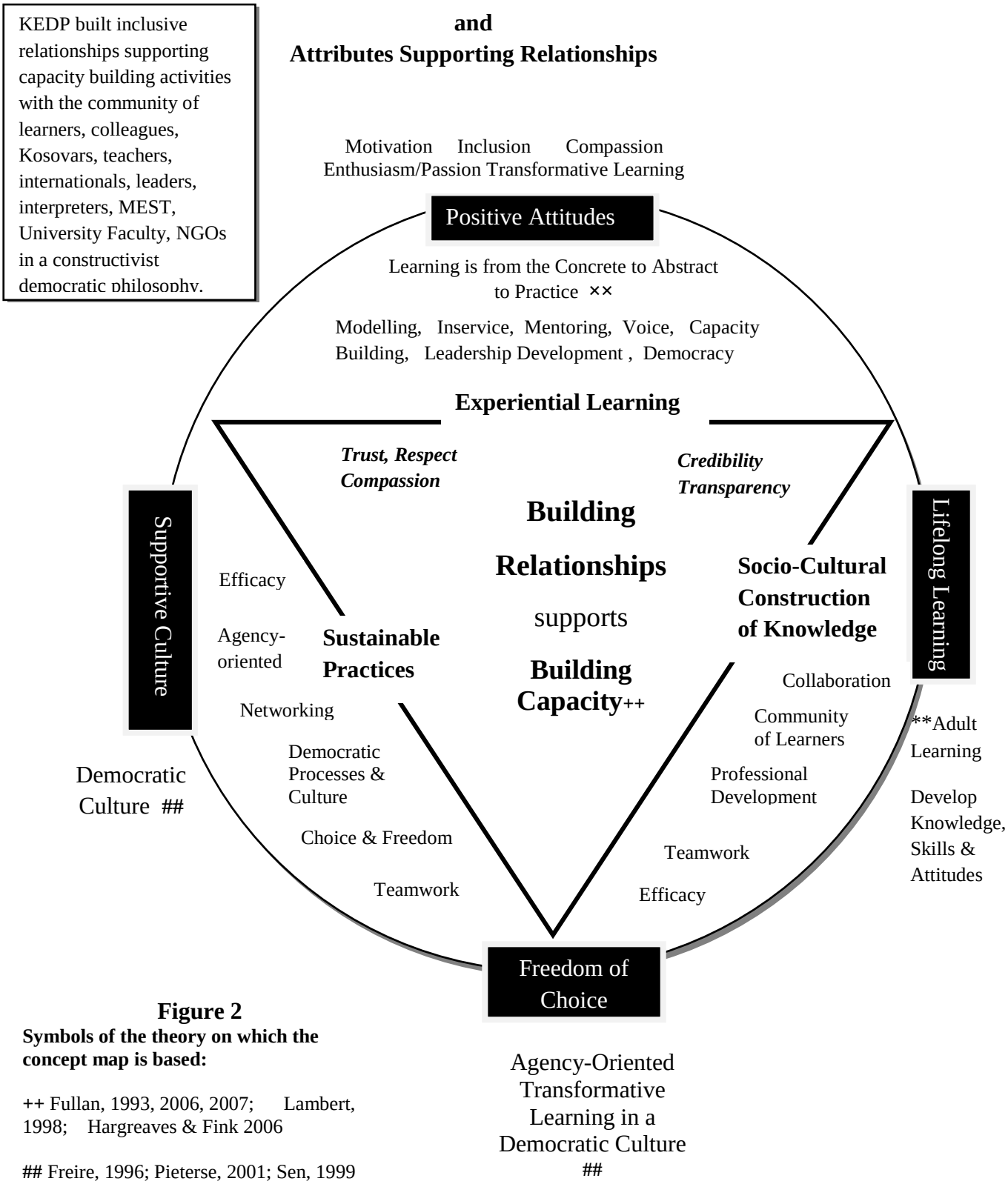


Figure 2

Symbols of the theory on which the concept map is based:

++ Fullan, 1993, 2006, 2007; Lambert, 1998; Hargreaves & Fink 2006

Freire, 1996; Pieterse, 2001; Sen, 1999

** Knowles, Swanson & Holton, 1998; Merriam, 1988, 2004, 2008

thereby permitting educators to continue to grow and strive to make a difference in their society. Each culture has its preferred way of establishing and sustaining relationships; hence, it is important that international fieldworkers are aware of and sensitive to the norms of the culture when forming relationships in the context of building capacity.

Relationships was identified as a naturally emerging theme that continued to surface in discussions and findings when participants described and explained how their emotions had been touched, how reflective practice has inspired deep learning, within them, and how change and transformation became a reality in their lives (Percy, 1997; Senge, et al, 2005). Consequently, to work as partners in Kosovo was described by numerous participants as an opportunity of a lifetime contributing to education and hoping to make a difference to individuals and society as a collective.

An Update of What is Currently Happening in Kosovo

Development work requires not only committed field workers but the will of the leaders in power in the government and other institutions to work as a collaborative team to support the reform efforts in order to make them sustainable. Equally important is a stable political environment where leaders, who are trained, are given opportunities to create new frames of reference such as democracy within which to sustain goals. In the case of Kosovo, the communist practices continue to be stronger than the new democratic frame of reference with resistance coming from political leaders and university administrators with their own agendas and interests in mind. The Kosovar students who received their MEd degrees in hopes of becoming new professors in the faculty of education were squeezed out, having to find other employment. A mandate from the government has come for schools to return to using textbooks rather than using constructivist teaching methodologies; four and five shifts of students in some schools continue to make it difficult for teachers to use classrooms in constructivist ways, and teachers may be given very short notice about the length of classes.

A study to further advance the knowledge of sustainable development work examining the current situation in Kosovo might ask: what happened in the gap years between 2007 and 2011, what went so wrong, why, and how can NGOs create more sustainable fieldwork when assisting in post-conflict countries.

What the faculty working in fieldwork reiterated was the importance of building relationships and role modelling in order to create confidence when promoting a new frame of reference and changing practices and engaging reform. The following were noted as well: building bridges into cross-cultural relationships motivates and mobilizes efforts in reform; and our work is not to bring Canadian solutions; fieldwork is not about *me* but instead about *us* and *we* and working *with* rather than working *for.* What the literature tells us (Freire, 1996, Sen, 1999; Pieterse, 2001) is that change and reform must be owned and operated by the nationals, the internationals can only lend a helping hand and be a guide, but the struggles and the real work must be done with tenacity by the locals. The real work for changing the frame of reference to that of a democracy, progress in society and a better future lies in the hands of those living in the country. In the hope for change - Tom's recent news confirms Nkansa & Chapman's (2006) claims that in the end the real test of success or sustainability is what remains after the money runs out.

Email Communication from Tom Gougeon, PhD

January 30, 2011

The following is an email dated January 30, 2011 from Tom, a study participant, Professor Emeritus who is currently working as a consultant on an EC project in Kosovo, describing the situation in education and the work of KEDP. The email was received too late to include in the research findings.

POST SCRIPT

I am currently in Pristina, hired by the European Commission to work with teacher development in in-service and curriculum development ... the EC likes the term 'expert' so I am called a Key Expert 2 in the EU Education SWAp Project (see my signature below)

I will be here for 2 years .. and hopefully we will be able to move ahead with adopting a new Kosovar Core Curricula, supported by new textbooks, and appropriate teacher development and licensing programs. It is exciting to be involved ...

One note though: Today, the only evidence in Kosova that even KEDP existed is the existence of the Faculty of Education (which lost its accreditation in June 2010 by an EU Accreditation Team and may soon be closed or diminished) and the Gender Equality Office under the Rector of the university which still exists and has some impact within the UP. Otherwise, no one here sees any evidence of trainings in the schools, the municipalities, nor the Ministry.

A possible reason for this is CIDA focused on capacity building of individuals within these structures, but not deeply understanding and changing the structures in which individuals work .. it makes sense to me now, first to create a national curriculum, then to write new textbooks for teachers to use, and to prepare teachers to teach using progressive practices and student centered strategies ... and to recognize the need for teacher licensing .. instead, CIDA sought to work directly with teachers and directors to have immediate impact on teacher practice in the classroom, and to benefit children ... perhaps the exigencies of the day required this approach .. but it was not sustainable

The TTRB was eliminated in 2007 after we left. The Teacher In-service program was taken over by the FE and is now a cash cow for profs and teachers taking exams again instead of 39 hours of face to face interaction in a course that is given 5 ECTS. The Pre-Service Program lost its accreditation with serious charges against it and the management of the Faculty. MEST is working with the EC now to review all the In-Service programs that teachers take for licensing purposes and accredit them .. many will be closed, I think as a result. and we will have to re-build again

Internationals here regularly say to me that they heard that the Canadian project was the biggest project on the ground for 6 1/2 years and that Ted Jackson evaluated it as one of the best projects in CIDA's history, but what did they do? For there literally is no evidence of our good work now.

I hope the EU Education SWAp project over the next 2 years, followed by another 3 year EC project in Teacher Development will not experience the same fate.

David Lynn is coming over for a few weeks to work with Leadership for the USAID project .. implemented by AED and called the Basic Education Program. It is taking the same approach that CIDA did .. to work with individuals and not try to deal with the structures too much .. and I expect that their work will be lost over the decade just as ours was.

I now think that international development must include plans for deep structural changes at the outset, accepting that changes in the classroom cannot be made immediately ... instead of instituting a patchwork quilt of changes like CIDA building a Faculty of Education and then setting up a Teacher Training Review Board in MEST, and an In-Service Program to train teachers ... we need to a more coherent strategy, a SWAp strategy, and go deeper right off the bat .. like creating a new National Curriculum .. and from that new text books (165 different old text books currently support the K-12 system) ... and then training teachers to use new text books so student centered learning occurs .. and finally establishing a Teacher Licensing process ... with a more coherent approach, changes might stick

I think we moved too quickly in CIDA with assumptions that the institutions we set up would be embraced and understood by people, for people would see their relevance and

then create the other structures to fill in and make things coherent .. but the old guard took hold of the institutions we created and since we assumed , incorrectly, that people would value them ... we left things open to be co-opted and they were either manipulated for personal own gain or closed down all-together

Oh I think we did well helping individual teachers and educational officials understand a different way to do things .. but most of these people, those who held influence, were removed from their offices and new people, without new insights, came in and took over. This points to the need to continue funding projects way beyond 3 or 6 years

Tom Gougeon, PhD
Key Expert 2, Teacher Development & Curriculum Development
EU Education SWAp Project: Support to the implementation of the education sector-wide approach in Kosovo
An EU-funded project managed by the European Commission Liaison Office to Kosovo and implemented by a consortium led by Cambridge Education

Project office: Kosova Education Center (KEC); Third Millennium School Compound; Isa Kastrati st. nn; 10000 Pristina; Kosovo
Tel. +381-(0)38258289 Ext.103
Fax. +381-(0)38-244 257; Mobile: +381-(0)49-296 550
Project email: tom.gougeon@eu.eduswap-ks.org
Alternative emails: tom@dugrene.com; gougeon@ucalgary.ca
Skype: gougeon0001
www.eu.eduswap-ks.org

Email Communication - from Tom Gougeon, PhD

Tuesday, April 5, 2011

Questions

I am wondering if some of the leadership work with teachers, the teacher leaders Louise worked with and Learner Centred Instruction methodology in the schools has survived?

Answering Questions:

At this point, many teachers refer to the LCI program and the Critical Thinking in Reading and Writing that KEC has adopted from those days

But there is very little evidence of teachers using child centered strategies

1) schools will be at least double shifted until 2050 .. that is public policy and like using a public bathroom to get ready for work in the morning .. you have to carry out everything you came in with once you are done .. whereas if you had your own bathroom you can lay things out and know they will be there when you come back the next day ... so teachers have to be minimalistic with respect to teaching resources .. for the class will be used by

other people each day ... some schools are still 4 shifted .. most are double shifted and over 25% are triple
2) the text book becomes 80% of the curriculum for teachers .. regardless of what the curriculum says .. and the text books here are unsuitable for the grade levels in reading levels, in white space, with respect to Bloom's Taxonomy etc .. so teachers lecture
3) each day the school director announces that classes will be so long .. for instance 20 minutes long one day, 35 minutes long the next so teachers cannot plan on anything
4) electricity and heat are still problems in schools and even in town, Pristina, schools were closed 3 of 5 days in a week for it was too cold in the buildings
5) the law still reinforces final exams for total contribution to a PASS / FAIL grade in a course .. and this applies to grade 3 .. so learner centered strategies do not make any sense when the child is judged on the last one activity in the year ..
6) teachers move along with students from grade 1-5 so teachers know the children very well at the end of grade 5 and this can play against child centered learning especially when conditions work against putting extra effort toward planning .. and teachers learn to 'coast' from day to day
7) school directors are political appointments by the ruling party, for they hold control over ballot boxes on election day ... schools are the polling booth locations .. and when a party needs assistance during an election process, the school director will be reliable and will help out .. by closing the booth early, leaving it open longer, losing ballot boxes etc .. in 2007 when KEDP completed extensive PD for school directors, of the 1100 directors, only 360 kept their jobs, for the new party changed them and the training impact was lost .. so directors are not educational leaders and adhere to the rules .. and one rule is teachers must **only** use the text book for resource in a class .. so to use other material in a learner centered activity a teacher is vulnerable to sanction by fiduciary directors

I wish this were not so ---
Tom Gougeon, PhD

Concluding Thoughts

The emails from Tom arrived at the very last moments of writing this thesis. It appears that the seniority and personal vested interests of the old guard, sporting deeply engrained communist practices, have created more instability in the government and education. In addition the political parties who are determining the future are still holding the prospects of the future of the citizenry in their hands. It also appears that the best efforts of NGOs, the labours of many committed visionary local, international educators who thought they could make a difference have been thwarted and decisions and visions usurped by a few. It also appears that the engrained communist practices deep within a culture, that is still in conflict, need to be released from their strongholds before Kosovo and the Balkans are able to move beyond the past and towards a future with democratic processes, freedom of choice, tolerance and constructivism and where active involvement of each citizen empowers change and brings about reform that can be sustained.

CHAPTER SIX: CONCLUSION

What We Learned

Drawing from the personal and interpretative journeys of thirteen educators, this research study examined what was learned from international fieldwork experiences involving capacity building activities in post-conflict Balkans, and the insights that still influence them in their personal and professional practice. The summary is a synthesis of the learning experiences of two educators from Kosovo who held management positions, a Canadian Dean of Education, Canadian university professors, school system superintendents and principals who told stories about learning, people, successes, opportunities and challenges. Given that the majority of the work occurred in Kosovo, the study began with two Kosovars describing the context and then in partnership with eleven Canadian educators discussing what they learned – individually and collectively. Recent communications have brought to light new insights about development work and the importance of political stability in leadership positions to preserve international development initiatives in post-conflict countries.

The findings point to numerous observations and insights from the conversational interviews and fieldwork experiences of the KEDP/EDP faculty that impacted personal and professional practice. Six insights identified in the findings include: first and foremost, was the importance of building relationships and role modelling. Second was understanding the cultural value for education and recognizing the agents of change in society; in Kosovar culture the change agents were seen as the teachers. Third was recognizing that the politicized leadership positions in the MoE, the UP and the school system were unstable due to frequent elections and Party politics constantly changing leaders and the resulting impact on change and reform efforts. As a result of this instability, ten years later most of the reform has been overturned and teachers have been forced to return previous methods. Fourth, the resistance of UP senior administrators and professors, who were viewed by society as *experts, yet chose their own vested interests over the values of joining the EU, a better society and were* unwilling to see value in change and reform. Fifth, what mattered most to Kosovar educators in this study and to teachers were the learning opportunities offered to them with the optimism for change in education amid the prospect of being able

to meet the standards of the EU and the Bologna Declaration. Kosovars valued the genuine interest of NGOS in building the personal capacity of local educators by providing support, mentoring, and modelling through practical opportunities. Sixth and a better understanding is gained about the nationals expectations and perceptions of NGOs because of what they role modelled and how they worked with nationals.

Lessons

The following section highlights five lessons learned supported by insights that continue to impact the personal and professional practices of participants in the context of facilitating change when building capacity through leadership development in a culture different from their own. The lessons learned focus on the importance of first, building relationships; second, understanding the value of education in a culture foreign to their own; third, teachers taking on the role of society's change agent; fourth, dealing with resistance at the university; fifth, assumptions and expectations about people, culture and education in international fieldwork; and sixth, transformational learning resulting from fieldwork experiences.

Building Relationships Matters

Establishing relationships built bridges for accomplishing much of the work in education where every relationship mattered and was deemed more valuable than first establishing the work. For internationals, relationships became the entry point when building partnerships and opening doors to opportunities for learning, solving problems, and building foundations for trust, transparency, credibility, and actively partnering with locals while implementing agency oriented development fieldwork. Furthermore, this meant committed educators became active leaders and partners accepting ownership and responsibility for educational reform. Building and maintaining relationships, whether they were personal friendships, collegial or the result of mentoring, workshop sessions, meetings, or conferences; each built an impression of inclusion, support and teamwork moving education toward change and reform by meeting the goals and dreams of joining the EU. Although cultural traditions determine how relationships are built, the purpose for building relationships and friendships; it became evident that relationships are central to establishing acceptance and collaboration. Evidence from this study served to demonstrate

the importance of learning cultural preferences for showing hospitality which was meeting over a coffee in a coffee shop or over a racki while establishing collegial and personal relationships.

Moreover, relationships became working partnerships accomplishing the work when working *with* internationals as opposed to working *for* internationals; consequently placing each individual on an equal footing; speaking about inclusion, active participation, and collaboration in partnerships. Credibility, trust and transparency were central to productive fieldwork and were built by observing, mentoring, role modelling and "walking the talk" by being consistent. Additionally, internationals were seen as critical friends or mentors guiding learners through inclusion, providing opportunities and choices for advancement, thereby facilitating ownership and responsibility for their own learning. Additionally, internationals building relationships with Kosovars opened doors for Kosovars to be recognized, to gain a voice with educators in the upper echelons of administration, and as a result, brought status and prestige to Kosovars.

