Systems Thinking in International Education and Development

Unlocking Learning for All?

The global education crisis is a complex problem that requires change from teachers, school managers, civil society, implementers, planners, governments and donors. Addressing the issues that lie beneath this crisis requires new ways of working. Systems thinking is a suite of approaches to grappling with complex problems that is beginning to gain traction in international education. This innovative book brings together new research in the nascent field of systems thinking in international education to exemplify how systems thinking offers the tools, frameworks and concepts to improve outcomes in education systems.

"This fourth volume is likely to become the authoritative book on systems thinking and systems design in education. To carry out an effective reform, we need to start thinking like a system."

Gita Steiner-Khamsi, Professor of Comparative and International Education, Teachers College, Columbia University

"This book will become a valuable companion to donors, policy makers and implementers down to the classroom level striving to provide quality learning for all children."

Dzingai Mutumbuka, First Minister of Education of Independent Zimbabwe, former Chair of ADEA, former Sector Manager at the World Bank

"Faul and Savage show how the broader understandings of 'systems thinking' apply to the education sector, and explore a series of case studies for additional insights. A valuable contribution."

Duncan Green, author of *How Change Happens*; Professor in Practice, London School of Economics, UK; Strategic Adviser, Oxfam GB

"It's hard to imagine how we've done without this book for so long."

Mark Mason, Professor, The Education University of Hong Kong

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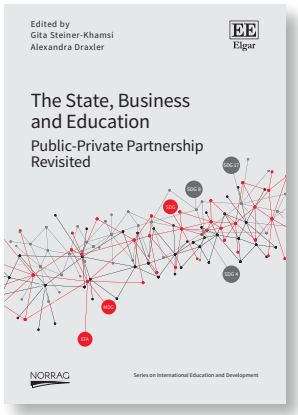
About the series: International Education and Development

The books in this series intend to generate an international debate on emerging trends in education and provide space for authors that represent diverse perspectives and knowledge communities. Reflecting the mission of NORRAG to produce, disseminate and broker critical knowledge on topical issues that emerge in education and development, the series aims to broker knowledge at the interface between research, analysis, policy and practice within the comparative, development and international education community.



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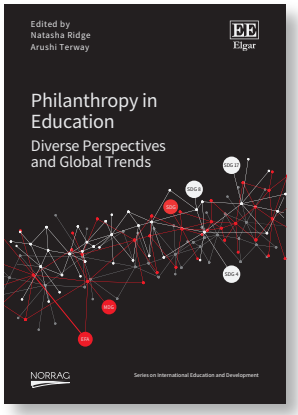

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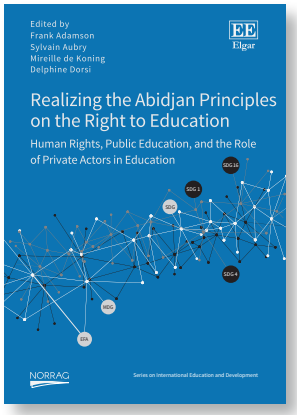

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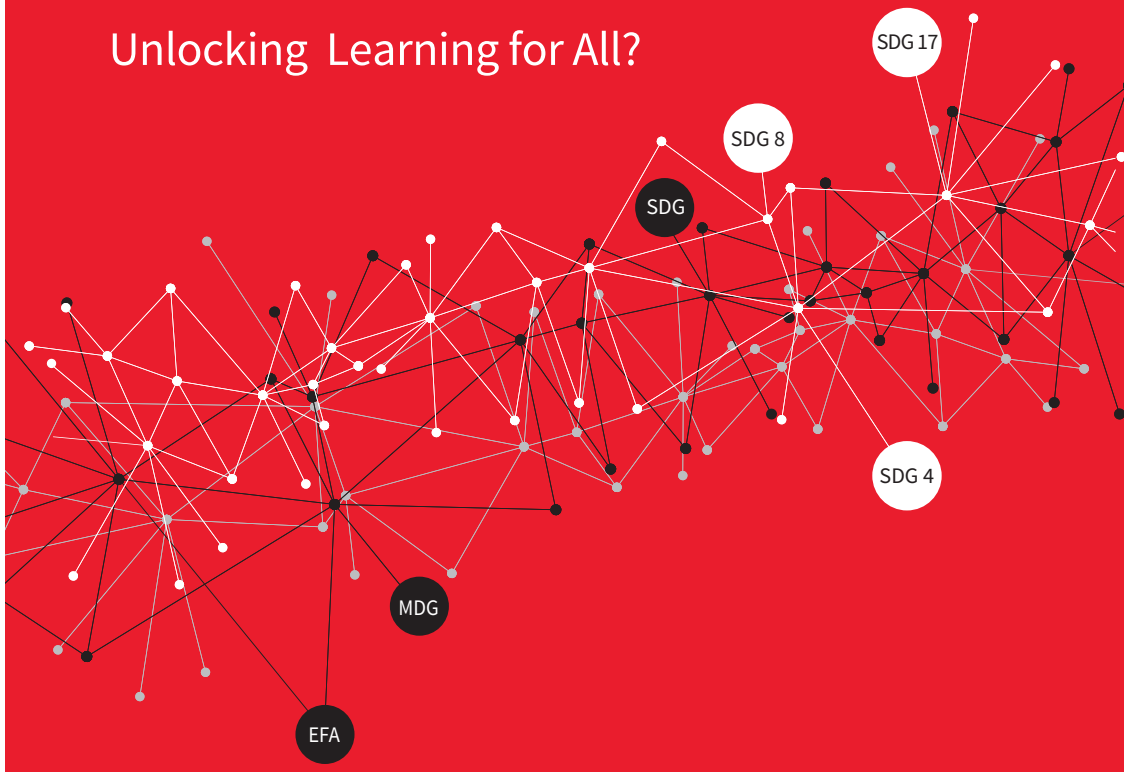

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