

Global Education in Norway



The European Global Education
Peer Review Process

Global Education in Norway

**The European Global Education Peer Review Process
National Report on Global Education in Norway**

GENE
GLOBAL EDUCATION NETWORK EUROPE

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Abbreviations

AOF	Workers Adult Education Association
CNS	Cafe North-South
CoE	Council of Europe
DAC	Development Assistance Committee of the OECD
DE	Development Education
DEAR	Development Education & Awareness-Raising
ESD	Education for Sustainable Development
FIVH	Future in Our Hands
FOKUS	Forum for Women and Development
GE	Global Education
GENE	Global Education Network Europe
GNI	Gross National Income
GNP	Gross National Product
IBE	International Bureau of Education (UNESCO)
ISFIT	International Student Festival in Trondheim
KUI	The Church of Norway Development Education
LAG	Latin America Group, Norway
LNU	The Norwegian Children and Youth Council
LO	The Norwegian Confederation Service of Trade Unions
LRA	Local and Regional Authorities
MDGs	Millennium Development Goals
MoE	Ministry of Education and Research
MFA	Ministry of Foreign Affairs
NGDO	Non-Governmental Development Organisation
NGO	Non-Governmental Organisation
Norad	Norwegian Agency for Development Cooperation
NSC	North-South Centre
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment
RORG	The RORG Network
SAIH	The Norwegian Students' and Academics' International Assistance Fund
TIMMS	Trends in International Maths and Science Study
UN	United Nations
UNA	United Nations Association, Norway
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VNS	Friendship North-South

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Eddie O’Loughlin & Liam Wegimont

Report Editors and Secretariat, European Global Education Peer Review Process, GENE

Executive Summary

This National Report on Global Education in Norway is part of the European Global Education Peer Review Process, which was initiated in 2002 with the purpose of increasing and improving Global Education in Europe. This report is the culmination of a Peer Review Process led by an International Peer Review Team. Through research and interviews with key stakeholders, information was gathered and critical perspectives developed about the current state of, and the future prospects for, Global Education in Norway. This year-long process, facilitated by GENE (Global Education Network Europe), was developed in partnership with the Ministry of Foreign Affairs, Ministry of Education and Research, Norway, Norad and the RORG Network, as the national counterparts in the process.

This Peer Review Report recognises the relatively strong tradition of Global Education in Norway, compared with many other countries in Europe. Norwegian support for Global Education is reflected in the range of committed organisations involved in Global Education, and the many initiatives and projects in the formal and non-formal Education sectors, and in civil society.

Chapter 1 below provides an introduction to the report and the process generally. Chapter 2 outlines the context of Global Education in Norway. Chapter 3 examines Global Education in a number of key sectors, including the formal education sector, and in civil society and other sectors. Chapter 4 provides, in summary fashion, an outline of the key observations and recommendations of the Peer Review.

There is much good work taking place in Global Education in Norway. There is a strong spirit of volunteerism, strong NGO and civil society involvement in Global Education and strong cross-party political support for global development issues. At the same time, the Peer Review Team advises that this should not be taken for granted. As with other countries in Europe, despite having a strong tradition in Global Education, public opinion polls indicate a high level of support for global development issues, but a low level of knowledge.

A key recommendation of the Peer Review is the development of a national strategy for Global Education in Norway. Such a national strategy should help improve coordination between and within relevant ministries, and with NGOs, civil society and other sectors. This process, it is suggested, could begin with the establishment of a National Committee for Global Education.

Another recommendation is that the Ministry of Foreign Affairs and Norad should use the development of the new guidelines for funding as an opportunity to streamline the funding arrangements, and enhance the quality and long term effects of Global Education, without

losing the strong participatory approach (The launch of the Summary Observations and Recommendations concerning this national report earlier in the year, allowed for this recommendation to be taken into account during the process of revising the funding guidelines). It is also recommended that “...Norad should further develop its role and capacity in the field of Global Education. In particular, it should consider developing a Global Education unit.”

With regard to ongoing curriculum development in the formal education sector, one of the recommendations is for the development of a Global Education guideline for curriculum developers.

Concerning further improving the Global Education work within civil society, the peer review recommends that “...the Ministry of Foreign Affairs and Norad might consider identifying particular high-quality NGO initiatives that could be suitable for further capacity building and up-scaling...”.

These and other key observations and recommendations of the Peer Review Process are contained in Chapter 4 of the report.