Education is Valued in the Culture

It was evident that education was highly valued, as committed Albanian teachers and professors took risks to continue education during the *parallel system* with the Diaspora funding education during dire times of poverty. Although education was valued, there was no concept in the Albanian language for learner, lifelong learning or in-service because once you had your parchment you were considered an expert and knew everything. After educational reform had taken hold at the school level, teachers, parents, and administrators demonstrated a renewed sense of hope as they worked towards new goals of joining the EU. In spite of the desire for educational change, risks were being taken because change was both feared and welcomed by many leaders and teachers in the school system. The paradox was that educators were curious about and wanted what NGOs would bring in terms of capital; however, change was not always welcomed in the same way by the MoE, school system administrators or principals as it was welcomed by teachers seeing the need for new approaches and change. Ironically and unfortunately reform was outright resisted by entrenched university professors.

Teachers as Agents of Change in a Society

Change appeared to take hold immediately at the grassroots level in many schools after the 2001 summer workshops, although resistance was also evident from school administrators. Stories of accomplishments and success were told in workshops, poster sessions, and conferences as teachers and leaders presented their newly learned skills and lessons following constructivist democratic teaching strategies. Teachers spoke about acceptance of a new constructivist learning environment by students, parents and reform oriented school principals. Teachers, for the most part, welcomed and anticipated changes hoping for assistance from NGOs. Payment for attending workshops may have been an incentive or motive for the poverty stricken educators; however, this proved to be an incorrect assumption when funds were no longer available.

Interest in reform because of renewed interest in learning by school students solving current problems in schools and support of parents drove reform in the classroom. Teachers accepting unpaid leadership roles in schools, assisting other teachers, presenting constructivist democratic ways of engaging students began building a critical mass for change. These values demonstrated the dedication, commitment, and passion of educators for educational change while making a difference in the Kosovar society. Teachers' positions, unlike those of principals' positions, were secure and not threatened by political changes resulting from elections; therefore teachers at the grassroots could take risks and work steadily towards implementing change for the next generation. These behaviours speak of intentional change, transformation, and sustainability of reform.

In Kosovo, students and teachers were expected to be agents of change and would protest on the sidewalks and streets, with placards in hand, drawing attention to issues needing to be addressed. Teachers with their students were placed into a powerful position. This mandate from society had been exercised by teachers when protesting Milosevic's edicts in Kosovo, prior to the *parallel system* of education and before ethnic cleansing began. These practices speak to risk taking and the influence of teachers on students, the freedom to choose by taking responsibility and ownership with the intent of making a difference. This action speaks of the intentionality of initiating change and reform in

education by teachers. However, an unstable political system with leaders entrenched in communist practices over-rode reform.

Promoting constructivist and democratic practices, mentoring, role modelling, and goal setting were tools empowering educators by mobilizing personal agency for reform in their immediate work area. Teachers have been granted the privilege of drawing attention to issues while contributing to Kosovar society. Equally important for achieving educational reform was obtaining support from those with decision making power, that in some ways, they too may embrace change as they understand the broader implications and become advocates for reform.

Resistance at the University

Resistance speaks to holding on to the past, traditions, values, fears, loss of power or control in the face of change. This is the story of resistance to change at the UP. It is paradoxical, in some sense, to consider the degree of resistance at the instructional level compared to the invitation of becoming a change agent at the instructed level. Students may be agents of change in the school system, yet university professors reject how students and teachers choose to move forward in education. It became evident that many professors did want to pursue change or were threatened by loss of their job. Additionally, the deep seated time-honoured values of respect for seniority within the university, the esteem given to professors by society as *expert*s and professors protecting their personal interests, all played into the actions for resisting change. Another paradox exists in the question "Why do universities as research institutions not want to pursue change when the very research they do is about developing new knowledge and change for betterment?" Additionally, one wonders if university professors are held hostage by the very cultural values that they reinforce. It appeared that the values UP professors respect and adhere to have hidden within them the power of seniority and advocate for the important role and privileges of the "old guard". How can change be introduced at a university such as Prishtina is the question and one with which we were left. Since 2006, resistance at the UP is still strong within the ranks of the old guard protecting their vested interests. Tom's 2011 emails explain that what has changed at the UP is that professors have arranged with the government to be able to keep their posts until they reach the age of 70; therefore ensuring their vested interests

and blocking reform. This decision supporting the *old guard* indicates the resistance to reform at the highest levels of government and education thus denying the desires of a younger generation working towards their dreams of joining the EU and conforming to the Bologna Declaration.

Assumptions and Expectations about People, Culture and Education

Discovering the unknowns about cultures, people and the time it takes for educational change and reform by both Kosovar's and Canadian's revealed astonishing insights, surprising expectations, and learning what to do in a culture different from their own. Applying what may be considered best practices in theory and practice in education in Canada may not translate directly in a post-conflict culture where schooling was on hold for ten years. For example: discovering that a rough draft of resources created opportunities for local ownership and responsibility in turn, building leadership capacity by implementing democratic and constructivist practices. Deeply understanding communist traditions, perceptions, practices in education and society allows educators to recognize how best practices in leading, transparency, facilitating, mentoring and modelling Canadian culture may not translate directly into a post-conflict culture where constructivist, reflective practice and applying theory to practice is not understood. Identifying the gaps in philosophies, educational knowledge and practice, missing terms in the language, specific values of the culture, discovering the real change agents all require careful attention prior to engaging in any strategic planning in international fieldwork.

Learning what educators know is needed for reform and what they are willing to spend time working with becomes central to agency-oriented development in fieldwork and sustainability of practices. Furthermore, learning and understanding how hospitality is practiced, how to go about building relationships, where the power lies in the culture, and who makes the decisions is essential.

Transformational Learning

Transformational learning resulting from fieldwork experiences of study participants was identified through commitment to lifelong learning, reflections on practice and shared recommendations as they search for more answers, talk about what was learned, what matters in education, what was cherished, and is still valued today. Transformational

learning was influenced by personal learning, understanding the history, cultural mores, traditions, customs, ethnic values, expectations of a culture, and the way of life in international fieldwork; however, being unaware of cultural mores cannot only mislead work, but become a personal embarrassment. Recognizing that having unrealistic expectations, making incorrect assumptions or taking things for granted in the culture unknown to the international is important when assimilating in a culture. Each culture has different customs for building relationships and power structures of change; therefore it behoves international fieldworkers to take the time to get to know local customs.

Recommendations Arising from the Study

Ten recommendations were made based upon the themes in the findings. A myriad of lessons learned, insights, and recommendations were embedded in the findings and in the discussion and triangulated with the literature.

First, developing genuine participatory activities and collaborative relationships by working as partners *with* educators in the culture pays large dividends in many ways throughout the life of a fieldwork project.

Second, knowing the history, cultural norms, ethnic and religious beliefs, those who hold the power in society, and communist practices would have created insights facilitating change and sustainable reform. Cultures may have preferences for how relationships are built, and preferences and expectations. Building relationships is a form of hospitality and a way of building trust, credibility, transparency, and camaraderie; therefore, opening doors to collaboration by effectively building bridges and cooperative processes. Inaccurate information and perceptions have the potential to lead to false assumptions that may get in the way of building relationships and achieving goals. Since knowledge is socially constructed and influenced by culture, building relationships facilitates the process of learning and leading.

Third, the school is often the centre of community where family life and children return to school to create a sense of normalcy to bring change to the community and society after a conflict. Equally important is active collaboration with leaders working together with educators, students and parents at the grassroots level to support and mobilize change. Engaging educators in a distributive leadership model for implementing building capacity

of leaders and teachers can identify new insights and change community more quickly and with a broader base.

The fourth recommendation is not about knowledge transfer, but about hiring reflective practitioners, practice-oriented academics, and professionals rather than academic scholars or theoreticians in fieldwork teams. Conflict and political unrest interrupts education, teaching and learning; therefore, causing large gaps in knowledge. Practical approaches, such as distributive leadership model, role modelling and practical learning strategies applying adult learning theory may be most productive for experienced educators. The strength of hands-on learning has the advantage of multidimensional learning by collaboratively developing resources through partnering, mentoring, networking, and promoting agency-oriented development. This process has the potential of strengthening skills thereby mobilizing education at the grassroots. The work of promoting constructivist and democratic processes in education ideally occurs consistently and simultaneously in workshops and meetings at all levels of education, with government leaders and university academics for the greatest impact.

Fifth, to facilitate a holistic approach to reform within the culture and structures of institutions along with educators in the university, administrators in the MoE, the school system and schools. Each group must be informed about the work of committed innovative leaders and teachers in the schools and the philosophies of democratic constructivist methodologies. Cooperation and collaboration are essential at all levels of the educational institutions structure and frameworks in order to have a consistent philosophy and strategy for reform, thus providing equal opportunities for both teachers and principals mobilizing change quickly as well as creating a critical mass towards reform. Creating capacity building through professional development opportunities and networks for collaboration builds growth and sustainability for learning. Creating a positive environment where current communist educational frameworks can be challenged and transformed requires leaders who are open to taking risks thereby enabling and empowering others to work unencumbered by the politics and agendas thwarting progress.

Sixth, establishing a process of participatory teamwork in a genuine partnership where co-facilitators and co-leaders, consisting of internationals and locals in a learning

community, lead to building sustainability of leadership roles. Transferring leadership, ownership, power and authority to locals early enough is essential so that the international becomes a guide by the side and a mentor over a very long period of time. In addition, what is of great importance is to differentiate between management, administration and leadership so that there is a clear understanding about what is being addressed and where changes need to take place while moving a socialist communist society to being a democratic society.

Seventh, by training and actively engaging local leaders and teachers in new leadership opportunities, a sense of the freedom of choice with the power of agency encourages ownership, responsibility and pride in progress. Distributed leadership, ownership and responsibility are central to sustainability of change and reform. Leadership development for teachers and leaders provides opportunities for new insights and facilitates changes from the previous regime and traditions of leadership in a communist society.

Eighth, KEDP was the lead agency coordinating the efforts of other NGOs contributing to education and working cooperatively with a common mission. By working together NGOs can develop a workable democratic philosophy with common goals and purposes for implementing educational processes while reaching all areas of the country. Additional benefits of local and international NGOs working together include learning from each in order to provide a co-ordinated and potentially better program with further reaching results. However, the key to successful work is the difference between locals working *for* an NGO or working *with* an NGO.

Ninth, if leaders in government understand that educational programs have the potential to not only create a positive productive environment in the country but also have a direct impact on the correlation between education and the Gross National Product of the country when young people are gainfully employed, contributing members, and responsible citizens of society. Education and positive leadership models provide freedom of choice, promote democracy and learning for living; thereby, providing many benefits for people to live a life that satisfies for the betterment of people since poverty has been alleviated through education.

Tenth, the initiatives of change, reform for international fieldwork projects take time to be understood, promoted, developed, and implemented in order to become a part of the fabric of education that is sustainable in a post-conflict country. By NGOs working together much can be accomplished with the strengths numerous countries bring to the project. Implementing constructivist processes along with democracy as its model facilitates change and sustainable reform. Change can positively impact the younger generation, in particular, who have fewer engrained prejudices and hostilities and who can be empowered to build a new platform for peace and progress.

Concluding Thoughts

Successful change requires a clear vision, strong values, and an understanding of the cycle of change. As partners, Kosovars, other educators in the Balkans, and Canadians worked side by side creating, facilitating, leading, role modelling, and engaging in a vision of education with the goal of betterment, practicing democratic processes in the interests of sustainability for change. Change requires commitment, energy, trust, respect, transparency and faith of those willing to risk, move forward individually and collectively. In their own time and in their own way, by first strengthening or building personal capacity, nationals can actively and positively participate in changing their institutions to move the society closer being a democracy. The final result Kosovo has the potential of achieving the goals and dreams of joining the European Union and meeting the requirements of the Bologna Declaration.

This thesis explores not only what educators have learned individually and collectively through the reality participants have experienced in their facilitative work and in their reflective practice, but also within the complexity and the challenges of being a part of fieldwork that could make a difference in post-conflict Balkans. Leading is a shared endeavour requiring a clear vision, the redistribution of power, authority, and collective learning leading to constructive change. This investigation recommends nationals be actively involved and are given opportunities for shaping their own destiny, rather than being passive recipients of the fruits of development programs. Therefore, building relationships and working partnerships are vital, if not the most important catalyst for learning, strengthening capacity and agency-oriented sustainable development. Working

towards change in education and the sustainability of change in international fieldwork is taking risks, dealing with government instability and ever changing politics. It is in the fieldwork experience where a shared vision, humility, care and humanity meet to bring hope for a better future for generations to come in a post-conflict society. Furthermore, it is education and the freedom to make choices that is the ends and means of development work.

International fieldwork is a complex process requiring a clear vision, time, patience, humility, forgiveness, grace, and insights allowing educators as leaders to understand that learning and change is built on trusting, transparent, and respectful relationships. These relationships operate within dynamic partnerships where people have the freedom to choose and the opportunity for agency, involvement and responsibility. In the end what is sustainable in the years to come depends on the strength, persistence and hard work of the visionaries working together with ordinary citizens with the goal of bringing stability to politics, and finding local leaders who protect the reforms rather than return to the habits of the previous communist practices of the regime. These efforts for change and reform need to be done before the money has run out and the internationals have gone home.

References

Aaltio, I., & Heilmann, P. (2010). Case study as a methodological approach. In A. Mills, G. Durepos & E. Wiebe (Eds.), *Encyclopaedia of case study research* (Vol. 1, pp. 68-77). Los Angeles, CA: Sage.

Albrecht, T. L., Johnson, G. M., & Walther, J. B. (1993). Understanding communication processes in focus groups. In D. L. Morgan (Ed.), *Successful focus groups: Advancing the state of art* (pp. 51-64). Newbury Park: Sage.

Alharbi, L. M., & Al-Atiqi, I. M. (2009). Meeting the challenge: Quality systems in private higher education in Kuwait (Vol. 15, pp. 5-16).

Alkire, S. (2002). Dimensions of human development [Electronic Version]. *World Development*, 30, 181–205.

Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: motivations and realities . *Journal of Studies in International Education, 11*(3-4), 290-305.

Altbach, P. G., & Teichler, U. (2001). Internationalization and exchanges in a globalized university. *Journal of Studies in International Education, 5*(1), 5-25.

Anand, S., & Sen, A. (1996). *Sustainable human development: concepts and priorities.* New York United Nations Development Programme, Office of Development Studies.

Anderson, G., Hiseni, E., & Mooney, C. (2007). ...a Faculty with European standards. In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 151-176). Montreal: Universalia Management Group.

Anderson, G., & Humick, B. (2007). The educator development program in the Balkans, 2001 - 2007. In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 3-29). Montreal: Universalia Management Group.

Anderson, G., & Humick, B. (2007b). The challenge of change. In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 55-73). Montreal: Universalia Management Group.

Anderson, G., Humick, B. LaGrange, A. (2007). How far have we come? What have we learned? In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments*

(pp. 271-282). Montreal: Universalia Management Group.

Anderson, G., Humick, B. Lynn (2007). Governing & learning to govern democratically. In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 77-100). Montreal: Universalia Management Group.

Anderson, G., & Wenderoth, A. (Eds.). (2007). *Facilitating change- Reflections on six years of education development programming in challenging environments*. Montreal: Universalia Management Group.

Angelides, P. (2001). The development of an efficient technique for collecting and analyzing qualitative data: The analysis of critical incidents. *International Journal of Qualitative Studies in Education, 14*(3), 429-442.

Angelides, P., & Gibbs, P. (2007). Reflections on collaborative inquiry in Cyprus: Lessons for researchers and practitioners. *Teacher Development, 11*(1), 9-75.

Avila, G. J. (2005). The internationalisation of higher education: A paradigm for global citizenry. *Journal of Studies in International Education, 9*(2), 121-136.

Avila, J. (2007). The process of internationalization of Latin American higher education. *Journal of Studies in International Education, 11*(3-4), 400-409.

Bandura, A. (1997). Self-Efficacy - The Exercise of Control. New York: W.H. Freeman & Co.

Baumgartner, L. M. (2001). An update on transformational learning. *The New Update on Adult Learning Theory, 89*(Spring), 15-26.

BBC News. (January 29, 1999). Kosovo Albanians Celebrate Flag Day *Newsroom of the BBC World Service* Retrieved April 13, 2011, from http://newsrss.bbc.co.uk/1/hi/world/europe/540448.stm

Beck, Ilieva, Scholefield, & Waterstone. (2007). Locating Gold Mountain: Cultural capital and the internationalization of teacher education. *Journal of the American Association for the Advancement of Curriculum Studies, 3*(February), 1-18.

Beerkens, E. (2003). Globalisation and higher education research. *Journal of Studies in International Education, 7*(2), 128-148.

Bernheim, C. T., & de Sousa Chaui, M. (2003). *Challenges of the university in the knowledge society, five years after the World Conference on Higher Education*. Paris: UNESCO.

Bodycott, P., & Walker, A. (2000). Teaching abroad: Lessons learned about inter-cultural understanding for teachers in higher education. *Teaching in Higher Education, 5*(1), 79-94.

Bogdan, R. C., Biklen, S. K.(1992). *Qualitative research for education: An introduction to theory and methods* (2nd ed.). Boston: Allyn and Bacon.

Brown, J., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18*(1), 32-42.

Brundtland, C. (1987). *Our Common Future* World Bank 2001,WCED (The World Commission on Environment and Development). Oxford: Oxford University Press.

Buleshkaj, O. (2009). *Building leadership capacity in Kosova.* University of Calgary, Calgary, Alberta.

Buleshkaj, O., & Saqipi, B. (2007). *20,000 Teachers Hungry for Learning*. In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 103-125). Montreal: Universalia Management Group.

Campbell, H., & Wallenfeldt, J. (Eds.). (2010, August 23). *Battle of Kosovo*. Retrieved April 13, 2011, from http://www.britannica.com/EBchecked/topic/322736/Battle-of-Kosovo

Canto, I., & Hannah, J. (2001). A partnership of equals? Academic collaboration between the United Kingdom and Brazil. *Journal of Studies in International Education, 5*(1), 26-41.

Carden, F., & Earl, S. (2007). Infusing evaluative thinking as process use: The case of the International Development Research Centre (IDRC) [Electronic Version]. *Special Issue: Process Use in Theory, Research, and Practice, 2007,* 61-73

Carney, S., & Bista, M. (2007). Analyzing capacity in a ministry of education: A case from Nepal. *Journal of Education and International Development, 3*(1) 1-17.

Carusetta, E., (2010). *Thoughts on the Kosovo context from an outsider, Interchange,* 41(2) 145-147.

