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International Educational Reform

by

Cristine Lipscomb

Senior Project

Jepson School of Leadership Studies

University of Richmond

Richmond, VA

April 1994

PHILOSOPHY ON EDUCATION



VISION: *CCF pledge that the quality of life for each and every one of our children will improve through Ten Steps To The Year 2000.*

MISSION: *"We pledge that every child enrolled in a CCF project will have access to basic education- every child will be able to read and write, and to the degree possible, the child's parents as well." (from Ten Steps To The Year 2000)*

GOAL: *Educational development serves as the foundation on which life patterns progress. The quality and exposure to formal and non-formal educational programs are indicators of the success attributed to the individual, family, and community. CCF strives to provide opportunities for individual and group development.*

SENIOR PROJECT:

**INTERNATIONAL
EDUCATIONAL
REFORM**

**CRISTINE LIPSCOMB
SENIOR SEMINAR
APRIL 20, 1994**

These three qualities are invaluable to the leader:

Compassion for all creatures

Material simplicity or frugality

A sense of equality or modesty

Compassion, sharing and equality...sustain life. This is because we are all one. When I care for you, I enhance the harmonious energy of the whole. And that is life.

From the Tao of Leadership

Introduction: A Plea for Humanity:

John Gardner sent out a plea for humanity. He claimed that there is a crisis in leadership; a lack of competent leaders to meet today's challenges. (On Leadership, 1990) One of today's foremost challenges is educational reform. Education demands the attention of leaders. By addressing the crisis in education, the crisis in leadership can be simultaneously improved.

The Jepson School curriculum is designed to teach students for and about leadership. As a student, I have enhanced my potential to alleviate the crisis in leadership and contribute to my community in leadership/ followership contexts. However, integral sources from all systems of society need to take responsibility for educational opportunities that will prepare society for global challenges in leader and follower roles.

Our society is collapsing under the side effects of educational disparity. Without the proper foundation, organizations, communities, and nations fail to renew. Leaders cannot be cultivated without the resources for multifaceted education and followers cannot take initiative without opportunities for growth. The time is past ripe. Conditions will continue to deteriorate as society withers from human suffering.

Senior Seminar Purpose; Reflections on the Journey:

The Senior Seminar is a capstone of the journey through Leadership Studies. The Senior Seminar is an opportunity to reflect upon, synthesize, and integrate the culmination of theory and practice realized during course study. The syllabus describes this seminar as a retrospective and prospective experience. "Because we are all one...and enhance the harmonious energy of the whole"(from the Tao of Leadership), I believe that the Senior Seminar in addition can be introspective and circumspective. For to me, the true gift of leadership is stepping beyond the bondage of self-interest and serving the greater needs of humanity. For when the goal is reached, "the people will say we did this ourselves"(Lao Tzu).

Senior Project Purpose: Christian Children's Fund:

My purpose in my Senior Project and throughout my lifetime is creating educational opportunities for all. Education is the basis for development. Educated individuals can become self-sufficient, independent thinkers, and supportive members of the community. Educational deficiencies undermine the quality of life for the individual, family, community, nation, and world. In an attempt to alleviate global suffering and promote equal opportunities for all, I focused my leadership potential on educational reform. Through CCF, I am able to pursue an opportunity for change by promoting the mission of education for all.

Senior Seminar Objectives:

- integrate leadership theory and practice
- reflect upon my experience at the Jepson School
- reflect upon my development and potential to serve society as a leader**
- synthesize what I have learned as a Leadership Studies major
- demonstrate the competencies that I have acquired as a Leadership Studies major

Senior Project Objectives:

“What is needed is not adjustments here and there but far-reaching reform”(“EFA 2000”, October 1993, p.5).

To promote opportunities for education for all, I worked in collaboration with the members of Child and Family Services Division to:

- Research current efforts for educational reform outside CCF, including government and not-for-profit agencies**
- Research current efforts for educational reform within CCF**
- Research educational disparity to discover malignant components of current educational programs**
- Establish target areas for improvement**
- Define goals and deadlines to achieve objectives**
- Develop literature to increase awareness for education needs**

“Education for all needs the contribution to education from all ...If we combine vision with pragmatism, political will with economic resourcefulness, international solidarity with national commitment, the expertise of educators with the fresh contributions of the media, science and technology, the business community, voluntary organizations and many others- then, and probably only then, the struggle to bring education for all can be won.”