It is intended that the Peer Review recommendations contained in this report (along with others that national stakeholders might develop in response), will stimulate further debate and critical reflection on the development of Global Education in Norway, as similar Peer Reviews have done in other countries. The Peer Review team believes that there are very real challenges, but also opportunities ahead for Global Education in Norway. The Secretariat and the Peer Review Team will continue to be available to the national partners in the process, to assist with advice and support in follow-up initiatives which may arise as a result of the Peer Review and its recommendations. It is also apparent that the experience of Global Education in Norway, as highlighted in this report, will provide examples of innovation and possibilities for learning for others involved in Global Education in Europe.

GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates, and provides the secretariat, for the European Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.

Chapter 1

Introduction

Chapter 1

Introduction

1.1 The National Report on Global Education in Norway: An Introduction

The National Report on Global Education (GE) in Norway is part of the European Global Education Peer Review Process (see Section 1.2 below) initiated at the Maastricht Congress on Global Education in 2002 and facilitated by GENE.¹ This report is the sixth such national report; following previous reports on the Czech Republic, Austria, the Netherlands, Finland and Cyprus².

The report provides an overview of the current state of Global Education in Norway³ and perspectives on the prospects for increased and improved Global Education. It outlines key observations and recommendations for the future.

This first chapter provides an introduction to the National Report, along with background information about the European Global Education Peer Review Process, and about the methodology of the process with Norway. Chapter 2 situates Global Education in the contexts of Norwegian political, cultural and educational realities, and in the contexts of global development co-operation and of public awareness. It also outlines the roles of key ministries, agencies and national coordinating bodies. The third chapter provides an overview of Global Education in a number of key sectors, and highlights the work of civil society in Global Education and awareness-raising, as well as focusing on a number of case studies. The concluding chapter details the main observations and recommendations of the Peer Review.

The Norwegian National Report has been produced with the involvement of a number of national partners in the process – the Ministry of Foreign Affairs, the Ministry of Education and Research, Norad and the RORG Network. The Peer Review team comprised reviewers from Austria, Finland, The Netherlands, Germany and Poland, along with the GENE Secretariat.⁴

1 GENE has provided the Secretariat and expertise for the Peer Review Process since 2006, from 2003-2005 the North-South Centre facilitated the Secretariat of the Peer Review Process, with support from GENE.

2 Copies of these national reports are available at the GENE website www.gene.eu

3 The GENE Peer Reviews use the definition of the Maastricht Declaration on Global Education in Europe: *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.* In Norway the RORG Network in particular uses the term North-South Information, the meaning of which is discussed below.

4 The International Team which visited in March 2009 was composed of Dr. Helmuth Hartmeyer, Austrian Development Agency, Austria (chair); Ms. Liisa Jääskeläinen, Finnish National Board of Education, Finland; Dr. Professor Annette Scheunpflug, University Fredrich-Alexander, Erlangen Nurnberg, Germany; Ms. Alide Roerink, NCDO, Netherlands; Ms. Joanna Poplawska, Ministry of Foreign Affairs, Poland (Observer); and from the GENE Secretariat Mr. Eddie O'Loughlin and Mr. Liam Wegimont.

1.2 The European Global Education Peer Review Process

The European Global Education Peer Review Process was inspired by the Maastricht Declaration. The Maastricht Global Education Declaration was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15th – 17th November 2002. It outlines a number of ways in which Global Education can be improved and increased throughout Europe. The Declaration, among other policy recommendations, called on the delegates to “test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews...”⁵.

In 2003 a study was carried out⁶ to test the feasibility of developing a European Global Education Peer Review Process. The study began with a reflection on international country review processes in related or comparable fields⁷. Key questions and issues were then tried, tested and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review National Report. The report on the feasibility study, based on the initial experience in 2003 concluded that the setting up of a Europe-wide Global Education Peer Review process could be an effective mechanism for the further improvement and increase of Global Education in Europe.

Since then, as mentioned above, Global Education Peer Review processes have been carried out and national reports published on Finland, the Netherlands, Austria, the Czech Republic and now with this report, on Norway. Further national reports are planned (for example the report on Poland is next and at an advanced stage), along with continued follow-up to existing processes.

1.3 Aims of the Process

The overall aim of the Peer Review Process is to improve and increase Global Education in European countries. The immediate purpose of each national Peer Review Process is to provide international peer support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides an overview of the state of Global Education in the country, highlights good practice for national and international learning, and reflects critically in a comparative frame on the

5 The Maastricht Declaration: A European Strategy Framework for Increasing and Improving Global Education in Europe to 2015; par 5.8. For the Declaration see Appendix 2, for the report on the Congress see O’Loughlin, E. and Wegimont, L. (eds) *Global Education in Europe to 2015: Strategy, Policies and Perspectives*. Lisbon: North-South Centre, 2003. Available at www.gene.eu or www.nscentre.org

6 Eddie O’Loughlin, Policy Coordinator with GENE, carried out this feasibility study on behalf of the North-South Centre in 2003, concluding by recommending the development of a European Global Education Peer Review Process.