Catana, S. W. 2003. Vital approach to transition: Slovene multiple case study. *Managing Global Transitions* 1(1): 29-48.

Chan, W. W. Y. (2004). International Cooperation in Higher Education: Theory and Practice. *Journal of Studies in International Education, 8*(1), 32-55.

Chan, W., & Dimmock, C. (2008). The internationalization of universities: Globalist, internationalist and translocalist models. *Journal of Research in International Education, 7*(2), 184-204.

Chang, E. (2006). Interactive Experiences and Contextual Learning in Museums. *Studies in Art Education, 47*(2), 170-186.

Clandinin, D. J., & Connelly, M. (2000). *Narrative inquiry: experience and story in qualitative research* (1st ed.). San Francisco, California: Jossey-Bass Inc.

CIDA. (2009). Framework of Results and Key Factors Retrieved July, 10, 2010, from http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/REN-21813284-PQ4

CIDA. (2006). Sustainable Development Strategy Application Retrieved March16, 2007, from http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/RAC-1129144152-R4Q#12

CMEC. (2008a). CMEC and education-related international activities. *Council of Ministers of Education, Canada*. Retrieved September 22, 2008, from http://www.cmec.ca/international/indexe.stm

CMEC. (2008b). Selected list of electronic education-related information. *Council of Ministers of Education, Canada* Retrieved Sept 22, 2008b.

Cohen, Y. A.(1971). The shaping of men's minds: Adaptations to the imperatives of culture. In *Anthropological perspectives in education*, edited by M.L. Wax, S. Diamond, and F. O. Gearing, 19-50. New York: Basic Books. (p. 19-50 in Dierking p.39).

Crabtree, B. F., Yanoshik, M. K., Miller, W., & O'Connor, P. J. (1993). Selecting individual or group interviews. In D. L. Morgan (Ed.), *Successful focus groups: Advancing the state of art* (pp. 137-151). Newbury Park: Sage.

Crabtree, R. D., & Sapp, D. A. (2004). Your culture, my classroom, whose pedagogy? Negotiating effective teaching and learning in Brazil. *Journal of Studies in International Education*, 8(1), 105-132.

Cranton, P. (2002). Teaching for transformation. In J. M. Ross-Gordon (Ed.), *Contemporary viewpoints on teaching adults effectively* (Vol. 93, pp. 63-71). San Francisco: Jossey-Bass.

Creswell, J. (1994). *Research design qualitative and quantitative applications*. Thousand Oaks, CA: Sage Publications.

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: Sage Publications.

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2007). *Qualitative inquiry & research design. Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Crossley, M., & Holmes, K. (2001). Challenges for educational research: International development, partnerships and capacity building in small states. *Oxford Review of Education, 27*(3), 395-409.

Day, C. (1993). Reflection: A necessary but not sufficient condition for professional development. *British Educational Research Journal, 19*(1), 83-93.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education, 10*(3), 241-266.

Delors, J. (1996). *Learning: The treasure within.* Report to UNESCO of the international commission on education for the twenty-first century. Paris: UNESCO.

Denzin, N. K. (2002). Cowboys and Indians. *Symbolic Interaction*, *25*(2), 251-261

Denzin, N. K. (2008). The new paradigm dialogs and qualitative inquiry. *International Journal of Qualitative Studies in Education, 21*(4), 315-325.

Denzin, N. K., & Lincoln, Y. S. (1998). *The landscape of qualitative research. Theories and issues*. Thousand Oaks, CA: Sage Publications.

Denzin, N., & Lincoln, Y. (Eds.). (2000). *Handbook of qualitative research*. Thousand Oaks: Sage Publications.

Denzin, N. K., & Lincoln, Y. S. (2005). *The SAGE handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.

Denzin, N. K., & Lincoln, Y. S. (2008a). The discipline and practice of qualitative research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Denzin, N. K., & Lincoln, Y. S. (2008b). *The landscape of qualitative research*. Thousand Oaks, CA: Sage Publications.

Dewey, J. (1938). *Experience and education New York: Macmillan* Retrieved July 5,

2007, from http://www.ilt.columbia.edu/publications/dewey.html.

de Wit, H. (1997). Studies in international education: A research perspective. *Journal of Studies in International Education, 1*(1), 1-8.

de Wit, H. (2001). Editorial. *Journal of Studies in International Education, 5*(1), 3-4.

de Wit, H. (2007). Ten years of editorial policy of the Journal of Studies in International Education: Overview, challenges, and opportunities. *Journal of Studies in International Education, 11*, 251-259.

de Wit, H. & Adams, T. (2008). Editorial. *Journal of Studies in International Education, 12*(3), 227.

Dezaye, A., & Kaghed, N. (2009). Quality assurance strategies of higher education in Iraq and Kurdistan: A case study (Vol. 15, pp. 71-77).

Dinham, S., Aubusson, P., & Brady, L. (2008). Distributed leadership as a factor in and outcome of teacher action learning [Electronic Version]. *International Electronic Journal For Leadership in Learning*, *12*. Retrieved May 1, 2008 from http://www.acs.ucalgary.ca/~iejll/.

Dixon, K., & Scott, S. (2003). The evaluation of an offshore professional-development programme as part of a university's strategic plan: A case study approach. *Quality in Higher Education, 9*(3), 287-294.

Durkin, K. (2008). The middle way: East Asian Master's students' perceptions of critical argumentation in U.K. universities. *Journal of Studies in International Education, 12*(1), 38-55.

Dykeman, M., & Mackenzie, J. (2010). Concept Mapping. In A. Mills, G. Durepos & E. Wiebe (Eds.), *Encyclopedia of case study research* (Vol. 1, pp. 682-684). Los Angeles, CA: Sage.

Ebbutt, D. (1998). Evaluation of projects in the developing world: Some cultural and methodological issues. *International Journal of Educational Development, 18*(5), 415-424.

Edwards, J. (2007). Challenges and opportunities for the internationalization of higher education in the coming decade: Planned and opportunistic initiatives in American institutions. *Journal of Studies in International Education, 11*(3-4), 373- 381.

Eisenhardt, K. (2002). Building theories from case study research. In A. M. Huberman & M. B.Miles (Eds.), *The qualitative researcher's companion* (pp. 532-550).Thousand

Oaks, CA: Sage Publications.

Eisner, E. (1997). The new frontier in qualitative research methodology. *Qualitative Inquiry, 3*(3), 259-273.

Elliott, J. (2006). *An introduction to sustainable development* (3rd ed.). New York: Routledge.

Emert, H., & Pearson, D. (2007). Expanding the vision of international education: Collaboration, assessment, and intercultural development. *New Directions for Community Colleges, 2007*(138), 67-75.

Faculty of Education, University of Calgary. (2008). Faculty of Education international initiatives. *Projects.* Retrieved September 25, 2008, from http://education.ucalgary.ca/edinternational/node/28

Falk, J. H., & Dierking, L. D. (2000). *Learning from museums: visitor experiences and the making of meaning.* Walnut Creek, CA: AltaMira Press.

Ferrer-Balas, F., Adachi, J., Banas, S., Davidson, C. I., Hoshikoshi, A., Mishra, A., et al. (2008). An international comparative analysis of sustainability transformation across seven universities. *International Journal of Sustainability in Higher Education, 9*(3), 295-316.

Frey, J., & Fontana, A. (1993). The group interview in social research. In D. L. Morgan (Ed.), *Successful focus groups: Advancing the state of art* (pp. 20-34). Newbury Park: Sage.

Freire, P. (1996). *Pedagogy of the oppressed.* (M. B. Ramos, Trans. New Revised 20th – Anniversary Edition). New York: Continuum.

Fromkin, D., (1999). *Kosovo crossing: American ideals meet reality in the Balkan Battlefields*. New York: The Free Press.

Fujia, Y., & Ennew, C. T. (2009). Foreign universities in China: A case study. (Vol. 44, pp. 21-36).

Fullan, M. (1993). *Change forces: Probing the depths of educational reform*. London: Routledge.

Fullan, M. (2001a). *Leading in the culture of change*. New York: Jossey: Bass.

Fullan, M. (2001b). *New meaning of educational change.* (3rd ed.). New York: Teachers College.

Fullan, M. (2006). Leading professional learning [Electronic Version]. *The School Administrator*, *November* from http://www.michaelfullan.ca/Articles_06/Articles_06b.pdf.

Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York: Teachers College, Columbia University.

Fullan, M., Cuttress, C., & Kilcher, A. (2005). 8 Forces for Leaders of Change [Electronic Version]. *National Staff development Council*, *26* from http://www.michaelfullan.ca/Articles_06/8ForcesforLeaders.pdf.

Fullan, M., Galluzzo, G., Morris, P., & Watson, N. (1998). *The Rise and Stall of Teacher Education Reform* [Electronic Version]. Retrieved April 2007 from http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED415201&ERICExtSearch_SearchType_0=eric_accno&accno=ED415201.

Fullan, M., & Hargreaves, A. (1991). *What's worth fighting for? Working together for your school*. Mississauga: Ontario Public School Teachers Federation.

Fulton, C. L. (2010). Plausibility. In A. Mills, G. Durepos & E. Wiebe (Eds.), *Encyclopedia of case study research* (Vol. 2, pp. 682-684). Los Angeles, CA: Sage.

Gabb, D. (2006). Transcultural dynamics in the classroom. *Journal of Studies in International Education, 10*(4), 357-368.

Gacel-Avila, J. (2005). The internationalisation of higher education: A paradigm for global Citizenry. *Journal of Studies in International Education, 9*(2), 121-136.

Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice Hall.

Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.

Gleick, J. (1987). *Chaos: Making a new source*. New York: Penguin.

Goddard, J. T. (2007). The professional development needs of educational leaders in post-conflict Kosovo. *The Educational Forum,* (71), 200-210

Goddard, J. T., & Anderson, K. (2010). Introduction - A question of equitable educational reform in post-conflict society. *Interchange, 41*(2), 95-98.

Goddard, T., Cranston, N., & Billot, J. (2006). Making it work: Identifying the challenges of collaborative international research [Electronic Version]. *International Electronic Journal for Leadership and Learning*, *10*. Retrieved September 2, 2008 from http://www.ucalgary.ca/~iejll/.

Goddard, J. T., & VanBalkom. (2007). Leadership for the future. In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 129-147). Montreal: Universalia Management Group.

Gocek, F., Balaghi, s., (1994). Reconstruction gender in the Middle East: tradition, identity, and power. Columbia University Press, New York.

Green, A., Little, A. W., Kamat, S. G., Oketch, M., & Vickers, E. (2007), accessed Oct 26, 2008). *Education and development in a global era: Strategies for 'successful globalisation'*, United Kingdom.

Guba, E., & Lincoln, Y. S. (1982). Epistemological and methodological bases of naturalistic inquiry. ECTJ, 30, 233-252.

Guba, E., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.

Guskey, T. R. (2000). *Evaluating professional development.* Thousand Oaks, CA: Corwin Press.

Hall, D. E. (2007). Why professors should teach abroad [Electronic Version]. *Chronicle of Higher Education*, *54*, B20.

Healey, F. H. (2008). Of square pegs and round holes: Training in developing countries *Journal of Education and International Development*, *3*(2), 1-15.

Hargreaves, A., & Fink, D. (2004). The seven principles of sustainable leadership [Electronic Version]. *Educational Leadership*, *61*, 8-13.

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Franscisco: Jossey-Bass.

Hargreaves, A., & Fullan, M. (1998). *What's worth fighting for out there?* Mississauga: Ontario Public Teachers' Federation.

Heidenhof, G., Teggemann, S., & Sjetnan, C. (2007). A leadership approach to achieving change in the public sector: The case of Madagascar. Retrieved March 15, 2008, from http://info.worldbank.org/etools/capacityDay2007/docs/ALeadership Approach.pdf

Henderson, H. (1989). *Development beyond economism: Local paths to sustainable development*. Paper presented at the Ninth Annual E. F. Schumacher Lectures. Retrieved July 2, 07, from http://www.schumachersociety.org/publications/ henderson_89.html.

Huber, M. T. (2009). Teaching Travels: Reflections on the Social Life of Classroom Inquiry and Innovation1 [Electronic Version]. *International Journal for the Scholarship of Teaching and Learning*, *3*. Retrieved July 2010 from http://www.georgiasouthern.edu/ijsotl.

Jackson, T. E. (2006). Ten thousand agents of change: Education-building in Kosovo, Serbia and Montenegro, Oct. 2006 report.

Jarvis, P. (2006). *Towards a comprehensive theory of human learning*. London: Routledge.

Jarvis, P. (2008). *Democracy, lifelong learning and the learning society active citizenship in a late modern age*. London: Routledge.

Josselson, R., Lieblich, A., & McAdams, D. (2002). *Up close and personal: The teaching and learning of narrative research.* Washington, DC: American Psychological Association.

KEDP. (2007). "Kosovo Educator Development Project (KEDP) of the Educator Development Program (EDP)." Retrieved June, 2010, 2009, from http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/prnEn/NIC-626132351-NEG.

Kahn, R. (1996). Chaos theory, scientific revolutions and creativity in learning. In W. H. Sulis & A. Combs (Eds.), *Nonlinear dynamics in human behaviour* (pp. 319-342). Singapore: World Scientific.

Kehm, B. (1997). Evaluating the Tempus programme: Higher education development in Central and Eastern Europe. *Journal of Studies in International Education*, *1*(1), 45-56.

Kehm, B., & Teichler, U. (2007). Research on internationalisation in higher education. *Journal of Studies in International Education*, *11*(3-4), 260-273.

Kevany, K. D. (2007). Building the requisite capacity for stewardship and sustainable development. [Electronic Version]. *International Journal for Sustainability in Higher Education*, *8*, 107. Retrieved June 21, 2007 from http://proquest.umi.com.exproxy.lib.ucalgary/pqdweb?index=2&did=1247985731& srchMode=1&s.

Knight, J. (1997). A shared vision? Stakeholders' perspectives on the internationalization of higher education in Canada. *Journal of Studies in International Education, 1*(1), 27-44.

Knight, J. (2001). Monitoring the quality and progress of internationalization. *Journal of Studies in International Education, 5*(3), 228-243.

Knight, J. (2003). Updating the definition of internationalization [Electronic Version]. *International Higher Education, Fall*. Retrieved October 22, 2008 from http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News33/text001.htm.

Knight, J. (2004). Internationalization remodelled: Definition, approaches, and rationales. *Journal of Studies in International Education, 8*(1), 5-31.

Knight, J., & de Wit, H. (1995). Strategies for internationalization of higher education: Historical and conceptual perspectives. In H. de Wit (Ed.), *Strategies for Internationalization of Higher Education*. Amsterdam: European Association for International Education Publications.

Knight, J. (2006). *Higher education crossing borders: A guide to the implications of the General Agreement on Trade in Services (GATS) for Cross-border Education*: UNESCO.

Knodel, J. (1993). The design and analysis of focus group studies. A practical approach. In D. L. Morgan (Ed.), *Successful focus groups. Advancing the state of the art* (pp. 35-50). Newbury Park, CA: Sage.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (1998). *The adult learner: the definitive classic in adult education and human resource development*. Houston, Tex.: Gulf Pub. Co.

Kolb, D. (1984). *Experiential learning. Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

Koshmanova, T., & Ravchyna, T. (2008). Teacher preparation in a post-totalitarian society: an interpretation of Ukrainian teacher educators stereotypes. *International Journal of Qualitative Studies in Education, 21*(2), 137-158).

Krieger, Z. (2007). Dubai, aiming to be an academic hub, strikes a deal with Michigan State. *Chronicle of Higher Education, 54*(8), A33-A33.

Krieger, Z. (2007). Saudi Arabia puts its billions behind western-style higher education. (Cover story). *Chronicle of Higher Education, 54*(3), A1-A32.

Krueger, R. (1993). Quality control in focus groups. In D. L. Morgan (Ed.), *Successful focus groups: Advancing the state of art* (pp. 65-85). Newbury Park: Sage.

Kvale, S. and S. Brinkmann (2009). Interviews - *Learning the craft of qualitative research interviewing.* (2nd ed.)Los Angeles, Sage.

Kyi, A. (1995). Transcending the clash of cultures: Freedom, development, and human worth. *Journal of Democracy*, *6*, 11-19.

Lambert, L. (1998). Building leadership capacity in schools. Association for Supervision and Curriculum Development, Alexandria, Va.

Lambert, L. (2003). *Leadership capacity for lasting school improvement* Alexandria, Virginia: Association for Leadership and Curriculum Development.

Leask, B. (2001). Bridging the gap: Internationalizing university curricula. *Journal of Studies in International Education, 5*(2), 100-115.

Lefrere, P. (2007). Competing higher education futures in a globalising world. *European Journal of Education, 42*(2), 201.

Lehr, S. S. (2007). Teaching for global literacy in higher education: How prepared are the educators? *Journal of Studies in International Education, 11*(2), 180-204.

Li, X. (2005). A Tao of narrative: dynamic splicing of teacher stories [Electronic Version]. *Curriculum Inquiry*, 35, 339-365 Retrieved July 18, 2007 from http://www.blackwell-synergy.com/doi/abs/10.1111/j.1467-873X.2005.00331.x

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage.

Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 163-188). Thousand Oaks, CA: Sage Publications.

Lopes, C., & Theisohn, T. (2006). *Ownership, leadership and transformation: Can We Do Better for Capacity Development? (Executive Summary)* Global: Earthscan/ United Nations Development Project Report http://www.capacity.undp.org/indexAction.cfm?module=Library&action=GetFile&DocumentAttachmentID=1929

Lynn, D., Gougeon, T., & Hutton, S. (2007). Count me in! In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development Programming in challenging environments* (pp. 233-257). Montreal: Universalia Management Group.

Macbeth, D. (2001). On "reflexivity" in qualitative research: two readings and a third. *Qualitative Inquiry, 7*(1), 35-68.

Mapesela, M., & Hay, D. H. (2006). The effect of change and transformation on academic staff and job satisfaction: A case of a South African university. *Higher Education: The International Journal of Higher Education and Educational Planning, 52*(4), 711.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Newbury Park, CA: Sage Publications.

Matsuura, K. (2006). *Forward, Higher education crossing borders: A guide to the implications of the General Agreement on Trade in Services (GATS) for Cross-border Education* (A Report Prepared for the Commonwealth of Learning and UNESCO). Paris: UNESCO.