F. Major Director,-General, UNESCO

The Importance of Education to Global Prosperity:

Educational opportunities for all is an intricate issue drawing on the skill and contributions from all contexts of society; social movements, political, formal, and not-for-profit. “Education does not work in a vacuum or in isolation from factors that have a bearing on society”(Message of Crown Prince Hassan, Jordan). Basic education involves a wide range of skills and knowledge for development and survival. Basic learning needs address the literacy, numeracy, and related cognitive skills to such areas as environmental education, family planning, spiritual values, and national values of an individual. Issues in education also include the relationship of basic education to productivity, the importance of good health and nutrition to learning success, the relationship between education and population growth, and the contribution of education to cultural identity, global sustainability, and

world peace. "When adequately educated and empowered, people are transformed into positive forces for change and progress. Literacy and basic education are the indispensable tools and steps for such empowerment"(Message of President Ershad, Bangladesh). Education can help ensure a safer, healthier and more prosperous world, while simultaneously contributing to social, economic, and cultural progress, acceptance, and international cooperation.

The Current World Order:

More than one-third of world adults- and two-thirds of those living in developing countries- are illiterate. One out of three women is illiterate, while one out of five men is illiterate. Gender disparity in education is scarring to the development of the socioeconomic and psychosocial stability of the family, community, and nation. If current trends continue, it will take women one hundred years to catch up to the educational level of men. If current trends continue, there may be one billion illiterate adults by the year 2000.("OPAM America", Spring 1992)

Approximately one-quarter of children in developing countries have no access to formal schooling. Many children are consumed by financial

responsibilities to the family, uprooted by migrant patterns, or displaced by wartime activities. The success and well-being of these children are discouraging in comparison to educated peers. By the Year 2000, some 200 million school-age children may not be attending school. ("Basic Education", 1993)

Senator Al Gore recognizes the urgency of education for sustaining the population. "Although literacy and education have always been seen as worthwhile goals, in the past they have been subordinated to the more general goal of economic development. This effort should now be given top priority."

Hope for a New World Order?

"Reform even of government is not so slow as that of schools, for there is the great preliminary difficulty of fashioning the instruments of teaching that teacher." (John Stuart Mill, 1864)

The challenge of educational reform is overwhelming, yet the rewards are extraordinary. Research shows that when citizens of developing countries receive basic education:

*A foundation is laid for the development of democratic institutions

***Families have fewer children**

***Infants and children eat more nutritious food, receive better health care, and therefore have higher survival rates**

***Citizens contribute to environmental care**

(“OPAM America”, Spring 1992)

In newly developing societies, each additional year of schooling beyond grade three or four can lead to 20% higher wages, 10% fewer births, and 10% fewer child deaths.(“Basic Education”, 1993, p.1)

Education; A Lifelong Process:

FORMAL EDUCATION-

The need is immediate. The effort must stem from collaborative sources. Individuals are in a continuous state of potential development if the foundation is laid for lifelong learning. Formal education has been a focal point for reform and a rich source for structured learning. Quality educational programs can be highly valuable sources for standardized learning. Formal education, or schooling, alone will not satisfy the educational disparity. The learning process begins at birth and is most affected in the early stages of life. The foundation for progressive

learning is set by the influence of family and environment of the child.

Early intervention and intentional instruction can have strong influence on readiness for formal schooling, value formation, and responsibility to self and others.

NON-FORMAL EDUCATION-

Most children in formal school programs spend less than six hours per school day in a classroom. The remaining learning exposure is derived from stimuli in their environment. Therefore, the role of the family, community, and other educational resources must be an integral part of the learning process. While formal schooling is fundamental to learning development, consideration must be given to children without this opportunity. Alternative and support programs should be initiated to provide education to children who have no access to primary school. The valuable role of non-formal education is underestimated.

The Christian Children's Fund recognizes the benefit of continual learning and is committed to improving access to non-formal education in worldwide projects. Through my commitment to my Senior Project and educational reform, I became more aware of the importance of non-formal education in the learning process. While non-formal education is widely

acknowledged among those concerned with education, the value of non-formal education is often discounted. In an attempt to inform and promote non-formal education, I developed a brief report to describe the aspects and value of non-formal education program to the goals of CCF.