7 These included Council of Europe country review mechanisms such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also included peer review processes facilitated by other international organisations, including the OECD DAC peer review of development assistance. Finally, it considered independent consultant and NGO reviews such as The Reality of Aid review mechanism.

issues and challenges faced by national actors as they work to increase and improve Global Education policy, support and provision.

It is intended that national reports, and the peer review processes leading to them, will act as tools for national actors to enhance quality and impact nationally, and as a mechanism for international learning, comparative analysis, benchmarking, policymaking and improvement⁸.

1.4 Methodology & Terms of Reference of the Norwegian Peer Review

The methodology used in the Global Education Peer Review of Norway involved both desk research and country visits. Each visit involved a series of consultations with national stakeholders. The Global Education Peer Review Secretariat made visits to Norway, in September 2008 and January 2009. The main aim of these visits was to gather information and documentation, agree method and process with key stakeholders (through agreed terms of reference), develop key questions, and develop contacts in advance of the main international Peer Review visit. This visit took place in March 2009. The Terms of Reference for the process were prepared in keeping with the key aims of the process as outlined in Section 1.3 above.

The key objectives of the Global Education Peer Review of Norway, as outlined in the Terms of Reference were:

- To highlight examples of good practice of Global Education.
- To assess the state of Global Education and Awareness-Raising in terms of provision, structures, strategies and results.
- To provide an international comparative perspective on the strengths and areas of potential strategic development of Global Education.
- To make recommendations for the further improvement of Global Education in Norway.

The International Peer Review visit in March 2009 involved further meetings with key stakeholders to gather further information, to clarify key questions, test perspectives and engage in dialogue regarding initial observations and recommendations. This visit concluded with the development of initial draft observations and recommendations.

Following further reflection, the summary observations and recommendations were published and launched at a gathering in Norad of key stakeholders in June 2009. While the summary observations and recommendations are not always launched separately to the full report during the Peer Review Process, they were in this case so as to ensure that

⁸ The European Global Education Peer Review Process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review Process. Nevertheless, it is intended that the GE Peer Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than development or Global Education).

the process of development of new funding guidelines for Global Education in Norway, underway in mid-2009, would be informed by the observations and recommendations of the Peer Review.

A draft of this report (and/or the sections pertaining to their own work) was circulated to key stakeholders, for comment, prior to publication. Comments from stakeholders have been taken into account in concluding this report.

It is intended that the launch of this National Report on Global Education in Norway will stimulate further debate, as well as critical reflection on the issues dealt with in the report.

1.5 Key Concepts

Norwegian Concepts

Norway has a long tradition of Development Education and Awareness-Raising (DEAR), among the oldest in Europe. It started back in the early 1950s, as part of a national fund-raising campaign for development assistance to Kerala (India). In the 1970s, the key concepts used were “u-landsinformasjon” (meaning “information about developing countries”) or “bistandsinformasjon” (meaning “information about development assistance”). The stated aim was to increase popular knowledge of and support for Norwegian development assistance.

In the early 1990s a new concept was introduced, heralding a shift in the understanding and content of DEAR in Norway. The new concept was “North/South-information” (“Nord/Sør-informasjon”), indicating a broader development perspective (in the North as well as in the South) with increased focus on the wider North/South-relations beyond the donor/recipient-relations. This concept is widely used, while more general concepts, such as “opplysningsarbeid” or “informasjonsarbeid” (meaning “information work”), implicitly linked to global development issues, are also used by many. The substance of these concepts in Norwegian, however, is richer than the English term “information”.

When Norad funding started in the late 1970s “u-landsinformasjon” was seen by many in the context of the Nordic tradition of peoples enlightenment (“folkeopplysningstradisjonen”), initiated by the Danish teacher, writer and politician N. S. F. Grundtvig (1783-1872). Thus, the concepts used in Norway can, for a large part, be understood as linked to adult education and learning within a process of democratisation, like other concepts used elsewhere in Europe, such as development education and global learning.

Global Education Definition

GENE and the Peer Review Team uses the term “Global Education”. The definition of Global Education used is taken from the Maastricht Declaration on Global Education in Europe.