McGrath, S. (2008). Developing teachers and teaching. *International Journal of Educational Development, 28*(1), 1-3.

McKenzie-Mohr D. and Smith W. (1999). *Fostering sustainable behaviour: An introduction to community-based social marketing*, Gabriola Island, New Society. p. 15, p. 83).

Mead, G. H. 1924/25. The genesis of the self and social control. *International Journal of Ethnoscience.* 35: 251-277 (found in Falk & Dierking, 2000 p. 255)

Merriam, S. (1995). What can you tell from an nofl?: Issues of validity and reliability in qualitative research. *PAACE Journal of Lifelong Learning, 4*, 50-60.

Merriam, S. (1998). *Qualitative research and case study applications in education. Revised and expanded from case study research in education.* San Franscisco: Jossey-Bass.

Merriam, S., & Caffarella, R. (1999). Learning in adulthood: A comprehensive guide. (2nd Ed.), San Francisco, CAJoessy-Bass.

Merriam, S. (2004). The role of cognitive development in Mezirow's transformational learning theory. *Adult Education Quarterly: A Journal of Research and Theory, 55* (1), 60-68.

Merriam, S., & Ntseane, G. (2008). Transformational learning in Botswana: How culture shapes a process. *Adult Education Quarterly, 58*(3), 183-197.

Meyer, C. (2001). *A case in case study methodology*. *Field Methods, 13*(4), 329-352.

Mezirow, J. (1981). A critical theory of adult learning and education. *Adult Education Quarterly, 32*(1), 12-113.

Mezirow, J. (1991). *Transformative dimensions of adult learning.* San Francisco: CA: Jossey-Bass.

Mezirow, J. "Contemporary paradigms of learning." *Adult Education Quarterly*, 1996, *46*, 158–172.

Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly*, *48*(3), 185-191.

Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education, 1*(1), 58-63.

Michelson, E. (1996). Usual suspects: Experience, reflection and the (en)gendering of knowledge. *International Journal of Lifelong Learning, 15*(6), 438-454.

Middlehurst, R. (2002). Variations on a theme: Complexity and choice in a world of borderless education. *Journal of Studies in International Education, 6*(2), 134-155.

Mizzi, R., & MooSang, B. (2007). Developing socially and social development. In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 179-203). Montreal: Universalia Management Group.

Moore, A., & Chapman, D. (2003). Dilemmas in the delivery of development assistance. *International Journal of Educational Development, 23*(5), 565-572.

Mizzi, R., & Moo Sang, B. (2007) Developing social sensitivities and insights through social development. In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 207-229). Montreal: Universalia Management Group.

MooSang, B. (2007). Regional networking. In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 207-229). Montreal: Universalia Management Group.

Morgan, D. L. (Ed.). (1993). *Successful focus groups: Advancing the state of the art*. Newbury Park, CA: Sage.

Morgan, D. L. (1997). *Focus groups as qualitative research* (2nd ed.). Thousand Oakes, CA: Sage.

Morgan, D. L., & Krueger, R. A. (1993). When to use focus groups and why. In D. L. Morgan (Ed.), *Successful focus groups as qualitative research: Advancing the state of the art* (pp. 3-19). Thousand Oakes, CA: Sage.

Mortenson, T., & Relin, D. O. (2006). *Three cups of tea*. Toronto: Penguin Group.

Muijs, D., Harris, A., Lumby, J., Morrison, M., & Sood, K. (2006). Leadership and leadership development in highly effective further education providers. Is there a relationship? *Journal of Further & Higher Education, 30*(1), 87-106.

Mundy, K. (2007). Global governance, educational change. *Comparative Education, 43*(3), 339 - 357.

Mundy, K., & Murphy, L. (2001). Transnational advocacy, global civil society? Emerging evidence from the field of education. *Comparative Education Review, 45* (1).

Nickolic-Ristanovic, V. (2002). *Social change gender and violence; Post communist and war affected societies* (Vol. 10). The Netherlands: Kluwer Academic.

Nkansa, G., & Chapman, D. (2006). Sustaining community participation: What remains after the money ends? *International Review of Education, 52,* 509-532.

OECD. (2008a). *Tertiary education for the knowledge society*. Lisbon, Portugal: OECD.

OECD. (2008b). *Internationalisation: shaping strategies in the national context.* Paper presented at the Tertiary Education for the Knowledge Society, Lisbon, Portugal.

Ogbu, J. U. 1995. *The influence of culture on learning and behaviour*. In public institutions for personal learning, edited by J. H. Falk and L. D. Dierking, p. 79-95 – Washington D.C.: American Association of Museums.

Okolie, A. C. (2003). Producing knowledge for sustainable development in Africa: Implications for higher education. *Higher Education, 46,* 235–260.

Olson, C. L., & Kroeger, K. R. (2001). Global competency and intercultural sensitivity. *Journal of Studies in International Education, 5*(2), 116-137.

Opre, A., Zaharie, M., & Opre, D. (2008). Faculty development : Teaching staff needs, knowledge and priorities. *Cognition, Brain, Behaviour, 12*(1), 29-43.

Özaralli, N. (2003). Effects of transformational leadership on empowerment and team effectiveness [Electronic Version]. *Leadership & Organization Development Journal 24,* 335 – 344.

Padilla, R. V. (1993). Using dialogical research methods. In D. L. Morgan (Ed.), *Successful focus groups: Advancing the state of art* (pp. 153-166). Newbury Park: Sage.

Paewai, S. R., Meyer, L. H., & Houston, D. J. (2007). Problem solving academic workloads management: A university response. *Higher Education Quarterly, 61*(3), 375-390.

Palmer, P. (1998). *The courage to teach, exploring the inner landscape of a teacher's life*. San Francisco, California: Jossey-Bass.

Palmer, P. (2007). *The courage to teach: A guide for reflection and renewal, 10th anniversary edition*. San Francisco, California: Jossey-Bass.

Palmer, R. (2006). Beyond basics: Balancing education and training systems in developing countries. *Journal of Education for International Development 2*(1), 1-21.

Papoutsaki, E. (2007). De-westernising research methodologies: Alternative approaches to research for higher education curricula in developing countries. *Contemporary PNG Studies, 6*, 1-15.

Paulson, D. S. (2002). *Competitive business, caring business: An integral business*. New York: Paraview Press.

Patton, M. Q. (1990). *Qualitative education methods* (2nd ed.). Thousand Oaks, CA: Sage.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Pawar, B. S. (2003). Central conceptual issues in transformational leadership research. *Leadership & Organization Development, 24*(7), 397-406.

Percy, I. (1997). *Going deep exploring spirituality in life and leadership*. Toronto: Macmillan, Canada.

Petrunic, A-M. (2007). *Cultural hybridity among educators in a post-conflict situation: Evidence from Kosovo.* University of Calgary, Calgary.

Petrunic, J. (2011). Biography, Josipa Petrunic. *Calgary Candidate, East Liberal Party* Retrieved April 19, 2011, from http://josipapetrunic.ca/biography-josipa-petrunic

Pieterse, J. N. (2001). Development theory - Deconstructions/Reconstructions. New Delhi: Vistaar Publications.

Quinn, R. (2004). *Building the bridge as you walk on it*. London: John Wiley and Sons, Inc.

Quinn, R. (1996). *Deep change*. San Francisco: John Wiley and Sons, Inc.

Reybold, L. E. (2001). Encouraging the transformational epistemology. *Qualitative Studies of Education, 14*(3), 413-428.

Riera, J.-L. (2008). Rethinking the "L" word in higher education: The revolution in research on leadership [Electronic Version]. *Journal of College Student Development, 49*, 160 -163 Retrieved May 2, 2008 from http://proquest.umi.com/pqdweb?did=1460519571&Fmt=3&clientId=29083&RQT=309&VName=PQD.

Richmond, H. (2002). Learners' lives: A narrative analysis [Electronic Version]. *The Qualitative Report, 7*. Retrieved June 9, 2007 from http://www.nova.edu/ssss/QR/QR7-3/richmond.html

Robson, S., & Turner, Y. (2007). Teaching is a co-learning experience: Academics reflecting on learning and teaching in an internationalized faculty. *Teaching in Higher Education, 12*(1), 41-54.

Rosekrans, K. (2006). Using participatory research and informed dialogue to influence education policy: Lessons from El Salvador. *Journal of Education and International Development, 2*(2) 1-14.

Ruby, A. (2005). Reshaping the university in an era of globalization. *Phi Delta Kappan, 87*(3), 233-236.

Sall, H., & Ndjaye, B. (2007). Higher education in Africa: Between perspectives opened by the Bologna Process and the commodification of education. *European Education, 39*(4), 43-57.

Sanderson, G. (2008). A foundation for the internationalization of the academic self. *Journal of Studies in International Education, 12*(3), 276-307.

Schein, E. (1996). Kurt Lewin's change theory in the field and in the classroom: Notes toward model of managed learning [Electronic Version]. *Systemic Practice and Action Research, 9*, 27-47. Retrieved April 4, 2008 from http://www.a2zpsychology.com/ARTICLES/KURT_LEWIN'S_CHANGE_THEORY.HTM http://www.springerlink.com/content/l7175j43828r1572/.

Seale, C. (Ed.). (2004). *Researching society and culture* (Second ed.). Thousand Oakes: Sage Publications.

Schmidt, E. K., & Langberg, K. (2007). Academic autonomy in a rapidly changing higher education framework: Academia on the procrustean bed? *European Education, 39*(4), 80-94.

Scholefield, *A.* (An) International (teacher) education [Electronic Version], *2007* from http://teach.educ.ubc.ca/faculty_resources/create/oct11a.pdf.

Schön, D. (1983). *The reflective practitioner*. New York: Basic Books.

Schön, D. Learning, reflection and change. Retrieved July 25, 2008, from http://www.infed.org/thinkers/et-schon.htm

Schoorman, D. (2000). What really do we mean by 'internationalization?' [Electronic Version]. *Contemporary Education, 71,* 5. Retrieved 06 from http://ezproxy.lib.ucalgary.ca:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=4786961&site=ehost-live

Scott, W., & Gough, S. (2003). *Sustainable development and learning*. London: Routledge Falmer.

Segal, H., & Stollery, P. (2007). Overcoming 40 Years of Failure: A New Road Map for Sub-Saharan Africa. Retrieved March 21, 2007, 2007, from http://www.parl.gc.ca/39/1/parlbus/commbus/senate/com-e/fore-e/rep-e/repafrifeb07-e.htm#_Toc158951620#_Toc158951620Sen, A. K. (1999). *Development as freedom*. Oxford: Oxford University Press.

Seidman, I. E. (1991). *Interviewing as qualitative research. A guide for researchers in education and social sciences*. New York: Teachers College, Columbia University.

Sen, A. K. (1999). *Development as freedom*. Oxford: Oxford University Press.

Senge, P. (1990). *The fifth discipline. The art and practice of the learning organization*. London: Random House.

Senge, P., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2005). *Presence an exploration of profound change in people, organizations, and society. N*ew York: Doubleday.

Shanahan, T., & Jones, G. A. (2007). Shifting roles and approaches: government coordination of post-secondary education in Canada, 1995 - 2006. *Higher Education Research & Development, 26*(1), 31-43.

Shaw, K. E. (1978). Understanding the curriculum: The approach through case studies. *Journal of Curriculum Studies, 10*(1), 1-17.

Siemens, H. M. (2001). *Meeting Notes: January, 25, 2001* (Notes from inaugural

meeting). Ottawa, ON: Universalia Management Group.

Siemens, H. M. (1986, Summer). *The management process, An approach to decision making/problem solving.* Paper presented at the International Conference. Thinking and Problem Solving. Ohio State University, Columbus, Ohio.

Siemens, H. M. (1986). Problem solving - A teaching model, Paper presented at the International Conference. Thinking and Problem Solving. Ohio State University, Department of Home Economics.

Sims, L., & Sinclair, A. J. (2008). Learning through participatory resource management programs: Studies from Costa Rica. *Adult Education Quarterly, 58*(2), 151-168.

Smeby, J. C., & Trondal, J. (2005). Globalisation or europeanisation? International contact among university staff. *Higher Education: The International Journal of Higher Education and Educational Planning, 49*(4), 449.

Smith, D. (2001). Collaborative research: Policy and the management of knowledge Creation in UK Universities. *Higher Education Quarterly, 55*(2), 131-157.

Stackpool-Moore, L., Taylor, P., Pettit, J., & Millican, J. (2006). *Currents of change. Exploring relationships between teaching, learning and development* from http://www.pnet.ids.ac.uk/guides/ltt/Resources/currentsofchange.pdf.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Stake, R. E. (1998). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (Vol. 2, pp. 135-164). Thousand Oaks, CA: Sage Publications.

Stake, R. E. (2005). Qualitative case studies. In Denzin & Lincoln (Eds.), *Sage handbook of qualitative research* (3rd ed., pp. 443-466). Thousand Oaks, CA: Sage Publications.

Stake, R. E., & Trumbull, D. J. (2006). Naturalistic generalizations. In M. David (Ed.), *Case Study Research* (Vol. 11). Thousand Oaks: CA: Sage Publications.

Stevens, C. A. (2007). New form of transformative education. Pedagogy of the privileged. *Journal of Transformative Education, 5*(1), 33-58.

Stewart, D. W., Shamdasani, P., & Rook, D. (2007). *Focus groups - Theory and practice*. Thousand Oaks: Sage

Stohl, M. (2007). We have met the enemy and he is us: The role of the faculty in the internationalization of higher education in the coming decade. *Journal of Studies in International Education, 11*(3-4), 359-372.

Streb, C. K. (2010). Exploratory case study. In A. Mills, G. Durepos & E. Wiebe (Eds.), *Encyclopaedia of case study research* (Vol. 1, pp. 372-373). Los Angeles: Sage.

Stromquist, N. (2007). Internationalization as a response to globalization: Radical shifts in university environments. *Higher Education, 53*(1), 81-105.

Stromquist, N., Gil-Antan, Colatrella, C., Mabokela, R., Smolentseva, A., & Balbachevsky, E. (2007). The contemporary professoriate: Towards a diversified or segmented profession? *Higher Education Quarterly, 61*(2), 114-135.

Summers, M., & Buckland, P. (2004). Parallel worlds rebuilding the education system in Kosovo [Electronic Version]. Retrieved April 15, 2011 from http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Technical_Assistance/pdf/2010/Week_2_Forum/Parallel_Worlds.pdf.

Tahiri, A. (2010). *Fostering transformative learning: The role of the professors and students of the University of Prishtina, Interchange, 41*(2), 149-159.

Tahirsyzaj, A. (2010). *Higher education in Kosovo: Major changes, reforms, and development trends in the post-conflict period at the University of Prishtina. Interchange, 41*(2), 171-183.

Tatar, S. (2005). Classroom participation by international students: The case of Turkish graduate students. *Journal of Studies in International Education, 9*(4), 337-355.

Taylor, E. W. (2008). Transformative learning theory. *New Directions for Adult & Continuing Education,* (119), 5-15.

Taylor, J. (2004). Toward a strategy for internationalisation: Lessons and practice from four universities. *Journal of Studies in International Education, 8*(2), 149-171.

Taylor, P., Deak, A., Pettit, J., & Vogel, I. (2006, Feb, 28 - March 3, 2006). *Learning for social change: Exploring concepts, methods and practice.* Paper presented at the Facilitating Learning for Social Change.

Taylor, S. J. and R. Bogdan (1998). Introduction to qualitative research methods, Vol. 3. New York, John Wiley & Sons.

Tedrow, B., & Mabokela, R. (2007). An analysis of international partnership programs: The case of an historically disadvantaged institution in South Africa. *Higher Education, 54*(2), 159-179.

Teekens, H. (2003). The requirement to develop specific skills for teaching in an intercultural setting. *Journal of Studies in International Education, 7*(1), 108-119

Teichler, U. (1996). Comparative higher education: potentials and limits. *Higher Education, 32*(4), 431-465.

Torrance, H. (2008). Building confidence in qualitative research: Engaging the demands of policy. *Qualitative Inquiry, 14*(4), 507-527.

Trnavcevic, A. (2010). Introduction to section A: The role of higher education in a post conflict society. *Interchange, 41*(2), 103-122.

UNDP. (2010a). Gender in transition. *Development and Transition, 8th issue*. Retrieved April 17, 2011, from http://europeandcis.undp.org/gender/genderandgovernance/show/D99F035D-F203-1EE9-B29C9BCC4D51CA75

UNDP. (2010b). Kosovo human development report 2010: Social inclusion. *United Nations Development Programme Kosovo* Retrieved April 15, 2011, from http://www.ks.undp.org/?cid=2,26,1027

UNDP. (2010c). Women's anticipation in shaping the new Kosovo. *Gender Governance in Europe and CIS* Retrieved April 16, 2011, from http://europeandcis.undp.org /gender/genderandgovernance/show/B839B649-F203-1EE9-B1E168C1DC1A81C8

Universalia. (2009). EDP. Retrieved August 26, 2009, 2009, from http://www.kedp.ca/

VanBalkom, D., & Goddard, 2007. Sustaining and dynamic development. In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 255-267). Montreal: Universalia Management Group.

VanBalkom, D., & Wenderoth, (2007). "*They just don't understand"- (Cross) Cultural perceptions, collisions & learning.* In G. Anderson & A. Wenderoth (Eds.), *Facilitating change – Reflections on six years of education development programming in challenging environments* (pp. 33-53). Montreal: Universalia Management Group.

Van Balkom, D., & Mijatovic, S. (Eds.). (2006). *Professional development: Experiences from educators to educators*. Ottawa: ADEA.

van der Wende, M. (2003). Globalisation and access to higher education. *Journal of Studies in International Education, 7*(2), 193-206.

van der Wende, M. (2007). Internationalization of higher education in the OECD

countries: Challenges and opportunities for the coming decade. *Journal of Studies in International Education, 11*(3-4), 274-289.

van Manen, M. (1997). *Researching lived experience: Human science for an action sensitive pedagogy*. London, On: The Althouse Press.

Varaki, B. S. (January 2007). Narrative inquiry in educational research. [Electronic Version]. *Forum Qualitative Social Research, 8*. Retrieved April 4, 2007 from http://www.qualitative-research.net/fqs-texte/1-07/07-1-4-e.pdf.