The report and Philosophy on Education pamphlet I have organized is intended to raise awareness among CCF leaders to encourage them to include non-formal education as a priority in strategic planning. By documenting specific information about the value of non-formal education, the CCF Headquarter leaders can bring legitimacy to programs already in place and gain acceptance for proposal of increased non-formal programming in worldwide projects. (PLEASE SEE ATTACHED REPORT FOR INFORMATION CONCERNING NON-FORMAL EDUCATION)

Every person- child, youth and adult- shall be able to benefit from educational opportunities designed to meet their basic learning needs.

- World Conference on Education for All
Jomtien, Thailand 5-9 March 1990

IN SUPPORT OF NON-FORMAL EDUCATION:

Revitalized interest in basic education led to the World Conference on "Education for All" held in Jomtien, Thailand in March of 1990. Governments, inter-governmental organizations, United Nations agencies, and NGOs throughout the world made a commitment to promote efforts to offer access to basic education to meet the needs of learners by the end of the decade.

The provision of basic learning needs is the foundation for individual growth, family development, community cooperation, and national prosperity. Basic learning needs address tools (such as literacy, oral expression, numeracy, and problem solving) and content (such as knowledge, skills, values, and attitudes). Non-formal education serves children, youth, and adults through primary, secondary, and tertiary schooling, as well as adult education and vocational training. Basic education must lay the foundation for lifelong learning.

Growth and development of the individual is enhanced through formal and non-formal learning. CCF strives to encourage the individual to reach his or her highest potential through interdependent educational strategies. Formal education refers to school settings

The complex demands of society can be better addressed through multilateral cooperation in education. Active involvement of families, teachers, communities, private enterprises, government, etcetera can stimulate the basic learning needs. The potential learners must invest in the learning process to fully benefit from the educational provisions. The community is involved in planning programs and has accountability for the management and budget of the program. The community-based programs consider part-time and spare-time schedules of learners, arrange flexible learning periods, and emphasize using shorter hours more effectively. The educational material is transmitted through self-learning, group and individual work, peer-tutoring, self-paced learning and multi-age seminars. Multi-media resources such as libraries, television, and video are excellent educational resources that are integrated based on accessibility.

The effect of dynamic and interdependent educational programs should be individuals who are self-directed learners, productive and active community members. The priorities of learners must be the focus of non-formal educational strategies. Sustained usage and implementation of the knowledge, skills, and training developed in non-formal educational programs will contribute to the success of the learners. The holding power of such programs will ultimately determine the effectiveness of the individual and community.

The Role of Women In Education:

The crisis in education is directly connected to gender disparity. Two-thirds of the estimated 100 to 150 million children not attending school are girls. Three out of five women are illiterate. As previously stated, if conditions persist, it will take women another one hundred years to catch up to the literacy rate of men in some third world countries. The strategic importance of educating women is vital to the prosperity of countries. Educated mothers are more likely to delay marriage, have fewer children, and seek health care for the children they do bear. The children of educated mothers are more likely to succeed in school; more so than the children of educated fathers. Education empowers women to be active members of the family and community.

Prior to this project, I viewed gender issues as social inequity that affected participation rates of females and undermined the potential of females. Through my Senior Project on educational reform, I realized what a destructive force gender inequity is to the stability of the global society. The educational handicaps of women debilitate girls, boys, families, health, population, peace, the economy, and the nation. Education for women is a vital force to bring peace and prosperity to international

societies. If ever there was a solution to human suffering, it would be the education of all women and girls.

This issue deserves more attention than I allotted in the succinct pamphlet on education. I included a follow-up report for my supervisor that pointed out the importance of gender equity in education. Marta Quinonez is very sympathetic to this issue and concerned with this aspect of educational development. The information that I prepared for her will enable her to be more aggressive in her programs to improve educational opportunity to more women around the world. (SEE ATTACHED DOCUMENT DESCRIBING GENDER INEQUITY IN EDUCATION)

from The Economic and Social Impacts of Girls' in Developing Countries

Bangladesh, Nigeria, India and Pakistan are areas of high concern for girls' education. In lowest income countries, boys' school enrollment rate is 20 per cent higher than the enrollment rate of girls.