“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.”

GENE pays particular attention to Development Education. While GENE and the Peer Review Team use the term Global Education, they also welcome the use of specific national terms.

Sources: Thanks to several Norwegian colleagues from various organisations for advice on Norwegian Concepts; the Global Education definition is from the Maastricht Declaration (2003).

Chapter 2

The Context of Global Education in Norway

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2.1 Introduction

This chapter gives some perspectives on the context of Global Education in Norway. It does so by providing brief information on the Norwegian cultural, political support and public opinion contexts; also the global and international development and the educational contexts. It also looks at the institutional set-up and funding structures; and at the role of key ministries and agencies in Norway concerning Global Education.

2.2 Norwegian Cultural, Political Support and Public Opinion Contexts

The Cultural Context of Public Support

While public opinion regarding global development and development cooperation is of interest to this review, in this section we begin by remarking on broader issues of political support and indeed issues of cultural identity as they relate to the context of global and development education in Norway.

Norway, in common with many countries in a globalising world, is concerned with issues of national identity. In Norway there has been an ongoing debate about “Norwegianness” and about “Norwegian values”. The debate is relevant to, and provides a deeper context to, both the support of, and the need for increased or improved, global and development education. Therefore we reflect on this debate briefly.

While recognising that Norway is increasingly multiethnic and that to be Norwegian is to be manifold and to be a part of, and reflective of, a globalised world and culture, Thomas Hylland Eriksen, summarising Norwegian and other writing on the subject, suggests that:

*“...vital aspects of Norwegianness can be explained by the country’s history, which, by European standards, boasts a number of particular characteristics. Traditionally Norway had neither a strong landed gentry nor a solid urban Bourgeoisie, and the vast majority of Norwegians were farmers or fishermen right up to the beginning of the 20th century. This still marks Norwegians ... and Norwegians ideology regarding equality and their dislike of centralisation”.*⁹

The Norwegian cultural value of commitment to fairness, to justice and equality – indeed an adherence to an understanding of fairness, justice and equality while being equally committed to the need for consensus – is something that, from a Southern perspective,

⁹ Eriksen, Thomas Hylland. *Reflections on Norwegian Identity*, <http://folk.uio.no/geirthe/Norwegian.html> last accessed 13th May 2009.

the Argentinean social anthropologist Eduardo Archetti has noted some time ago in his contribution to an anthropological study of Norwegian culture¹⁰.

Others note that along with equality, there are other values that are typically considered as Norwegian by Norwegians. Historian Andreas Aase argues that while Norwegian values are changing and will continue to change, historically, the values of equality, moderation and nearness to nature run deep, and have tributaries that abide in the present¹¹.

For those interested in the situation and improvement of Global Education in Norway, it is important to note that the values of commitment to fairness and justice, to moderation, to consensus, to decentralisation, and to closeness to nature are all deep-seated well-springs for the approach of Global Education. It is clear that the core of Norwegian identity – changing, multi-various, globalised, but nonetheless, it seems, displaying some constants – is a deep and profound basis for Global Education.

Political Support and Public Engagement

The values mentioned above can perhaps be seen in practice in the broad political consensus that – in the view of this Peer Review – seems to be strong in Norway regarding not only the general importance of development policy debate, concern with global issues, interest in Norway's positive engagement in the world in areas such as conflict resolution, peace-building and fairer trade – but also regarding the need for increased, improved and universal Global Education. There is also evidence of strong, cross-spectrum political support for specific and valuable perspectives, steeped in an approach to world affairs based on equality and justice. This approach demands dignity for all, along with a clear commitment to a Southern perspective in development policy, participatory engagement in policymaking, strong support from government for critique of government, and broad-based policy approaches.

One Norwegian commentator sums up the political consensus thus:

“Among the major political parties there exists a well-established consensus on aid, although some important cleavages do exist. Generally, the right-wing Progress Party is sceptical to aid, whereas the most positive ones are the Socialist Party, the Christian Democrats and the Labour Party. This is an important dimension with respect to public opinion in Norway, because the consensus on the importance of ODA cuts straight through both the political centre (i.e. Labour and Christian Democrats) and the left (i.e. the Socialist Party). The nature of the political institution in question is therefore one of consensus across the left/right divide.”¹²

¹⁰ See Archetti, E. in Klausen, Arne Martin (ed) *The Norwegian Way of Being*, (1984), Oslo, Cappelen.