Vare, P., & Scott, W. (2007). Learning for change: Exploring the relationship between education and sustainable development. *Journal of Sustainable Development, 1*(2), 191-198.

Vincent-Lancrin, S. P. (2006). What is changing in academic research? Trends and futures scenarios. *European Journal of Education, 41*(2), 169-202.

Vincenti, V. (2001). Exploration of the relationship between international experiences and the interdisciplinary work of university faculty. *Journal of Studies in International Education, 5*(1), 42-63.

Vygotsky, L. S. [1930, 1933, 1935] 1978. *Mind in Society: The development of higher mental processes.* Edited by M. Cole, V. John-Steiner, S. Schribner, and E. Souberman. Reprint. Cambridge: Harvard University Press.

Vygotsky, L. S. (1979). Consciousness as a problem in the psychology of behaviour. *Soviet Psychology, 17*(4), 3-35. In Falk & Dierking, 2000.

Wallenfeldt, J., Campbell, H. & Tikkanen, A. (Eds.). (2010, August 23). *Kosovo in Yugoslavia*. Retrieved April 13, 2011, from http://www.britannica.com/EBchecked/topic/322726/Kosovo/283791/Ottoman-rule?anchor=ref1090421

Wallin, D., Hildebrandt, P., & Malik, S. (2008). Co-constructing meaningful professional development: Lessons for international collaboration. *Journal of Education and International Development, 3*(2), 1-15.

Warhurst, R. (2008). Reflections on reflective learning in professional formation. *Studies in the Education of Adults, 40*(2), 176-191.

Watts, M. (2007). They have tied me to a Stake. Reflections on the art of case study research. *Qualitative Inquiry, 13*(2), 204-217.

Walker, L., & Epp, W. (2010). Resistance to the reform of teacher training in Kosovo. *Interchange, 41*(2), 103-122.

Webster. (1988). The new lexicon Webster's encyclopedic dictionary, *The new lexicon Webster's encyclopedic dictionary* (Canadian ed.). New York: Lexicon Publications, INC.

Wheeling Jesuit University. (2002). The Balkans - The history of Kosovo to 1918. *Global Perspectives: A Remote Sensing and Issues Site* Retrieved April 12, 2011, from http://www.cotf.edu/earthinfo/balkans/kosovo/KVtopic3.html

Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. Cambridge, England: Cambridge University Press.

Wenger, E. (2008). *Communities of practice.* Retrieved September 26, 2008, from http://www.ewenger.com/theory/index.htm

Wertheimer, R., & Zinga, M. (1998). Applying chaos theory to school reform [Electronic Version]. *Internet Research, 8*, 101-111. Retrieved May 2, 2008 from http://proquest.umi.com/pqdweb?did=117541668&Fmt=3&clientId=12303 &RQT=309&VName=PQD.

Wickens, C. M., & Sandin, J. A. (2007). Literacy for what? Literacy for whom? The politics of literacy education and neocolonialism in UNESCO and World Bank sponsored literacy programs. *Adult Education Quarterly, 57*(4), 275-292.

Wolcott, H. F. (1990). *Writing up qualitative research* (2nd ed.).Thousand Oaks, CA: Sage Publishers.

Wolcott, H. F. (1994). Transforming qualitative data. Thousand Oakes, CA, Sage.

Wolcott, H. F. (1995). The art of fieldwork. Walnut Creek, Altamira Press, Sage.

Wolcott, H. F. (2001). *Writing up qualitative research* (2nd ed.).Thousand Oaks, CA: Sage Publishers.

World Bank. (2005). Leadership & development - Leadership, governance and capacity building. *World Bank task force on capacity development in Africa* Retrieved March 15, 2008, from http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTCDRC/0,,contentMDK:21296167%7EpagePK:64169212%7EpiPK:64169110%7EtheSitePK:489952,00.html

World Bank. (2007a, April 19). *Leadership matters: Vision, effectiveness and accountability.* Paper presented at the Capacity Day 2007, Washington DC.

World Bank. (2008a). Leadership program. Retrieved March 8, 2008, from

http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTCDRC/0,,contentMDK:21152230~menuPK:64169181~pagePK:64169212~piPK:64169110~theSitePK:489952,00.html

World Bank. (2008b). Education for the knowledge economy. Retrieved April 5, 2008, from http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20161496~menuPK:540092~pagePK:148956~piPK:216618~theSitePK:282386,00.html

WCED. World Commission on Environment and Development. (1987). *Our common future: The Brundtland report*. Oxford: Oxford University Press.

Yang, B. (2003). Toward a holistic theory of knowledge and adult learning. *Human Resource Development Review 2*(2), 106-129.

Yin, R. K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2003). Case study Research: *: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Yonezawa, A. (2007). Strategies for the emerging global higher education market in East Asia: a comparative study of Singapore, Malaysia and Japan. *Globalisation, Societies & Education, 5*(1), 125-136.

Yue, Anthony R., Agency. Encyclopedia of Case Study Research, Mills, A.J, Gabrielle Durepos, & Eldon Wiebe, Sage Los Angeles, Volume 1, 2010 p. 12

Zimmerman, B. (1995). Self-efficacy and educational development. In A. Bandura (Ed.), Self-Efficacy in changing societies (pp.202-231). New York: Cambridge.

Zwiers, J. (2007). Professional development for active learning in Sub-Saharan Africa: Reflection practicing a community-centered approach. *Journal of Education for International Development 3*(1), 1-15.

LIST OF APPENDICES

APPENDIX A: Certification of Institutional Ethics

UNIVERSITY OF CALGARY

CERTIFICATION OF INSTITUTIONAL ETHICS REVIEW

This is to certify that the Conjoint Faculties Research Ethics Board at the University of Calgary has examined the following research proposal and found the proposed research involving human subjects to be in accordance with University of Calgary Guidelines and the Tri-Council Policy Statement on *"Ethical Conduct in Research Using Human Subjects"*. This form and accompanying letter constitute the Certification of Institutional Ethics Review.

File no:	**6084**
Applicant(s):	**Helen M. Siemens**
Department:	**Graduate Division of Educational Research**
Project Title:	**What Have They Learned? International Fieldwork in Education - A Single Case Study**
Sponsor (if applicable):	

Restrictions:

This Certification is subject to the following conditions:

1. Approval is granted only for the project and purposes described in the application.
2. Any modifications to the authorized protocol must be submitted to the Chair, Conjoint Faculties Research Ethics Board for approval.
3. A progress report must be submitted 12 months from the date of this Certification, and should provide the expected completion date for the project.
4. Written notification must be sent to the Board when the project is complete or terminated.

JUN 0 8 2009

Janice Dickin, Ph.D, LLB,
Chair
Conjoint Faculties Research Ethics Board

Date:

Distribution: (1) Applicant, (2) Supervisor (if applicable), (3) Chair, Department/Faculty Research Ethics Committee, (4) Sponsor, (5) Conjoint Faculties Research Ethics Board (6) Research Services.

Extension Ethics Approval

Thank you for submitting your **report** on the above protocol.

As Chair of the Conjoint Faculties Research Ethics Board, I am pleased to advise you that ethical approval for this proposal has been extended to: JUN 3 0 2011. Please note that this approval is contingent upon strict adherence to the original protocol. Prior permission must be obtained from the Board for any contemplated modification(s) to the original protocol. An annual progress/final report concerning this study will be required by JUN 3 0 2011

Please accept the Board's best wishes for continued success in your research.

Kathleen Oberle, Ph.D, Faculty of Nursing and
Chair, Conjoint Faculties Research Ethics Board

Date: JUN 2 8 2010

APPENDIX B: Invitational Script to the Study

Script of invitation to the study for telephone conversation or email

Hello – or - Dear ….

My name is Helen Siemens and I am a doctoral candidate at the University of Calgary. As partial fulfillment of the requirements for the degree of Doctor of Philosophy, I am undertaking a research project from July to December 2009. As colleagues in the KEDP/EDP project we have either worked together or have briefly met. This email or telephone conversation provides information about the research project so that you are able to make an informed decision regarding your participation.

The purpose of this study is to explore the type of knowledge and insights you have gained as a result of your work in KEDP/EDP fieldwork. This research is unique in further contributing to the existing body of knowledge about teaching and learning in the context of fieldwork experiences. As a leader and facilitator of professional development and capacity building, the knowledge and insights you have gained are invaluable with the potential of generating new insights and advancing knowledge through critical reflection. Iterative individual and focus group interviews will allow time to explore missing pieces to the puzzle about *What have we learned?*

Your involvement consists of two phases. The first phase includes three semi-structured conversational interviews identifying insights you gained in your role in professional development and capacity building. Phase two includes two and possibly three focus group interviews with your KEDP/EDP colleagues. Following each interview, you will are invited to comment or make necessary corrections and additions to the transcripts. The timelines for the data collection are: face-to-face interviews conducted from July to September 2009, and focus group interviews conducted from October to November 2009.

Your participation in this project is voluntary. There are no financial costs or remuneration benefits of participating in this study, and there are no greater risks than those ordinarily experienced in daily life. Individual anonymity cannot be absolutely guaranteed since the location of the project will be referenced and it is possible you will still be recognizable to those who know you or know of your role in KEDP/EDP.

If you give your permission for participation, you are free to withdraw at any time for any reason. The results of this study may be presented at conferences and published in educational journals.

What is in it for you? This is a unique opportunity to take part in original research, generate new insights and knowledge for professional and personal growth, as you examine your beliefs, insights and educational practice through individual reflection and meaningful dialogue with former colleagues in the KEDP/EDP project. The focus group interviews will also provide an opportunity to further reflect upon and understand fieldwork experiences in the context of realities built by other colleagues in the project. Additionally an opportunity is available to generate new knowledge, confirm insights through dynamic discourse. After the completion of the thesis, a social event will be organized to celebrate the continuing contributions of the KEDP/EDP team.

If you are interested in becoming involved we can arrange a suitable time and comfortable place convenient to you for the first interview. Thank you for your time and interest in this project, and I look forward to meeting with you soon.

Sincerely

Helen Siemens

Ph.D. Candidate, University of Calgary

APPENDIX C: Questions Individual Interview #1

What have you learned?

International Fieldwork in Education

Learning is a complex process occurring within a variety of contexts in international development fieldwork; similarly the nature of international development projects is multi-dimensional. In this study I will collect data to learn about what you have learned from your experiences as a facilitator/leader of professional development and capacity building in international development fieldwork with KEDP/EDP.

Learning is influenced by ones personal characteristics as a learner, learning experiences, the situational context, and the socio-cultural context within which we find ourselves. The physical context of our environment and surroundings also influence our learning experiences. The following open-ended questions provide an opportunity for you to formulate and articulate what is important, meaningful, and salient to you. The data will contribute to the study about the reality you have constructed from your professional experiences in international development fieldwork.

The following questions guide conversational iterative interviews and focus group interviews. Answers may be expressed as thoughts, narratives, describing situations, events, critical incidents or teachable moments about "What you have learned?"

Learning from Professional Experiences – Individual Personal Perspective

Background information:

1. Describe your role and the activities in which you were involved in KEDP/EDP?
2. In which countries did you work?
3. What was your professional role in capacity building and professional development during fieldwork in KEDP/EDP?
4. How long were you involved in the fieldwork project?

Personal Professional Experience in the Context of Fieldwork

1. Describe an experience or situation you felt was successful for you as an educator involved in professional development or capacity building in KEDP/EDP.

2. Describe what you learned about teaching, learning and consulting while providing professional development or capacity building activities to educators in the KEDP and/or EDP projects.
    a) Explain how this learning experience became important to you personally as a professional.
    b) Explain why this learning became important to you personally as a professional.
    c) Explain how this learning experience helped you in your role as a professional involved in capacity building.

The Social and Socio-cultural Context of Fieldwork

Communication and collaborative work are central to, yet different in each project in international development fieldwork.

1. What did you learn as a result of engaging with others in collaborative work in the socio-cultural context?
2. What did you learn as a result of engaging with others in a socio-cultural situation different from your home culture?
    a) Why did this learning become important to you?
    b) How did this learning experience help you in making sense of what needed to be accomplished in the fieldwork?

The Physical Context of Fieldwork

The physical context influences the learner and refers to the environment, surroundings, or situation where the learning took place. It may include information or situations about institutions, policies, restrictions, rules imposed by the home or overseas institutions etc. influencing or impacting your work.

1. What did you learn about institutions, policies, restrictions, rules etc. that influenced your learning and fieldwork overseas?
2. Why did this learning become important to you?
3. How has this learning experience helped you in making sense of international fieldwork projects and experiences?

Summary

1. When thinking about any of these or other fieldwork experiences, is there one experience in particular that stands out in your mind about your learning?
2. Describe the experience and how it was most valuable about the learning and why?
3. If you were giving someone advice about planning professional development or capacity building activities for international fieldwork what would it be? And why?

Focus Group Questions

Focus group questions will be generated from the emerging themes identified in the individual iterative interviews. University of Calgary Electronic Blackboard technology will be used to connect colleagues who are not able to join in at the University of Calgary.

The procedure during the focus group interview will be to outline the themes generated in the individual interviews, with the group prioritizing the themes for the discussion. A free flowing group discussion moving from topic to topic, or between topics is encouraged. The researcher may need to interrupt to refocus the discussion; even though, the aim is to build synergy amongst colleagues and for them to feel comfortable in creating an interesting and dynamic dialogue. The goal is to generate new ideas, relate insights and knowledge from critical reflection. Narratives, incidents or experiences are welcome and provide a context for building pieces in the puzzle of understanding professional development and capacity building in the context of international fieldwork.

APPENDIX D: Flowchart of the Eight Stages of Analysis

Stages of analysis	What was done	Purpose or Rationale	Outcomes
Stage One	I transcribed the data using Microsoft Word and looked for areas of interest and coded them by using coloured text. I looked for common themes and topics I was interested in discussing further. Then I generated new questions for the second interview.	In this stage I was dealing with large amounts of diverse transcriptions of data and fieldnotes collected while questioning during the first individual interview.	I identified key words, common themes and topics, the unusual, the surprising on the interviews to facilitate using Google Desktop to search for the terms or concepts when analyzing and interpreting data. This was not only a demanding task, but very time consuming, since I genereated different questions for the following interview for each person (Stake, 1995; Wolcott, 2001).
Stage Two	Involved coding and analyzing the data from the second interview into the matrix	Interpretating the data and coding it further developed my skills in analysis.	Coding the data generated further in-depth interpretation with additional information (Merriam, 1998; Stake, 1995; Wolcott, 2001; Yin. 2003, 2009).
Stage Three	After the two interviews, I created a diagram (Appendix E) listing the common themes that were identified.	I used the concepts that were repeated by the participants as the key concepts and drew a graphic to represent the topics that were salient in their learning.	The result was seeing how the importance of building relationships dominated discussions and was a common theme in all of the interviews. The same theme had appeared in the pilot study with a recommendation for designating time for building relationships as a an important process in fieldwork. The analysis resulting form this diagram assisted me in designing the matrix for the next stages of analysis.
Stage Four	A data collection matrix was generated after two individual interviews were conducted. The matrix **(APPENDIX F)** was generated to identify the categories of questions in the rows of the matrix. **Column one** identified the theoretical models of learning from the conceptual framework coded to the questions; **column two**, identified themes and the role of the theme; **column three** identified a more detailed description of the theme as it evolved in the conversations; **column four**, identified quotes	The matrix facilitated the process of adding newly generated themes from the first interview by copying quotations from the transcription and pasting them into the matrix. The data from the second interview was copied and pasted from the interview, but this time the text was entered in red to identify it as being from the second interview.	This process assisted in four ways. First, checking for the progression of thinking in interviews; second, the identification of new ideas and thick descriptions (Geertz, 1973) and additional depth of ideas; third, generating new questions for the focus group interviews; fourth, triangulation of data amongst participants in the first two interviews; and fifth, identifying the frequency of certain data emerging; hence, confirming the extent of importance of the data. Using this method, a detailed description of the case, as well as,

	copied from the transcriptions and noted the number of the individual interview, and the name of the participant referenced to the page number of the script in order to find it easier if I needed to check back for the context of the conversation. **Column five** was added in order to generate questions for the first focus group interview.		themes or assertions emerged (Creswell, 1998, 2003). This process assisted in triangulating data within the columns and between the columns.
Stages of analysis	**What was done**	**Purpose or rationale**	**Outcomes**
Stage Five	Two matrices were developed; one matrix was developed for the themes identified by the Canadian faculty members working with KEDP/EDP; the second matrix was generated for the Kosovar faculty members working with KEDP.	The rationale for this was threefold; first, to generate questions for the second individual interview and the first focus group interview since the groups were determined by the roles of the faculty; second, to examine the themes identified by the different focus groups; and third, to identify if there were themes deemed more important to one group than another.	What emerged were the overlapping themes that were important to both Kosovars and Canadians, confirmation of issues, issues unique to each, and different perspectives on the same issue – i.e. establishing relationships.
Stage Six	Use the first analysis matrix from both individual interviews to generate separate questions for each focus group for the first set of interviews; although both groups answered several questions that were common to both groups.	These questions were posted on PowerPoint to assist with explaining the complexity of the questions.	This process allowed me to focus on specific questions that were unique to the work roles participants held in the project and view the information with that perspective in mind.
Stage Seven Focus Group	The data was analyzed and interpreted from the first focus groups to generate questions for the second focus group.	The data was added to the first matrix adding a column for the focus group questions.	This allowed me to find information that confirmed and triangulated data.
Stage Eight Focus Group	Using all of the interviews I analyzed and interpreted the data (Appendices F, H, I, & J) illustrating the convergence and confirmation of data, along with details about the sub-topics within the relationships theme.	Data was triangulated for the relationships theme to illustrate the inclusion of articles from journal, book sections and interviews.	Triangulation of data and confirmation of findings with interviews, reports, books and journal articles (Appendix J).

APPENDIX E: Findings from the Individual Interviews

What did you learn? What did we learn?

