

University of Groningen

The normative practitioner

Blaak, Marit

DOI:
[10.33612/diss.192062455](https://doi.org/10.33612/diss.192062455)

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version
Publisher's PDF, also known as Version of record

Publication date:
2021

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Blaak, M. (2021). *The normative practitioner: adding value to organisational learning in education NGOs in Uganda*. [Thesis fully internal (DIV), University of Groningen]. University of Groningen.
<https://doi.org/10.33612/diss.192062455>

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

Stellingen

Behorende bij het proefschrift

The Normative Practitioner: Adding Value to Organisational Learning in Education NGOs in Uganda

Marit Blaak

1. Education NGOs operating in the field of lifelong learning for development in Uganda are confronted with both technical and normative complexity.
2. To navigate complexity, education NGOs need to continuously generate situated and practical knowledge that is critical of power dynamics. Organisational learning can assist organisations in generating this knowledge if these processes are rooted in reflective and adaptive epistemologies of practice.
3. NGO practitioners are already enacting elements of critical organisational learning and therefore organisational learning theories could be strengthened by taking a turn to practice.
4. The effects of critical organisational learning can be captured and fostered through field theoretical concepts such as habitus, structural and symbolic order, and positionality.
5. Argyris' approach to double-loop learning, expanded with a power-lens and tolerance to ambiguity, can set education NGOs up for critical adaptive programming amidst technical and normative complexity.
6. Double-loop learning and collective learning with external actors are mutually reinforcing.
7. If facilitated reflexively, small and fleeting collective learning spaces as well as continuous learning partnerships in the border area between NGOs and their external environment can lead to lifelong learning interventions that lead to more just, sustainable and productive outcomes.
8. Education NGOs need to seek normative legitimacy from the groups they serve. This can be supported through critical organisational learning processes in the border areas between organisational and external fields.
9. Not all solutions can be expected from education NGOs, other actors in positions of power (funders, policymakers) have the responsibility to scrutinise their role in reproducing or transforming the field and the barriers that exist towards accessing meaningful lifelong learning interventions.
10. To produce phronesis (knowledge about what is right in a given situation) Participatory Action Research should analyse practice situations through layers-of-depth (connection actions to underlying mental models) and layers-of-width (connecting actions to wider fields).