¹¹ Aase, Andreas, “In Search of Norwegian Values”; in Maagero, Eva and Simonsen, Birte (eds) *Norway: Society and Culture*. Portal Books, Christiansen, Norway pp 13 - 27. See also the website <http://www.culcom.uio.no/english/about/> for information about current research regarding cultural complexity in the new Norway.

¹² Bøås, Morten, *Public Attitudes to Aid in Norway and Japan*. Working paper 2002/2003, Centre for Development and Environment, University of Oslo; p.4.

Another value that many Norwegians are proud of is the commitment to voluntary effort. Norway has one of the strongest voluntary sectors in the world. According to statistics from the Institute for Social Research (ISF) almost 60 per cent of the population participates in voluntary activities. Corresponding numbers for Denmark is 35 per cent; the US 22 per cent while in France the statistics suggest that only 14 per cent of people devote time to voluntary work.¹³ In Norwegian the word for this commitment to voluntary community work is “dugnadsånd”. Difficult to translate, “dugnadsånd” connotes both the practice of volunteerism and a state of mind. This voluntaristic state of mind is, according to researchers, firmly enmeshed into the Norwegian psyche and self-understanding.¹⁴

The values mentioned above can also be seen in both public opinion polls regarding specific issues of development policy and development cooperation, and in polls regarding related issues such as environmental concern, civic engagement, and related areas, as outlined below.

The Public Opinion Context

There is clearly a growing emphasis in Norway regarding the need for a public policy debate that goes beyond issues of aid to a deeper, more informed debate on issues of development policy and global justice, and this is a perspective that, in the view of the Peer Review, seems to be shared by political leaders, officials, NGOs and broader civil society. Below we examine a selection of the available polling of public opinion focused on ODA, but also examine some other, broader related issues on which public opinion polling is available, to assess the public opinion context of Global Education in Norway.

Support for Development Cooperation

In general, support for development assistance is high among Norwegians. According to a survey conducted by Statistics Norway (2006)¹⁵ nine out of ten Norwegians are positive to the Norwegian cooperation with developing countries. Moral support for development assistance has increased from 72 per cent in 1972 to 90 per cent in 2006. Norway is also involved in development cooperation with countries in Eastern Europe, former Soviet Republics and Russia. The proportion of people who support development cooperation with these areas is slightly lower (81 per cent) than for those who support development cooperation in Africa, Asia and Latin America.

Knowledge of development cooperation and Norway’s development partners, however, is not so widespread. When asked whether they know any of the countries Norway is involved

13 Vårt Land (newspaper), “Vi er verdens mest frivillige”, November 8th 2008: <http://www.vl.no/samfunn/article3111616.ece>

14 Though there are indications that commitment to volunteerism, while relatively strong in comparison to many other countries, may also be starting to decline.

15 “Attitudes towards and knowledge about Norwegian development cooperation, strong support for development cooperation”, Statistics Norway (2006), http://www.ssb.no/english/subjects/00/01/30/uhjelphold_en/

in development cooperation with, seven out of ten surveyed do not indicate knowledge. Those who do can list three countries on average. Four out of ten (39 per cent) are quite interested in news coverage on developing countries and development cooperation, while 8 per cent are very interested.

Norwegian public opinion of, support for, and knowledge of development cooperation contains something of a contradiction at its heart. This contradiction was summed up some time ago by one researcher in the field, who characterised the paradox thus:

“Support for Norwegian ODA is remarkably high. However, it is also quite remarkable how little knowledge the general public have about Norwegian ODA”¹⁶

Support for the environment – local and global

A survey on Norwegian attitudes to the environment¹⁷ from 2007, found that more than half of those surveyed indicate concern about the problem of global warming. People surveyed also recognise that global environmental problems are more serious than local problems, while the survey does not say anything about people’s knowledge of the relationship between local and global environmental problems.

With regards to whether people grade the environment as an important concern in the decision on what party to vote for, polls from 20 years ago indicated that a significant share of the population said that the environment mattered. Following incidents of radioactive pollution due to the Chernobyl accident, reports of holes in the ozone layer and the launch of the Brundtland report, environment was high on the agenda in Norway in 1989. This was to become clear in the parliamentary elections of the same year, when more than a third of the population ranked environment as crucial for party preference. The strong focus on environment that was spurred by international conferences like the ones in Rio de Janeiro (1992) and Kyoto (1997) did not seem to influence Norwegian opinion either negatively or positively, according to Statistics Norway.

Comparing figures from 1996 and 2007, it seems that people in general have become more concerned about environmental problems, but tend to be less prepared to pay for them personally through increased income taxes.