This was the very first step taken in the analysis process. Life situations and challenges in the project taught us the importance of: institutions, MoE, schools, administration, leadership, workshops, working with interpreters, capacity building and what it means; and the value of:

Mentoring – value of – positive and negative experiences
Modelling and learning – building relationships through learning together
Personal learning – gaining more than giving
Hospitality – ways different cultures build relationships
Language – learner, lifelong learning – words not in the language
Interpreters and interpretation
Learning Experiences
- relationships with cultural groups
- wanting to learn
- motivation – hungry for learning, embracing learning
- networking – conferences, workshops

Culture – relationships bring understanding
- understanding the culture, history, politics, language
- context for learning, assumptions, surprises
- oral society

Leaders & Leadership
- relationships
- goals, common vision
- strategies for teaching and learning
- culture
- politics of

Capacity – Strengthening and Building
- facilitating leadership
- relationships
- inclusion
- of local educators & internationals

Change
- sustainable
- levels where change is or is not possible
  - university, school, MoE
- politics of change
- threats and opportunities

Transformation
- impact on individuals

Sustainability

Building Relationships

- was mentioned by everyone as being a key factor to mobilizing ideas, people, work, success.
- was central and had to do with building: trust, respect, inclusion, collaboration,
- relationships are central, transform, bring change – what faculty understand as a result of learning.
- transformation was influenced by what was role modeled and learned. Jim Interview 2

Outcomes of findings - ***Building Relationships***

What have we learned? Relationships are central to:

- *learning, change, transformation, sustainability, Impact on each person – gaining more than they were giving*

Learning Through Strengthening and Building Capacity, and Professional Development

Life situations and challenges in the project taught us the importance of learning to work with and value:

Individuals, institutions, MoE, schools, admin, LDSHP, workshops, working with interpreters, capacity building and what it means.

What did you learn?
The importance of:

What did I learn?

Success was built on relationships and strategies that built or strengthened relationships. We as KEDP were relational types of people, continue to share and continue to get together to celebrate each other's successes

Key insight by David Internationals and locals have different knowledge and what is important is bring the knowledge together. it is not only what we know but how we apply it, and whether you apply it and that is the job of the international and the local to find the connection.

Mentoring –experiences

Role Modelling and Learning
building relationships through experiences and learning together
Personal learning and gaining more than giving

Hospitality
building relationships & going for coffee/lunch
different ways cultures build relationships

Language
learner, lifelong learning – words not in the language
Interpreters and interpretation –

Learning Experiences
relationships with i.e. Serbs, wanting to learn
motivation – hungry for learning embracing learning
networking – conferences, workshops

Culture
relationships bring understanding
understanding context
oral society

Leaders & Leadership
Relationships, goals
common vision
Strategies culture, politics

Capacity building
Relationships
inclusion
locals & internationals

Change
Making change sustainable
levels where change is possible
university, school, MoE
politics
threats and opportunities

Transformation
impact on individuals

Sustainability

Building Relationships

- mentioned by everyone as being a key factor to mobilizing ideas, people, work, success.
- central and had to do with building: trust, respect, inclusion, collaboration,
- relationships are central and transform, bring change – when people understand as a result of learning.

Building Relationships

Building relationships - Trust, respect, collaboration, gaining more than giving

APPENDIX F: Analysis Matrix Iterative Interviews

(This is only a sample of one topic for how the analysis was done.)

What have you learned?

References - Coding Name, 1 – first interview & page number, 2- second interview & page number. Categorizing data (involves looking for recurring regularities in the data (Merriam, 1988, p.133).

Note: the shades of gray in this document result from using different colours in the text when interpreting data.

Theory to Practice and Learning through: **Experiential Learning Model: (Life experiences, Kolb, 1984). Adult Learning theory – Knowles, Holton & Swanson, 1998; Merriam, 1988; Parker Palmer (Courage to Teach). Culture - . Leadership, Fullan, Hargreaves & Fink, 2006; Lambert, 1998.**

Theory and Practice	Broad themes	Topic Description	Interview information	Focus Group Questions
1.Building a knowledge base about learning and building relationships to facilitate learning and change. - Through experiential learning (Kolb, 1984) Adult learner wants to know how things are (Knowles, Swanson & Holton, 1998) Transformative learning	Building a base of knowledge about the learner who the learner is, needs of adult learner, - what, how, why connecting teaching	Motivation and passion Hunger for learning Getting to know the learner Role modelling Working with limited resources, creativity, innovative Change – seeing links	Yvonne you would have seen them as you had come into the initial training sessions- **their eyes full of hope, right and that is how they came into all of those sessions – I will never forget that. The body language, open arms, faces up and the comment that came out in that very first day in round 1 from one of the men -... we have waited so long for you to come.. it was so humbling**. Yhi1p5 Yvonne - the theme that learning and teaching are interwoven and the most effective teaching is based on around a understanding of the learner. The only way we can understand the learner is **through watchfulness**. Part of that watchfulness of course is listening. The **watchfulness is not just looking and listening**, it requires the deep watchfulness, it requires the whole body to be alert and **insightful** so that even as your students are coming in through the door, you are alert to the point where you are seeing what they are bringing into the classroom with them today.Yhi1p10 Yvonne - we were modelling that we were generally interested in their learning and how they got to that learning and what questions were coming out of the learning that was going on right there? So that was embedded in the work. Yhi1p11 Louise - one of the things that I learned out of the project was that there were **teachers doing very progressive cutting edge things with no materials**, no supplies – so when you want to talk about grassroots it is the need to know that – to understand that. I remember one of the teachers –Indira in Gjaline, she was one of	

is the primary goal of adult education (Mezirow, 1991) learning and teaching are interwoven and the most effective teaching is based on around a understanding of the learner	and learning to needs of society, Practical applications Working towards change and sustainability	between education and democracy and citizenship listening to all the voices instead of giving opinion role modelling giving voice to locals, and letting them lead working towards being a democracy	the trainers and she had this classroom with nothing in it, yet she had managed to have her students doing projects, she wasn't just doing demos- she was teaching electricity to the kids and she had to show me all the project she had set up and **it was a surprise to me and it made me rethink what I had been thinking**,Lpi1p7 Gavin - essentially what we **did was we gave voice** – 156- Gpi1p2b I think were the ones who really started to understand that link between – about educating students to be good citizens of democracy kind of thing. They became committed to a bigger set of ideas, than just what it was they had gone into their classroom to teach and to the idea that you can do this in the classroom. That schools have – that within schools there is a vehicle for building a better system, a better community and a better society. I think that is true in Kosovo too. I think that the people who were really good and were unleashed were the ones who did see that link. And ... I explored it in the conversation first because I think that ... it is doing it not just seeing it – so to come and actually participate in an activity that demonstrated something or **enabled them to learn** something so that they could actually take part in it and experience that for themselves. I think excited them about the potential of doing it with students. … Louise - in their own classroom, then **go back and try it – it works**. … Louise … I think **in Kosovo they so desperately wanted something that would define them too** – and maybe there was the potential within this – of something that would – that they would find something that would define them. Lpi2p10-11 David - I think another major factor that impacts how successful one can be with a project like we undertook in Kosovo was **the political direction the society is going, I don't think that in a closed autocratic society** you would have had near the success, **the aspiration for Kosovo with all of its political flaws was to becomes more democratic** and more open. Helen and education was what they saw as part of the process David yes DLi1p12a	
		Local expertise	Yvonne, [trainers in the first round of inservice were very passionate– absolutely,	

			but I suppose what surprised me and perhaps shouldn't have surprised me was the expertise by which they offered the course work that we had offered such a short time ago to them. I mean we had introduced this material to them in such a short time. It was only 2 or 3 weeks I think – maybe only 2 weeks, and they had nothing. They came to those workshops [the next summer] as you know with nothing., 127 and they internalized it very nicely My theory is that the professional development programming was relevant to them and met some of their own needs and aspirations as teachers and administrators. H. I would concur. There was **something in it for them** and for their country and their kids. DLi1p1-2b we don't want to convert them to our practices AP	
			enthusiasm vulnerable and open to any suggestions Helen's thinking.. **role of modelling** in the workshops? Is it the strength in conveying the role of the learner and learning if language is inadequate? Could it then be said that role modelling and experiencing the learning concept in a practical way precedes understanding and learning in a cross-cultural setting and teaching experience in any culture? Kolbs model of experiential learning in international work is more important this the key?	
	Working towards change	Recognition of good work Transformation resulting from deep learning The impact of building relationships	LOUISE - that was fascinating too because the ones[teachers] - **the real stars were the ones who had built relationships with all of the students in their classroom a**nd there were some who were – for example the woman we exited from the program as a trainer – her classroom was pretty focused on what she had to say. Whereas the classrooms that I visited who were the really strong trainers were the ones where the **student had voice and students I think would have said they felt like they were part of the classroom** – and they were learning things important to them. So they had **relationships with the teachers, and the kids could talk about that and the kids could articulate the importance of the relationship with the teacher's in spite** of a **culture that hadn't necessarily nurture that**. Like even during the years when they	The most common theme of the interviews was: **building relationships** facilitates or mobilizes learning for learners? Describe new insights that you discovered built relationships that may have facilitated change, or

		Paying attention to change in thinking and practices Motivation for change Change supported by admin. Sustainability	had **underground schools** if people who had been part of the at underground school system talk about how some of the teachers – it was nothing and it was meaningless and they would go and wouldn't learn anything. Whereas other teachers were places where they really wanted to go because that person really wanted to teach and had a commitment to it. Lpi2p10 We found in more than one **classroom we found some real good educational practice taking place** – we found a complete **break with the traditional stand up and deliver** and we also found that there were champions of change through the **school administrators being excited about what their teachers were doing and parents in the community being real supportive of what teachers were doing**. In some respects it would be interesting to see how sustainable this has been. But in some respects the schools in Kosovo – certainly in the more urbanized areas **changed rather rapidly**. I have lost track of the total teachers is- but the last number was in the range of 7000 teachers have done learner centred instruction. That is just amazing. A third of teacher about 23,000 teachers. DLi1p1-2c	may have transformed thinking or practices. How did you build trust and credibility with the local educators? How did you learn this? Why did learning this become important to you? Describe or explain your insights by using situations, stories, insights Do you think building relationships contributes to sustainability of educational practices? If so how did you know (indicators)? Provide insights by using an example of a situation or a story. Did you discover any outstanding techniques for developing relationships? (All participants)

APPENDIX G: Focus Group Interview Questions

Interview #1

These are some of the questions generated from the analysis of the first and second iterative individual interviews. A different set of questions were generated for each group – depending upon their grouping; i.e. by common roles. For example: Those involved predominantly with the university were grouped together; those in leadership positions where in another group and Kosovars in another group.

What have we learned about international development work? – a single case study.
Building Relationships:

1. **A common theme in the interviews was the importance of building relationships** to facilitate or mobilize learning.
    - How did you learn this?
    - Why did learning this become important to you?
    - Describe or explain your insights by using situations, stories, insights

2. Do you think building relationships contributes to sustainability of educational practices?
    - If so how do you know (indicators)?
    - Provide insights by using an example of a situation or a story.
    - Did you discover any outstanding techniques for developing relationships?

3. What did you learn from situations where there was quiet resistance to learning? Describe the experience and what successful techniques you used to engage learners?
    - Describe your observations of the influences on teaching and learning from the era of communism that became evident to you during professional development activities.
    - What did you so to overcome the barriers and engage educators?

Culture

4. How did you develop your **knowledge a**nd understanding about the local context?
    - What strategies did you find to be most useful in learning about the culture?
    - Are there things that could have been done to make the learning more effective?
5. Culture has been described as a 'wild card' in international work (Pilot interview, Susan).
   What have you learned from your experiences in the Balkans? i.e. Strategies/processes for working within a culture.
    - Making decisions?
    - Cultural mores'?
    - Teaching and learning?

- Leading/facilitating?

6. Can you provide insights into cultural misunderstandings by describing a situation, telling a story or providing insights?
- What did you learn from it
- What could have been done differently if you had had the opportunity?

7. Describe a challenge you faced while building capacity with leaders, teacher trainers, practice teachers or mentees.

What did you find to be excellent **strategies** for dealing with the challenge?
- that facilitated transformative practices?
- that facilitated sustainability?

Professional Development

8. Describe one of the most successful strategies you developed for facilitating professional development activities?

9. Describe the strategies you found to be most successful when facilitating relationship building with interpreters.

10. What insights and advice you would give to other educators about developing resources for professional development in international work?

Institutions

11. Sometimes the policies or politics of the funding institutions get in the way of development work. (Louise, Kosova). Describe/explain your experiences.
- Do you have any additional insights into how collaboration with other international NGO's promoted learning for sustainability?

Change – deep learning, transformation

12. It was stated: "Learning could not begin until some sort of relationship had been established."
- Describe/explain the impact on you personally and professionally as a result of what you learned about relationship building in a cross-cultural situation.

13. Describe or explain the impact on you resulting from deep learning or transformation resulting from your experiences in KEDP.
- What do you remember (any stories, dramatic stories) that you found fascinating and illustrated change, deep learning or transformation?
- As a professional, do you have any additional insights into learning that became sustainable for you?
- Do you have any further insights into transformative learning that have not yet been suggested?

14. Describe or explain the impact on you resulting from deep learning or transformation resulting from your experiences in KEDP.

- What do you remember (any stories, dramatic stories) that you found fascinating and illustrated change, deep learning or transformation?
- As a professional, do you have any additional insights into learning that became sustainable for you?
- Do you have any further insights into transformative learning that have not yet been suggested?

Where do we go from here?
Thank you for your time and insights.

- The next interview will build on some of the insights and knowledge generated today.
- A third focus group interview will only be set if there are additional topics to pursue

  Or

- Questions could be directed to you for clarification instead of a third interview.

Questions for focus group interview #2 were generated for each separate group after the first interview and varied from group to group.

APPENDIX H: Relationships - Naturally Emerging Sub-themes

Categories	Emerging Themes	What became important to study participants and impacted their learning and personal and professional practice?	Why it was important and impacted their learning?	Recommendations Made
Building relationships				
Building relationships	Importance of building relationships Sensitivity to culture Power in ... Status of ... For the purpose of ... Types of ... Purpose of...	Importance to building relationships with individuals, at work, with people in institutions (Government, University, UNMIK, Local NGO's, International NGO's) 1. Understanding the culture through the eyes of the local people within the context of building relationships (two ways were suggested – one going for coffee to get to know the individual before pursuing work (Kosovars), the second way was engaging in a meaningful activity while getting to know the person (internationals) (David, Kosova, Yvonne). 2. Power in relationships – Minister of Education, Dean, Pro-dean, rector, KEDP, etc. local and international (David, Laurie, Kosova, Meg; Tom) Entrance to the Minister of Education was gained when David (KEDP field project manager) went with a Kosovar, until credibility had been built (Kosova, Meg). Entry to the Dean of Education was gained with the presence of David, or another international (Meg). 3. Types of relationships built • With staff as colleagues • With interpreters - Teaching partnering in workshop (Ana, Carol) • With students • As mentor, coach, • Administrators in institutions • Internationals and NGOs	Importance of relationships (David, Kosova, Jill, Ana, Carol, Kirk, Yvonne) • building trust • misunderstandings about how Kosovars want to build relationships • challenges in building relationships – position and power, family networks ▪ understanding the culture • language barriers • role modelling - mentoring strategies (Carol, Kirk, Louise, David, Jim – all) Building capacity builds confidence in the individual, self-efficacy, giving voice and approaching people in positions of power, role modelling, understanding is built and then change can take place. • mentoring, coaching, role modelling –	Building relationships is so important that you may not be able to get on with the work until relationships are built (David, Jim, Ana). In the participant's reflections on their learning the importance of building relationships was the theme arising most often during interviews and why establishing relationships was important for Kosovars and Serbians. The reason cited most often was: cultural expectations; establishing roots, before feeling comfortable they wanted to know who was presenting, (Carol, David, Gavin, Jim, Kirk, Louise, Kosova, Jill, Meg, Ana, Tom, Yvonne).

	How to build? Maintaining relationships ... Challenges of ...	4. Purpose of relationships: • to build trust, respect, transparency, a productive work environment – to the point of saying that everything hinges on building relationships with people (through hospitality, going for coffee (David), accepting coffee (Kosova), school visits (Louise), productive meetings (Tom, Jim); • We can't change the institution, only the individual in the institution (Jill). • Relationship building to facilitates the process of change and sustainability of change • with interpreters facilitating teaching and learning, role modelling (Ana, Carol, David, Louise, Yvonne) 5. Establishing, building, maintaining relationships • understanding the culture • language barriers • learn about who we are as learners – who our workshop participants are as learners? • role modelling - mentoring strategies (Carol, Louise, David, Jim Kirk – all) • mentoring, coaching, role modelling – • transparency – (Jill int1 p.) 5. Takes time to build How to build relationships within the culture • Commonalities/differences in preferences and perspective i. Ana fg1 p.5 Sherriff and her in workshop ii. Carol, fg1p.5 Emina & Blerim as interpreters working as a team iii. Expectations, assumptions, surprises iv. Methods – mentoring, coaching, friendship 6. Maintaining relationships through contact – contact may be mentoring,	• transparency – Jill int1 p. • who we are as learners – who our workshop participants are as learners? • The value for role modelling respect, trust, building collaborative processes facilitates work and learning How to communicate: by giving voice and listening (Ana, Carol) thinking things through, listening, editing, being aware of how things were done in the culture that is in contrast to what we do in Canada (the incident of the bus accident) Strong opinions about: not wanting to convert them to our culture Tom – we don't want to bring our solutions Jill respecting the seniors, old guard, respect the culture Carol and Ana i.e. cancelling class because of strike	Building trusting relationships with interpreters is essential, and being able to know the message will be portrayed as spoken and without bias (David, Ana, Louise, Jim) Building a trusting relationship facilitates not only building confidence, but allowing interpreter to present sessions (Ana, Carol) Sensitivity, awareness, giving voice (Louise, Gavin, Yvonne) Listening more than speaking (David, Ana) Each culture has ways of establishing relationships

		coaching, workshops, meetings, sessions, email.		
Differing points of view – different ways of doing things. We bring our culture with us.	**Canadian Way** Culture and approaches	Meg – while comparing cultures (Alberta to Kosovo) importance of upgrading skills – need to learn skills beyond knowledge ..in Kosovo there is no well to drink from – in Alberta you can't get to the well. [Son wanting to do masters in Canada– but can't get a Visa] Mi2pnotes4. .. Canada is different and respect fir differences and truth has different faces- and you can disagree and keep your opinion Accept, understand and respect differences – inclusive Bhi2pnotes5c Democracy modelled by Canadians – workshops, meetings	Approach to – learn, listen, gather information, stages of project development, training, coach, mentor, Controversy – Question – should locals be counter parts from the beginning or should they work and learn and grow their way into leadership roles? debate This can be debated – counterpart vs team worker from the beginning? Can the work be derailed? Bring the debate to capacity building leadership area	Work cannot proceed without first building relationships, trust and credibility – Jim
	Kosovar Way	Importance of being an expert in the old system Expecting people to know more about the culture and values, mores Communism is still an influence from the past Going for coffee versus getting to know people in work situation first		
	The Canadian Way Interview – cultural differences Profession alism	but when I sat in the <u>interview chair</u> – it was almost like I never met them. So what struck me was – <u>how do they manage to be so different</u>? I knew them, I talk to them, and I expected more – I met David because he met with our team – with our project. I met Remsey who just finished his interview – so he was interviewed	Kosova	Be careful of Preconceived ideas & Assumptions Professionalism Experienced people