Women in developing countries such as Africa, South Asia, and Latin America are largely responsible for domestic food production. However women are often at a disadvantage due to lack of education and literacy. Misconceptions about the distribution of resources, misguided policies of agriculture, and lack of basic skills hinder efforts and contribute to food shortages in their native countries.

POSITIVE IMPACTS OF GIRLS' EDUCATION:(p.16)

- * Educated women participate more actively in the labor force
- * Educated women have greater chances for obtaining employment, receiving higher wages, and contributing to higher productivity in the work force
- * Educated women who are self-employed or involved in informal sector activities have greater access to vocational and training programs. This yields higher productivity and profits.
- * Educated women contribute to the quality of domestic life through production of non-marketed goods, improved child rearing practices, better family health care, greater consumer choice efficiency, and lower fertility.

CHALLENGES FACING SOCIETY THAT CAN BE ALLEVIATED BY GIRLS' EDUCATION:

- * Slow economic growth
- * severe budgetary constraints
- * chronic food shortages
- * high population growth rates
- * growing unemployment
- * poverty
- * health care
- * child care

VARIABLES INFLUENCING THE SUCCESS OF EDUCATED WOMEN:

- * age
- * cultural restrictions on women's activities
- * extent, type, and dispersal of industrialization
- * gender discrimination
- * access to land, equipment, resources, etcetera

My Motivation in Educational Reform:

“Those having torches will pass them onto others.” -Plato

As a college graduate, I have and will continue to realize the exponential payback of a college education. I have been afforded a privilege that few partake in. It is my intent to use the knowledge and skills I have been empowered with to contribute to society in such way that I can improve the life quality for those who suffer. “If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime.” The invaluable power of education is a gift of survival and success. I hope to contribute to the lives of many by empowering people to recognize their potential and contribute their talents to the betterment of their community. I see this effort as a ripple effect that can improve large scale humanitarian conditions.

My Involvement with the Christian Children’s Fund:

Christian Children’s Fund is committed to serving the needs of the global population. Education is a top priority to creating a self-sustaining society. The Christian Children’s Fund’s mission is to provide education for all by the year 2000: “We pledge...that every child in a CCF project will

Building a Partnership for Action:

In January, I came together with Marta Quinonez, Jason Schwartzman, and Shep Harder to define my purpose. Based on my interests and their needs, we worked out a mutually beneficial contract. Under this agreement, I would work with Marta toward progress for educational initiatives.

In the first stages of the project, I researched all the factors influencing global education to target strengths and weaknesses of CCF projects and outside projects. I also researched the influences that contribute to present conditions in education. The results of this study are voluminous. There has been tremendous effort from numerous sources to alleviate the crisis in education. However, the malignancies are both deeply imbedded and complex to solve. In an attempt to bring a more tangible focus on educational reform, ten critical concerns were targeted. Marta is aware that these ten issues continually resurface as concerns related to education. Her guidance was a springboard for me to delve into these topics as they related to education initiatives.

The Philosophy on Education pamphlet was developed after consideration

of information overflow. The abundance of information concerning social welfare and particularly education is overwhelming. CCF workers are bombarded with so much literature that the immediacy of much of it is lost in the shuffle. I felt that a concise and aesthetically appealing message could have greater value and potential for retention than a longer, detailed document. The ten focal points will enable leaders to address contexts and funnel energy into specified domains. In addition, it gives leaders a scope for developing action to reach education goals by the year 2000. By informing leaders of the immediacy of this problem, CCF leaders can better communicate why this mission needs to be foremost in global efforts.

The Senior Project as a Capstone Course:

The crisis in leadership touches all of humanity. However, it is particularly relevant to the course curriculum and philosophy of the Jepson School. I have always valued education. The building blocks of the mind are the tools for a lifetime of success. I am committed to getting the most from the educational opportunities available to me. At the same time, I recognize that most individuals are not afforded the same privileges.

Lessons form service learning:

I thoroughly believe that a leader should “demonstrate compassion and strive for equality”(from the Tao of Leadership). This conviction was manifest in my service learning project in the Minority Youth Appreciation Society. The Minority Youth Appreciation Society is a not-for-profit organization that provides remedial help for school-age children in after school settings. As a tutor, I instructed minority children in science, math, and reading comprehension. Through this program, I saw children increase their self-esteem, contribute to the peers’ success and welfare, and prepare themselves for lifelong learning. The value of this gift of education is unrestricted. Not only will these children be less of a burden to social welfare, but there is greater likelihood for high success rates. My instruction helped them to help themselves, and to contribute to others self-improvement. Such a ripple effect will alleviate suffering in this world.