Support for International Organisations and an International Perspective

Another finding relevant to this Peer Review and to Global Education in Norway is that people tend to support the idea of strong cooperation with the UN-system. When asked

¹⁶ Bøås, Morten, Public Attitudes to Aid in Norway and Japan. Working paper 2002/2003, Centre for Development and Environment, University of Oslo. However, it should also be added that Norway is not alone in this. Analysis of public opinion in many OECD countries indicate a high level of support for ODA, and at the same time a low level of knowledge of what is being done in this field and of the organisations involved.

¹⁷ Verdiundersøkelsen (2007): Norwegian attitudes to environment—locally and globally: <http://www.ssb.no/ssp/utg/200801/07/>

who should be responsible for a) the protection of human rights, b) protection of peace and security, c) development cooperation and d) refugees, more than 60 per cent of the respondents rank the UN as the primary institution responsible. For environment related issues, the picture is slightly different; here more than 40 per cent rank nation states as the primary stakeholder in solving these issues.

Another interesting finding in the data material is that people are ranking poverty as a more serious concern than environment. More than 60 per cent of the population think that poverty is the most urgent problem in the world, while slightly less than 20 per cent rank environment. Public commitment to supporting international peace, culture and research is reflected in the awarding of the Nobel Peace Prize in Oslo.

Support for the Millennium Development Goals (MDGs)

Norwegians support for, and knowledge about, the MDGs, has also been surveyed. This survey provides interesting information, not only about the MDGs but also about broader Norwegian public opinion regarding issues of poverty. UNDP found that knowledge of MDGs is low in Norway that people tend to believe that poverty is more serious and widespread than is actually the case, but that people wish to contribute in the fight against poverty. Only 22 per cent of the participants have ever heard about the MDGs. 77 per cent have never heard about the goals. Almost half of the participants did not know or were mistaken regarding what the MDGs were about (43 per cent).

When confronted with the question of whether poverty is a topic for debate in people's social networks, 62 per cent of the participants talk about poverty in their social circle. 89 per cent of the respondents indicated that they are ready to take action in the fight against poverty.

A similar survey was carried out by the Ministry of Foreign Affairs' (MFA) Millennium Development Goals Campaign in 2004, which also indicated that Norwegians believe that the global poverty situation is worse than DAC-statistics suggest. One out of three believed that HIV/AIDS is more widespread in developing countries than may be the case, and one out of ten believe that more than half of the population in developing countries suffer from malnutrition.

The survey was, however, criticised by the director of the RORG Network in regard to the analysis of global poverty on which it was based. The survey's statistics were built on DACs conceptualisation of developing countries that also included India and China. Because India and China are both very populated countries, aggregated statistics often become skewed and hence, do not offer a representative picture of poverty in the poorest countries. For example, the MDG campaign claimed that only 1.2 per cent of the population in developing countries are infected with HIV/AIDS while the statistics for African countries are much higher and represents a huge challenge.

In Conclusion

It is clear that Norwegian public opinion is strongly engaged with global and development policy issues, along with issues of sustainable development. This is in keeping with Norwegian cultural values and with broad political consensus and support. These are clearly positives, but these very positives can also pose challenges. It can be argued that such a consensus of public and political support, such a ‘closeness’ between civil society and public policy, can be a hindrance to more open critical debate and new thinking. Thus the Peer Review welcomes and sees as very important the willingness in Norad and the Ministry of Foreign Affairs to support and encourage critical public debate and reflection in the Global Education area.

Similar to most other OECD DAC countries, public opinion surveys while indicating strong support for global development cooperation, at the same time indicate a low level of public knowledge of the actual Norwegian development cooperation in the world. This could be argued to be a further reason of the need for continued and strengthened support for Global Education as a means of increasing public knowledge and critical public understanding of global development cooperation and broader global development issues. It also would indicate the value of greater research into why there is a lack of knowledge on these issues, and support for such research internationally.

2.3 The Global and International Development Cooperation Context.

Norway has a strong tradition of engagement in the field of development cooperation, and strong political commitment to international diplomacy, peace-building, the promotion of human rights and to development policy, development cooperation and development assistance.

Norway’s engagement in international affairs has sometimes been characterised as a “small country that punches above its weight” on the international stage. As one Norwegian commentator puts it:

“being a tiny country, vulnerable to great abuse of power and strongly dependent on foreign trade and international shipping, Norway has strong interests in the systematic arrangement of international relations. At the same time, there is also a large portion of idealism behind this aspect of Norwegian foreign policy...it reflects ideals of peace, tolerance, cooperation and international solidarity”.¹⁸

Norway’s support for ordered international relations stretches back to the League of Nations; the first Secretary General of the UN was a Norwegian, Trygve Lie, and Norway has consistently given strong support to the UN and other international organisations.