	Working with, working for	before I was – and professionalism – you are now – very formal so you forget who you were who you are. I just expected different (I would have too). How the 2 of them managed I don't know? So they asked me to introduce yourself – David didn't say hey Kosova – no it was so formal – (H. that is typical here) that is professionalism – that this is second thing. You know 2 things – experienced people that you could see they have experience – I am not saying good or bad experience – I am just saying experience, then -66- very formal when it comes to doing the work (Kosova).OFG1p.2 Meg- I see many internationals come – maybe 2 weeks earlier and spend time alone – isolated because they have been instructed not to talk to people- not to mix with Ofg1p8 Kosova - And it was - that was what it started to drive the project and Canadians in the beginning until it shifted – to more - we need to listen to them because we work for them – we don't work for other internationals – and that shifted later on but initially – from my personal perspective it was more like meeting other internationals not local people. Kfg1-8 +++++ Meg - they could buy into it and **always know where we were going and why we were doing it and what is going to happen when we leave**. And what the benefit would be for the people so that is why **it was really successful**. It wasn't other projects saying – we are coming – we are doing this and implementing this project which sounded like they were here to spend their money and leave and not care about the results and what happens after that. KEDP was different. KEDP from the beginning worked on local capacity building and leaving some capacity behind so the ideas and the programs outlives the project sort of it is the case.MHi1p7	Building self-esteem – the attitude of working with as opposed to working for: different value of the locals abilities and skills	very formal when it comes to doing the work Internationals come and spend time by themselves – isolate themselves Spend a lot of time with internationals – more than locals – in the beginning we met with internationals to find out what they were doing? b. I see many internationals come – maybe 2 weeks earlier and spend time alone – isolated because they have been instructed not to talk to people- not to mix with Kfg1p8 Lay of the land, Learn from them The work evolved to train locals and they took ownership Language was a barrier And interviewing – part of our job – to coordinate team work, PD – to more - we need to listen to them because we work for them

APPENDIX I: Naturally Emerging Themes Matrix Stage Seven of Analysis

The initial categories for the research included: one, the individual participant as a learner; two, learning about and in the culture; three, learning about and in the institution. The emerging themes are not ranked by importance.

Study participants learned that building capacity informs: 1) the importance of building relationships, and working with interpreters; 2) the individual learner affected by the institution, culture;3) institutional, systemic change, resistance to reform at the university; 4) gender education; 5) time needed for reform and sustainability; 6) use of terminology; 7) the culture; 8) KEDP as a learning community; 9) the development of learner centred and inquiry-based instruction and the casebook, 10) lessons learned, recommendations, deep learning and transformation.

Individual Learner	**Emerging Themes**	**What became important to study participants and impacted their learning and personal and professional practice?**	**Why it was important and impacted their learning?**	**Recommendations made**
Individual learner affected by the institution and culture Reforming through capacity building of the	Change, reform, political instability and sustainability, within the culture.	Need for greater amount of time to change and reform creating sustainability (All participants) Creating ownership, responsibility (Jim, David; Kosova, Meg) Accountability (Anderson & Humick, 2007a, 2007b)	The purpose of KEDP was to facilitate change, reform and sustainability through capacity building, challenges resulting from political instability; therefore inadequate time impacted all they did (Anderson & Humick, 2007a, 2007b).	Six to 10 years is required for this to happen. There is a need to continue to maintain long-term (Tom, Jill, Walker & Epp, 2010)
	Changing and unstable politics	Elections of a new party created a shift in paradigms, and new educational leaders replaced those in power. This included the Minister of Education, other positions in the MoE, and administrative positions in the school administration such as superintendents and some directors (principals) in schools (Ana, David, Kosova, Jim). The elections also affected leadership positions in the university. (Tom, Jill, David, Kosova) Changing ideologies and philosophies – from socialist communist system to a democracy (Anderson & Humick, 2007a, 2007b; Goddard & Anderson, 2010).	Interfered with progress, interrupted their work and the plan, the learning, program implementation, and affected scholarship students and left a negative feeling when the program was delayed almost 2 years (Kirk, Tom, Jill, Laurie)	"You need to mobilize leadership – ... discover who the tetchier leaders are and who the real leaders are. It is important (David). fgD&Jp1
Individual	Capacity building – leadership developme	Role modelling influences credibility, trust and transparency. Building relationships are central to	Until facilitators/leaders established who they were, talked about	Begin by introducing yourself, in the context of your

	nt	capacity building Build capacity at all levels – MoE, University, School system leaders, teacher trainers. Cascade model of training leaders in school system and teachers (Louise, Jim, Gavin, Yvonne, Kosova, Meg) LCI case book development (Louise, Jim, Gavin, Yvonne, Kosova) Gender issues resource book (Meg) Challenges, successes, recommendations in the schools (Louise, Jim, Gavin, Yvonne, Kosova, Meg) Politicization of principalship (Kosova, Jim)	family, openness to new ideas or work could not begin (Ana, Carol, David, Jim, Kirk, Laurie, Gavin, Jill, Tom, Yvonne). This was the purpose of the KEDP/EDP project, and the expertise they were bringing to the project. Building leadership was central to building ownership and responsibility. Local input, ownership, responsibility for developing resources. Encouraged networking as well Politics of elections impacts MoE positions and principals and support for teachers implementing change in the schools, and destabilizing change (Kosova, Ana) Learning to deal with challenges of the politics (David, Jim, Jill, Tom, Kirk, Laurie, Kosova)	family and ask about the individual's family (Jim, David). Learn the names of people (Jill). Do this by establishing personal contact, i.e. the coffee shop (David, Kosova). Selection and limiting the number of teacher leaders to be trained was a challenging process since too many were very keen and very interested (Louise); therefore set up a process for more to be involved. Plan regular conferences or workshops to facilitate growth, knowledge, and networking (David, Kosova) Toms idea of what CIDA taught him – not to go to do it for people - but to facilitate the process of them in helping themselves – not to

				coordinate – but to facilitate – Tom int2 Through hands on experiential learning, policy writing (Tom) Networking between schools builds strength, support (Jim, Kosova) Grassroots making changes – teacher as change agent in society (Kosova)
Institutional, systemic change	Processes of thinking influenced by communism	Moving from one system to another – socialist society to democratic society (Meg, Kosova). Culture influenced by communism; therefore, the need for explanations and time for understanding of new concepts and changing behaviours (Meg, Kosova). Accountability through numbers is a problem, RBM, that tell about involvement and change needed by individuals and the institution (Meg, Kosova) Canadians learning about how Kosovars resorted to memorization and pleasing, rather than thinking and problem solving as strategies for learning and working Yvonne, Carol).	Need for time to make these changes because it is systemic (Meg, Kosova), and assimilating opposing points of view and practices. Canadians needed to understand the underlying reasons for the Kosovars ways of thinking, behaving and learning; and how democracy was opposing the former ways promoted by the communist system.	Change takes time (Meg, David, Gavin, Jim, Kirk, Louise, Kosova, Jill, Tom)
	Institution	NGO's – work, attitudes - what is valued – (Meg, Kosova) what seems a waste, what didn't work (Meg, Kosova) come to spend their money (Meg, Kosova)give it time (Meg, Kosova) them, but not interested in capacity building (Meg, Kosova)	Underlying fear, distrust from what was seen, felt and experienced as NGO's brought resources, services and impacted a society in many ways (Meg, Kosova) Locals felt they were being experimented with or on (Meg, Kosova).	Role modelling, involving locals as partners in the project brought trust. Asking questions and listening to the contributions of Kosovars (Meg, Kosova)
Resistance to reform	Leadership developme	Build capacity at all levels – MoE, U of P. Discussion focused on resistance to	Many strategies were tried to make change;	Begin a new faculty of

at the university	nt at the University of Prishtina	any change, derailing change that might happen, the influence of the old guard, seniority, politics of the university and the MoE, and the changing position of the Dean (David, Kirk, Laurie, Jill, Tom).	however, change was thwarted, usurped, destabilized at every turn of events.	education in a new building and move forward by training new professors; however, the implications of this were complex and may not have met the intent of the project – working with what was existing (David, Laurie, Jill, Tom; Walker & Epp, 2010)
	Resistance to change - specificall y at the university Pre-service program	One step ahead and two back; being thwarted by the culture of tradition, positions of seniority, the old guard, politicized positions, elections changed leadership positions as parties changed (David, Laurie, Jill, Tom). Cultural considerations: seniority, communism, and habits, ways of thinking previous system of communism (David, Kosova, Jill, Tom). Fear of bringing Western solutions that might not fit or work (Kirk, Jill, Tom). Telling Internationals what they thought they wanted to hear. Using memorization, rather than problem solving	Road blocks created the need to look for alternatives, but these too were thwarted by lack of cooperation, diverting to other needs. Knowing things were happening behind the scenes that were different from what was emerging in face-to-face discussions (Ana, Walker & Epp). Respect for the old guard, but not being able to mobilize change because of tradition and politics tied to elections and changes in positions. Wanting to please the international – (Carol)	Honour those who had worked to sustain education at the university, but pay a pension to them, and prepare younger professors (Kirk, Tom, Jill). Recognize that Western approaches may not be correct for the country. Yet the request was for Canadian input. Study tours for professors were not as valuable as they could have been because of issues of seniority and hidden agendas (Laurie, Walker & Epp, 2010).
	Pre-service at the university	Challenges with professors not following through on supervision (Carol, Kirk).	Educating new teachers about learner centred instruction and encouraging a	Time is needed to make changes, and more time is

			system for implementing practice teaching, responding to inequities, corruption in the way assessment was being done (Carol, Laurie, Kirk; Walker & Epp, 2010)	required to make change sustainable (Carol, Laurie, Kirk; Walker & Epp, 2010).
	Masters Scholarship Program	Training young professors to take over with new methods for teaching, learning and assessment. Training halted because of violating agreements – made with CIDA regarding intake of the number of students into the Faculty of Education. Numbers of students taken into the Faculty of Education supported old methods (classes not being held, classrooms not available, students and professor not showing up for classes) – facilitated high dropout rates, and being able to rewrite exams as often as students wanted.	To implement change in order to meet the Bologna Accord and European Union standards (Laurie, Kirk; Walker & Epp, 2010). Impact to masters of education students who had received a scholarship for the program (Laurie, Kirk; Walker & Epp, 2010). Corruption in charging additional fees (Laurie, Jill, Tom; Walker & Epp, 2010)	Other methods for punitive action should have been implemented rather than halting the program; therefore, and affecting the Master of Education scholarship students progress (Jackson, 2006).
Gender Education				
Individual and Gender Issues	Gender issues – girls in remote communities going to school, female leaders, female leaders in university	Quiet resistance came from everyone regarding gender issues – (Meg int 2 p. 5) Resistance to women in positions of leadership (Meg, Jill, Kirk, Tom). Need for females in university positions, leadership positions	Change from what educators and others were unaware of because of traditions and cultural norms of how women were treated. Fear due to not understanding what was to happen – fear of the unknown (Meg) Takes time, impacts the workplace, university, position, attitudes	It takes time, work to explain and draw awareness to human rights, and for change to happen.
	From the internationals perspective	I know that I had a difficult time in the beginning with the gender role especially because these men in my age group and the men had, I don't even know the right word for it, such rigid, or unchallenged ideas of what women could or couldn't do, and I	Opposing cultural views about gender and age differences were experienced and caused issues in opportunities for leadership, decision	

		think that is with my age and being Canadian when I hit the ground running and just kind of took on the gender roles like a bull in the china shop- I think it shocked everyone for a while, but it was a good idea to be pulled back and to share those stories because of the generational differences Ana p. 21fg1	making, being taken seriously, conversations and positions being usurped by a man.	
Time				
time needed for reform and sustainability	Reform takes time	Time is needed for building awareness, learning, and results (Meg, David, Gavin, Jim, Louise, Jill, Yvonne) Political situations challenged processes; therefore taking longer.	The project was initially set up for two to three years and was extended to 6 years – 2001-2007. Change takes time, progress was evident; therefore, support came from the Canadian Government. Build sustainability through developing local capacity.	Don't go into a culture thinking you can bring solutions, learn what the locals need, want, and work cooperatively and collaboratively as partners (Interviews: Ana, Meg, Carol, David, Gavin, Jim, Kirk, Laurie, Louise, Kosova, Jill, Tom, Yvonne; Anderson & Humick; 2006; Goddard & Anderson, 2010; Jackson, 2006; Walker & Epp, 2010;)
	Short term vs long term work	The type of work determines the length of time required (Meg, David, Kosova, Tom, Jill)		
	Time to get to know the culture	Come in as an observer, integrating into the community, going for coffee, getting to know people (Meg, Kosova)	People have different ways of feeling comfortable in another culture.	Projects vary as to how much time is given to workers becoming acquainted with the culture and locals. How much time is needed and how to become familiar is dependent upon culture and

				people involved in fieldwork.
	Takes time to get results	Results are dependent upon: interest in the work, accepting change, responsibility, ownership, risk taking of locals, approval from others, local decision making etc (all participants).	The pressure placed on local and international fieldworkers created stress to get the work done for the Canadian government, to show visible results for progress and meeting set goals, to release more funds (David). Results also teaches accomplishments, gives satisfaction and pride (Meg, Kosova)	Establishing a longer time for the work helps in accomplishing the task, deal with challenges and planning for sustainable practices (David).
		Building bridges is important to building partnerships with interpreters and others (Ana, Meg, Jim, Louise, Yvonne).	Locals needed to build bridges, internationals facilitated this process. International expertise brought credibility, and wanting to be involved in project	Kosova, Meg
Terminology				
Use of terminology and learning new concepts	Efficacy and expert: from the point of view of Kosovars and Canadians	The term *expert* was used often by Kosovar Educators and was the privilege and status granted to someone with a university degree, a teacher, principal or director etc. (Kosova, Meg). Canadians felt they were not experts but had expertise in certain areas. Canadians felt they were learners and there was still much to learn (Gavin, Jim, Louise, Yvonne). Discussions about being an expert brought status and standing to Kosovars acknowledging educational background, knowledge and position. An international was considered to be an expert. If an International acknowledged a Kosovar as an expert, it brought esteem and trust to what was known and offered opportunities to the Kosovar (Meg, Kosova) Terminology for learner, and lifelong	Expert was used often by Kosovars, and there was a need to be an expert that had its roots in the communist system and indicated status (Meg, Kosova). **Understanding why certain terminology** is important points to understanding the culture. What it means to be an expert in each culture. In the communist system it meant that an individual did not need to study any longer. The Western view was that none were experts; there was always room for learning (Gavin,	Understanding the driving force behind how and why local educators learn is important knowledge for internationals prior to developing and implementing teaching and learning methodologies, resources and programs (David, Louise). Begin with what the learner knows, and then move out from there (David). **Developing resources** locally, with

		learning was missing from the Albanian language (Meg, Kosova, Louise, Jill). Efficacy – locals needed the support and acknowledgement of internationals for their work; however, they needed to be told that they (locals) were doing the work for themselves not for the internationals (Kosova). As the receivers of economic support, the oppression created by communism and the previous regime, confidence needed to be built in the Kosovars in order to become partners in the work and in the project (David). The Canadians feared bringing solutions into a culture (Tom & Jill fg2 p. 2-4) New concepts to the Kosovars: Doing it for themselves, the culture the society – not the project; lifelong learning, inservice, pre-service, gender issues etc. (Kosova, Meg).	Louise, Yvonne, Meg, Kosova). If **terminology** was not understood learning could not proceed. **Feelings** of being misunderstood, not valued, and there to be experimented on and with (Meg, Kosova) **Attitudes toward** Kosovars by NGO's created a lack of trust until modelling illustrated the truth. Wanting to work as partners, as a team collaboratively, although this was difficult and was met with resistance at the university (T & J).	local educators is important rather than developing resources overseas (Meg, David, Gavin, Louise, Jim, Tom, Kosova). **Kosovars valued KEDP** because behaviours were seen to be different from other NGO's – they built local capacity– they were interested in people. They were not there to spend the money and leave (M & K).
Culture				
	Hospitality and establishing relationships	Going for coffee is the link in culture and building relationships (Kosova). <u>Culture and context</u> - Laurie, Jill, David, Tom, - people were kind, friendly, ready to join in a meal, party etc. But after that in meetings the real concerns etc emerged. Ana – culture, language context to building relationships credibility and success. Communication – giving voice and listening - Fg1 Ana carol p. 4 – thinking things through, listening, editing, being aware of how things were done in the culture that is in contrast to what we do in Canada (bus accident) & ...we don't want to convert them to our culture Tom – we don't want to bring our solutions Jill respecting the seniors, old guard, respect the culture Her age and decisions/leadership (Ana) Oldest teacher talked first (Carol) Openness in the grass roots (school based level – amongst the teachers) Involvement of parents and community	Each culture has specific ways of building relationships	Hospitable culture that wants to get to know people (Kosova, Meg). Introductions involve asking – "and how is your family?" (Jim)

APPENDIX J: Triangulation of the Literature – Relationships Theme

Relationships	Literature	Sub-topic	Interviews	Comments
Importance of each relationship	Anderson & Humick, 2007	Generally and importance of	all	used in the discussion and to formulate the recommendations.
	Anderson, Hiseni & Mooney, 2007 149-176	With interpreters	Carol, Ana,	support the topic of the importance of building relationships.
	Buleshkaj & Saqipi, 2007	Teacher – Student p. 123	Louise , Yvonne, Gavin	teachers who developed relationships with students were star teachers
	Anderson & Wenderoth, 2007	All components of building relationships	All not various aspects of building, the purpose and importance of relationships.	Each chapter in this book notes the importance of relationships and with whom they were built.
	Carney & Bista, 2007	Cultural relationships and social networks	Kosova & Meg – Networking, Conferences Ana – conferences	Social relationships and hierarchy play into work accomplished. importance of hierarchies and relationships. Numerous recommendations are made.
	Angelides and Gibbs, 2007	Collaboration, teamwork	Louise, Yvonne, Gavin – Casebook Meg – gender education Kosova- MoE & KEDP	successful implementation, relationships become important to create confidence in changing practices.
Friendships	Lynn, Gougeon & Hutton, 2007	Building friendships that lead to project success p.236-240	Some locals may have developed friendships with vested self-interests and when these interests were not met, the friendship drifted away (David) Jim – Lifetime friends in	Building friendships that lead to project success; understand the importance of building trust and relationships before you start the project. p.239
Leadership	Goddard & VanBalkom,	Notion of leadership	All study participants. When relationships were	Defined differently to many researchers

	2007b pp.127-147. Anderson, Humick, 2007. Anderson, Humick, LaGrange, 2007	Kosovo – having someone reporting to them pp. 129	built Kosovars sought help, invited KEDP for classroom visits; respect of leadership that was valued.	(Lambert,1998; Fullan, 1993' 2007) and they "worked with people who exerted influence on others, regardless of their formal positions of hierarchy" p. 129). Collegial rather than top-down. Practical advice was valued over theoretical (J & G)
Team work	Angelides and Gibbs, 2007		Meg – Gender Education Carol – Critical friend, group work – pre-service	
KEDP Learning Community	Jackson, 2006 Anderson, Humick 2007.		Ana, Jill, Meg,	Value of being younger, Croatian heritage, gender
Networking	Buleshkaj & Saqipi, 2007		Kosova	Conferences, workshops, in school sessions are key places for networking.
	Jackson, 2006	Strength in relationships		
	Goddard & VanBalkom, 2007a	Leadership conference, Jim developing leadership networks with directors of schoolsp.137	Jim, David	
Collegial Relationships	Angelides & Gibbs, 2007	Collaborative		Need for collaborative relationships when implementing new ideas, change or reform.
	Anderson & Humick, 2007	Collaborative	Ana, Carol, Kirk, Louise, Jill, Tom	Teaching Kosovars how to, since it was individualistic in nature from its communist roots.