Histories and Theories of Leadership:

Through my readings in History and Theories, I recognized the deeply imbedded problems concerning discrimination in education. Since classical times, women have met with barriers to opportunity. “Even when the path

is normally open- When there is nothing to prevent a woman from being a doctor, lawyer, civil servant, there are many phantoms and obstacles looming in her way" (Virginia Woolf). These obstacles are rooted in such institutions as the family, church, and state. Today many of these problems are still holding women back from educational advancement and leadership opportunities.

The evolution in women's education and social status is bringing more legitimacy to psychological and sociological studies. Women are active in breaking stereotypes of roles, behavior, and stratification that arrested female advancement and development of society as a whole. As women prove their skills and abilities, educational opportunities are becoming more prominent. There is much progress to be made, particularly in third world countries.

Ethics and Leadership:

The Ethics course is particularly relevant to the policy and procedures of the Christian Children's Fund. The Headquarters of CCF is based in Richmond, yet the programs extend worldwide. In researching the current practices of CCF, I was attentive to the procedures and values applied in international environments. I questioned the legitimacy of intervening in

different cultures to promote programs.

CCF operates with extreme attention to the national and cultural identity of the people it serves. The Headquarters is composed of international representatives to encourage non-partisan views and promote universal values. CCF employs native volunteers and policy makers in each international site. Policies continually emphasize programs geared to needs defined by existing environment.

The Leaders as a Change Agent:

The Leader as a Change Agent course was most crucial to my study. CCF is committed to seeking opportunities for change and improvement.

Recipients of CCF services are international and need-based. CCF must recognize need for change across diverse populations. While efforts for change are promoted by universal collaboration, attention must be given to the unique needs of each recipient.

The catalyst for change comes from CCF Headquarters and the National Offices. The administrative branch organizes the available resources and assesses the needs of CCF families and children based on feedback from project personnel. CCF Headquarters studies the environment and the

people to determine strategies for change and improvement. When the objectives have been defined, support staff are located and resources are allocated to targeted sites.

CCF project staff must consider the context and demonstrate sensitivity to cultural conditions. Change often can have devastating effects on cultures that are not acclimated or citizens that are unprepared for proposed modifications. Trust is a crucial foundation that enables project workers to begin helping the people to make changes. Communication is also critical. CCF workers must define the need for change and demonstrate how that change will benefit followers.

Project maintenance is very critical to educational reform. The follow-up is a key element that CCF must improve. CCF demonstrates admirable initiative in identifying areas that need attention and organizing opportunities for development. However, monitoring the effects for the projects, short-term and long-term, is crucial to understanding the success of the project. The recipients of CCF services should be able to demonstrate self-sufficiency and independence as a result of project opportunities. The ultimate success of the project is realized only when CCF can help people to help themselves.

Leadership and Community Organizations:

The not-for-profit field has achieved greater respect in the business world. Not-for-profit organizations are forced to take greater accountability for the ethics and conduct of the company, largely because donors demand documentation of the benefits from their money. The professionalism, knowledge of the social and business environment, and skill-level of workers rival that of well-respected for-profit companies. However, the motivation and reward in not-for-profit settings set these businesses apart.

In my experiences with the Christian Children's Fund, I have been moved by the compassion and dedication the staff demonstrates in their work and with each other. The mission to improve the welfare of children around the world sets a fire underneath them. I believe that these individuals are truly motivated to live a life of consequence and leave the world a shade more colorful for their children.

Facing the Challenge:

The realities of education for all are tangible. The creation of new

knowledge and information, the expanse of communication technology, and revitalized interest in education among world leaders are improving opportunities. The relaxation of political barriers and efforts toward global cooperation are leading to integrated learning opportunities. The stage is set for educational reform, but it will require the performance of all sectors of society to create an evolution in learning. As a leader for the twenty-first century, I can be instrumental in lighting the lamp of knowledge. In igniting the passion of leaders and followers, I intend to ratify educational disparity for global prosperity.

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