¹⁸ Borhaug, Kjetil Norway in Global Context, in Maagero, E. And Simonsen, B. (eds) Norway: Society and Culture, Portal Books, Kristainasand, Norway, 2008. pp 157, 159.

The foreign and development policy of the red/green coalition government (2005-2009) was outlined in the Soria Moria Declaration Chapter 2¹⁹. Among the most important changes from previous policies (report to the Storting (Parliament) no 35, 2003-2004), by the former coalition government (right/centre) are the emphasis on support to the UN and a stronger focus on Norway's role as a peace-promoting nation²⁰. In the Soria Moria Declaration, the Government pointed out that developing countries should be given the opportunity to develop in line with their own political priorities. Further, Norway should not pursue policies that deny to developing countries the opportunity to apply instruments that were important in the development of modern welfare states, including some degree of protectionism, selective industrialisation, creating strong domestic markets and subsistence farming.

An overall tendency in addressing issues of poverty as a matter of unequal power and economic relations between North and South should be mentioned. There is evidence of a clear critical development policy perspective, and strong political and policymaker awareness (as mentioned above) that development as a concept should not be equated with aid.

A recent White Paper on Development Policy, entitled *Climate, Conflict and Capital: Norwegian Development Policy within a Changed Space of Action*²¹, clearly distinguishes between aid, or development assistance, and development policy.

*“The term ‘development policy’ encompasses the result of political interventions and tools Norway actively apply in order to influence those factors framing development in poor countries. The initiatives taken and the messages expressed in different international contexts constitute central elements in this politic. The same goes for the consciousness with regards to the effects of domestic policy on poor countries condition for development.”*²²

The intention behind this white paper is to create a better synergy between foreign policy and development policy, as well as between foreign and domestic policies, in line with the recommendations from The Policy Coherence Commission and their conclusions outlined in the Norwegian Public Report Coherent for Development? How Coherent Norwegian

19 Soria Moria declaration (Chapter 2 on International Policy) available in English at: <http://www.regjeringen.no/en/dep/smk/documents/Reports-and-action-plans/Rapporter/2005/The-Soria-Moria-Declaration-on-Internati.html?id=438515>. The Soria Moria Declaration was the political platform or 'programme for government' that the coalition government of the Labour Party, the Socialist Left and the Centre Party negotiated in 2005 for their 2005-09 government. The Peer Review was carried out in mid 2009.

20 Over recent years Norway under successive governments has included peace and reconciliation as a major part of Norwegian Foreign Policy, see for example: <http://www.regjeringen.no/en/dep/ud/selected-topics/peace-and-reconciliation-efforts.html?id=1158>

21 White Paper no. 13: *Climate, Conflict and Capital: Norwegian Development Policy within a Changed Space of Action* (2008-2009): <http://www.regjeringen.no/nb/dep/ud/dok/regpubl/stmeld/2008-2009/stmeld-nr-13-2008-2009.html?id=545698>

22 Ibid, unofficial translation. for a preliminary English translation of the summary of this paper see: http://www.regjeringen.no/pages/2171591/PDFS/STM200820090013000EN_PDFS.pdf

Policies can assist Development in Poor Countries (NOU 2008:14)²³. The mandate of the commission was to investigate how Norway could improve policy and efforts to make sure that the pursuing of national interests would support, rather than collide with, the interests of developing countries. The scope of their work included analysis and recommendations on seven areas:

- Trade
- Investment Policies
- The International Financial Institutions and the UN
- Climate Change
- Knowledge Transfer
- Migration and Remittances
- Peace and Security²⁴

Compared to many other donor countries, Norway stands out as a committed contributor of Official Development Assistance (ODA), regularly topping the OECDs list of donors. The level of ODA from Norway has been growing steadily in recent years. In 2006 it was 0.89 per cent of GNI. The expenditure on development cooperation increased by USD 0.7 billion to 3.7 billion in 2007, or 0.95 per cent of GNI. In real terms, corrected for price and exchange rate movements, this corresponds to an increase of 13.4 per cent, mostly due to increased equity investment²⁵. The trajectory has largely continued and in 2009 the allocated target is 1 per cent of GNI for ODA, being a projected budget in 2009 of 26.2 billion NOK.