				Concept of expert did not fit a collaborative model.
Mentors, Modelling	Anderson, Hiseni, Mooney, 2007 149-176	Gender, age, speaking privileges, workshop, 163-164; Practice teachers 169-170	Ana, Carol, Kirk, Jill, Tom Critical Friends – Jim, Carol	Difference between coaching and mentoring, critical friend is non-judgemental but guiding in learning skills, but different form a mentor. Mentor is like a parent
Modelling and coaching	Goddard & VanBalkom, 2007b (Leadership in the future) pp.127-147	Leadership training, p129-	David, Jim, Jill, Louise, Kirk, Tom	Mentoring was most effective when individuals were in close proximity to each other, and crossed each others paths (David)
Critical Friend			Carol, Jim	Teaching people how to help when evaluating rather than criticize.
The Canadian Way	Anderson, Humick & LaGrange, 2007		Carol, Kirk, Ana, Tom, Kirk	Not imposing our solutions
Politics and relationships	Anderson, Hiseni, Mooney, 2007; Carney & Bista, 2007	"Political stability is often a prerequisite to successful reform" P. 176	Position of power, Meg, Kosova, Tom	Seniority, hierarchies, culture determine relationships, job positions.
Success - (university) p.170	Anderson, Hiseni, Mooney, 2007	Change – modelling & mentoring	Strategies for success: 1. external expert, external standards, i.e. Bologna Declaration 2. Link international knowledge and standards with local expertise i.e. Joint Steering Board. 3. Cultivated and supported external leadership to address risks i.e. project steering Committee	
Teacher inservice	Anderson, Humick, LaGrange p.278. Buleshkaj & Saqipi, 2007	Should be done first since it impacts the community and gives a sense of		

		normalcy		
Resistance at the University	Anderson, Hiseni, Mooney, 2007 pp. 149-176; Walker & Epp, 2010	Laurie	Resistance is typical at universities. Interchange Journal	
Lessons Learned	Anderson, Humick & LaGrange, 2007, p. 277;Carney & Bista, 2007; Angelides & Gibbs, 2007; etc... Merriam & Ntseane	Lead agency – useful to mobilize assistance - p.277 Cross-cultural differences can be used to build trust and understanding	All Interviewees	
		transparency	Tom, Jill, David, Kosova, Meg	Importance of being open promotes trust, credibility and professionalism.
Agency-oriented development	Anderson, Humick & LaGrange 2007, p.279	Responsibility and ownership by local educators; Pieterse, 2001; Sen, 1999	Louise, Meg, Kosova, Jim, David, Carol, Ana, Kirk	Taking ownership and responsibility – illustrated by MEST, KEC, teachers and LCI Case book. The role of the agency is in advising not in telling or making decisions.

APPENDIX K: Building Relationships and Barriers to Relationship Building

Strategies and Outcomes

Strategies used to build bridges to relationships and the barriers that block relationships are presented in this chart. The chart identifies some of the issues encountered in the fieldwork by the KEDP community. These concepts were discussed within the interviews and the literature written about KEDP. Relationships are built over time was a general premise shared by interviewees of the study (David, Tom, Jill, Jim); however, how the preferred context in which relationships were built, whether over a cup of coffee or during workshops, meetings and other formal or informal gatherings may be unique to a culture. Consistent were the key characteristics of building positive relationships; identifying trust, respect and understanding each other's culture and not making preconceived assumptions about the other. As discussed earlier, assumptions and judgement creates cultural dissonance (VanBalkom & Wenderoth, 2007).

Building Bridges for Relationships				**Barriers or Blocking Relationships**		
Building Relationships	**Strategies Used**	**Outcomes**		**Blocking Relationships**	**Strategies Used**	**Outcomes**
Trust, honesty, humility, showing warmth and caring attitudes, inclusion	Transparency, role modelling, follow-through on promises therefore, building respect and credibility, open and including others, partnering with people. Talking about one's family in an open way in introductions (Jim, Ana). Discussing ones roots (Ana).	People typically reciprocate with the same attitudes, respect and credibility and involvement, being honest in sharing their opinions (Jim). Open discussions occurred once this had been established.		Lack of trust, dishonesty (evasive, hidden agendas), attitudes of pride, arrogance, being cold or distant, transparency exclusion (Kosova, Meg, Jill)	Mixed messages, out-right negative attitudes, statements and behaviours, closed – excluding others (Laurie, Jill, Tom, Kosova)	Confusion about how to proceed with the work, and designing new tactics, confronting the issue directly or in a polite way. Not trusting individuals if honesty and trust are not built or valued. Working only with a small exclusive circle of similar types of people (nepotism in job opportunities).
Respect, trust build bridges to credibility	Communication and actions toward others, valuing and	Builds credibility, creates a respectful, trusting		Questioning or lacking respect	Put-downs, questioning ability, education	Exclusion, distancing, disrespect, uncertainty –

	acknowledging others, speaking, transparency, working with an open door, questions are welcomed, Canadians sought input and opinions of Kosovars, i.e. What do you think? How will this work? What is the best way to do this? How would you do this? How will the community respond to this? Why would this be the case? Could you clarify this for me? Inviting people to join in, to lead, facilitate, give over ownership.	environment, confidence in self and others honestly (Ana, Carol, David, Gavin, Jill, Jim, Kirk, Kosova, Meg, Tom, Yvonne). Invites involvement and ownership. Respect, trust credibility and status were given by the Kosovar to a Kosovar colleague who was seen with internationals (Kosova, Meg, Kirk). Honouring the past and moving on (Jill, Tom)			(MoE, Dean, REO) (Meg, Kosova, Jill).	demoralizing the individual- cannot be trusted or lacking credibility. The Kosovar needed to have an international accompany him/her to a meeting and the MoE or the Dean would listen. Thwarting progress. Re-evaluation, taking another approach.
Transparency evidenced in communicatio n, modelling is evidence of consistent information and behaviours	Open sharing of information, values, telling it as it is, open door policy finding things in common, or differences that are accepted and not threatening. Receptive to any questions, answering honestly. Not having hidden agendas.	Work can proceed because people know, predictable and consistent. People outside of the organization can learn and understand what is happening. Observed through role modelling.		Closed, not sharing, distant and removed, cold. Philosophy of communist system – told to do things. Not allowed to say no (Kosova).	Keeping things close to the chest, what is said is not what is done, hidden agendas, vested interests , covering up, information is held back – (Meg, Kosova, Laurie, Jill, Tom)	Unpredictabl e and inconsistent behaviours, advancement is stymied, fear – what will occur, or will be done? (Meg, Kosova, Laurie, Jill, Tom)
Collaboration – cooperation, listening, giving voice, networking through workshops, conferences,	Kosovars working *with* KEDP staff on educators on an equal footing, although some may be in leadership positions, respect	Kosovars working ***with*** KEDP staff on an equal footing rather than ***for***, working as partners. Together negotiating and		Telling educators what to do, not deviating from the plan, not listening or giving voice, teacher or leader	Telling people what to do (Meg, Kosova) as was done in the communist system. This	Kosovars working *for rather than with* KEDP staff on an unequal footing, prestige,

going for coffee	is there and people are honoured for their contribution. Position is secondary to the work and the value of the person.	modelling democratic values and behaviours; therefore, creating a better chance for sustainability of personal and professional practices		directed	may also have become a cultural nuance (Ana).	dictatorship.
True partnership in the work – equal footing – communicatio n, collaboration, cooperation in consultation with others	Team work, i.e. with interpreter, Kosovars/Canadia ns as working partners; TTRB,	Inclusive, listening and open to input from others, decision making power Outcome of sustainable practices (Ana). Working until the job is done (Kosova).		Work is done by a select few in the organization. People pretend to work and the government pretends to pay in a communist system (Winchester)	Exclusivity is practiced behind closed doors evidenced when Kosovars were not given entrance to the Dean or MoE if they did not have an international with them (David, Kosova, Meg)	Control of what is done and by whom (The Serbian communities and educators were given direction from Belgrade, especially in the participation of workshops (Jim, Ana).
KEDP established as a learning community and a community of learners	Freedom to choose, to speak, everyone has a voice, opinions are listening too, open to asking questions, respect for all is shared and valued, open doors (David, Kosova, Meg)	Equality and equity respected, gender not an issue, democracy is practiced, dignity is given to all individuals. Builds sense of community and belonging. Gender issues were evident in the KEDP office (Jill, Kirk, Ana, Tom).		Political agenda of group determines the rules. Closed community, exclusion is practised, politicized leadership positions – only goes to individuals who belong to the party.	Election or rigged election determines who has positions; i.e. principal, MoE; Dean etc -, behind closed doors (David, Kosova, Meg)	Dictatorship. Fear, instability in the organization and government. People in positions change after election if individual is not in the same party, unless other issues over rule the decision (Ana, David)
Equality and equal opportunities for all – based on the best	Interviews by Canadians	Individual with best skills, et, is awarded the position		Old guard – acknowledged through traditions: power, status	Cultural tradition of respect, society bestows	Maintain vested interests. Dictatorship, final

skills, abilities for the position – not based on seniority				and authority or by seniority of position - taking a stance - often a negative position, or a traditional position (Jill, Laurie, Tom).	respect or prestige because of longevity of position – power is given or taken and can over-turn others decisions - who are not in this position of power	authority, change is accepted or rejected based on what old guard determines. Over-ruling decisions of others, guarding traditions. Change is blocked. Final decision made by old guard, or by blocking and default.
Building agency-oriented development	Shared responsibility and ownership of and for work and outcomes. Taught to fish – i.e. sweat-equity – involvement in work and reaping benefits of work. Locus of control is self not others.	Control is in the hands of the individual to make decisions, build and grow personally, to take on ownership of something/one and responsibility for actions; and ability to manage. End result – is sustainability. Locus of control of behaviour is owned by the individual indicating maturity and responsibility or ownership for what happens (David, Kosova, Meg). (Freire, 1996; Sen,1999; Pieterse, 2001). Anderson, & Humick , La Grange 2007)		Others are responsible, since leadership is in control in communist philosophy (Kosova, Meg).	Locus of control is others, not self; therefore, others or fate are blamed; ownership and responsibilit y for decisions is blamed on others. Does not own personal behaviours (Carol).	Fear or insecurity, oppression. Control is in the hands of others because they or fate are in position of power and control; therefore individual lacks ability to make or have input into decisions and does not take on ownership and responsibilit y. The system determines what happens (Freire, 1996; Sen,1999; Pieterse, 2001).

						Locus of control inventory indicates immaturity in understanding personal roles in taking ownership and responsibility for one's own actions.
Types of relationships: Knowing about the individual builds trust and credibility in accomplishing the work (Meg, Kosova).	Mentoring, coaching by providing support, collegial work relationship, social, friendship, partnerships, open system of relationships. Relationships may include individuals in different positions of power, status, gender, age etc. Teacher student, facilitator/leader with instructor, consultant professor, project manager and MoE, Dean, etc. (Jill, Kirk, Kosova, Meg, Ana, Tom)	Knowledge and culture are constructed socially; therefore, relationships are modelled, and personal, professional growth and development. Relationships are built, often maintained, enhanced and strengthened by mutual agreement or shared activities, through various activities determined by both parties.		Relationships are established, but for different purposes – possibly with goal of protecting vested interests, benefitting oneself and a close network of individuals	Nepotism, old guard, select few with common values and goals – closed system of relationships (Carol, Jill, Kirk, Kosova, Meg, Ana, Tom)	Knowledge and culture are constructed socially; the well-being of the community and others may not be important – self gain rules, corruption
Friendship	Through hospitality, communication, social activities or work, going for coffee (David, Meg, Kosova, Yvonne)	Personal support, network of support, caring, help, teaching, mentoring		Relationships may not be valued; therefore, are not established		
Building Bridges into cross-cultural relationships after the	Networking at conferences (Ana, Meg, Kosova) KEDP conducting workshops in the	Initially after the conflict, work was done amongst cultures who felt safe together. e		The Serbian government controlled the Serbian		

conflict	Serbian enclaves in Kosovo. Enclaves were Serbian communities that were surrounded by barbed wire and guarded by the military – with check points in place for people going through the villages.	work amongst cultures succeeded in hosting several conferences bringing all the cultural groups together. Once family and roots had been established, Serbians were receptive to the workshop.		enclaves and permission needed to be granted from Belgrade prior to KEDP engaging in inservice.		

References: Interviews, 2009; Anderson & Wenderoth, 2007, VanBalkom & Mijatovic, 2006; Freire, 1996; Pieterse, 2001; Sen, 1999) and the *Interchange* Journal, 2010)

Appendix K: Working with Interpreters

Ana explains her experiences working with interpreters, giving over leadership control and working as partners once trust and respect are established within the relationship. Characteristics and qualities of both the interpreter and the workshop leader illustrated mutual benefits to both. Ana explains:

> ... I remember doing a workshop on one of the LCI principles and Sherriff very quickly went from my interpreter to my co-facilitator. And I remember at this workshop specifically he went from co-facilitator to head facilitator where he knew exactly where I was going. He knew the example I was going to use, he knew what I was going to do with the students next and while they were working on some things he said: "I am going to continue this". And he continued the rest of the workshop in Albanian and he just let me know every once in a while what he was doing, and would just touch base with me just to make sure he was handling an actively effectively and he was doing it the way I would have done it. And to me that was a very clear indication of sustainability. Where he was eager to learn, to work with me, there was mutual respect and I was willing to give up my power, my dominance, my control as the so called expert in my situation and I am not sure that happened all the time with all of the consultants. ... [B]ut I was very eager once Sherriff or whoever it was I was working with in Serbia did that with me a couple of times, once they were confident and knew what they were doing. I didn't hold them back. I took a step back and let them continue with it. So that is the example I thought of in terms of sustainability.
> ... Giving up control to the local interpreter once I was confident in their understanding ... building confidence in the interpreter and letting them take over. It depends upon the personality. In Serbia it was different and it may not have been worth the effort. Serbia was still more regimented with communistic influences. Serbia had trained interpreters; whereas in Kosovo they were not trained and many were in the profession of education.

Knowing the language and the culture, yet being Canadian, Ana could understand and communicate with interpreters in a way that others were not able to, and be able to make sure the message was being translated correctly.

> ... There were a few times with our initial Serbian interpreter where I would listen to her and I would stop her and say: "No, that is not right". And we would get into a discussion and then she would go okay - okay.
> ...

> ... And she would explain it and after that she was much more careful with me. There were times I would go back and say it is subtle – it is nuanced, but she was leading them down the other road and I would just listen carefully, and say this is not what I meant and that is not what I said. And so somebody who wasn't knowledgeable wouldn't have a clue that very subtly they were being intentionally – it wasn't a language problem – it was a philosophy. They didn't believe in it – no – and I remember that day specifically in Prizren with a group of Roma, and after that I became much more assertive, whether I stumbled or not ... I would switch myself in Serbian. ... Interpreters have a lot of power and there is a tremendous amount of trust that they are communicating accurately, but truthfully. And the second one who I spoke about, who was also a teacher, she was always truthful and accurate and it was also because she believed in the philosophy of the project (Ana).

Gavin, Louise and Yvonne all agreed that siding with a particular cultural group over issues in the conflict created potential problems and to honour one, dishonoured the other group. It was best to focus on ones purpose for being there and "to be unbiased, non-judgemental, again it's like your own classroom" (Gavin). In Kosovo, the interpreters were not trained or professionals and at times a great debate occurred amongst the participants because of the way it was interpreted, making it difficult to refocus the discussion (Yvonne). Yvonne, Louise and Gavin suggested techniques for working with interpreters should be provided and include information about strategies that don't translate such as jokes, clichés, colloquialism, and stories that are not related to the work. Techniques were suggested such as: speaking with clarity, precision and speaking in sound bytes having content that translates well, and not chopping up the sentence. Moreover, interpreters needed to be informed about educational jargon. If an interpreter had vested interests or hidden agendas, was high powered, received preferential treatment, dilemmas could create resistance from educators (Gavin). Louise suggested that even though word for word translations were problematic, it was "better than twisting it". All agreed to the value of the learning experience, bringing clarity to their work, and working as partners in a mentoring model.