2.4 Educational Context

*Overview*²⁶

The Norwegian education system is based on principles of equity, free access, and inclusion. Norwegian governments in recent years – from across the political spectrum – have placed a high emphasis on the right of access of all people in Norway to free quality education. Norway spends 6.8 per cent of GDP on education, comparing well to the OECD average of 5.9 per cent. Expenditure on education is also seen to be relatively strong when comparing spending per student, primary to tertiary – with Norway being the third strongest globally.²⁷

23 *Coherent for Development? How Coherent Norwegian Policies can Assist Development in Poor Countries* (NOU 2008:14) <http://www.regjeringen.no/en/dep/ud/Documents/NOU-er/2008/nou-2008-14-2.html?id=538385>

24 The executive summary can be read in English here: <http://www.regjeringen.no/en/dep/ud/Documents/NOU-er/2008/nou-2008-14-2/4.html?id=538392>

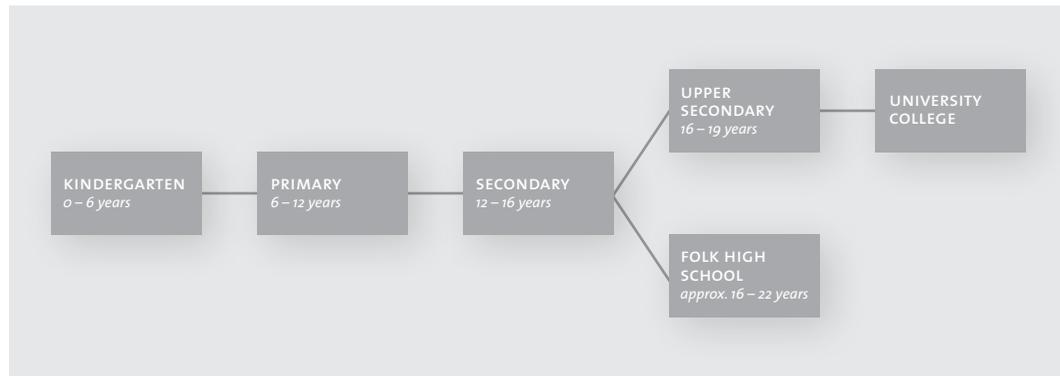
25 Statistics Norway (SSB) (2009): *ODA-figures from OECD, 2007. Decline in total development aid from OECD-countries in 2007*: http://www.ssb.no/english/subjects/12/01/10/uhjelpoecd_en/

26 Sources: Education – from Kindergarten to Adult Education, Ministry of Education and Research, Oslo, October 2008; Ministry of Education fact sheets 2008 and 2009; OECD, Education at a Glance 2008: OECD Indicators, OECD, Paris, 2008. This section is also based on research conducted by the Norwegian organisation LENT in early 2009, on behalf of GENE.

27 OECD, Education at a Glance 2008: OECD Indicators, OECD, Paris, 2008, p. 202; statistics as per 2005.

Of a population of approximately 4.8 million, more than 1,165,000 are currently engaged in education (including primary, secondary and higher levels). If kindergardens are included this rises to 1.5 million. In addition to this, approximately 1 million people participate annually in adult education courses. The educational level of the population has risen considerably in recent years. Approximately 83 per cent of people aged 25–64 have participated in non-compulsory education.

The following is a basic overview of the structure of the Norwegian School System:



Source: Graph prepared by LENT Consultancy, adapted from Norwegian Ministry of Educations and Research graph.

The Norwegian Parliament and government are responsible for deciding the goals and overarching framework of the Education system, while the Ministry of Education and Research carries out National Education Policy. Quality and standard setting is enshrined in legislation, which gives direction to, for example, national curricula and frameworks.

Along with Kindergarten (0-6 years), Primary (6-12), Secondary (12-16) and Upper Secondary (16-19), Norway boasts a proud tradition of Folk High Schools (c.16-22).

Folk High Schools

The Folk High School movement is a characteristically Nordic phenomenon which started in the middle of the 19th century in Denmark, followed by Norway, Sweden and Finland. The first Folk High School in Norway opened its doors in 1864. There are over seventy Folk High Schools in Norway, spread throughout the country, approximately 30 of them are rooted in the Christian religion, and the rest are non-religious-based. Nearly 10 per cent of Norwegian youths attend a Folk high school. In Norway, a Folk High School year is normally taken between Upper Secondary School and Higher Education. Most of the students are therefore 19 and 20 year olds. Folk High Schools conduct no formal examinations and issue no degrees. After finishing, the students receive a diploma detailing what they have participated in.

The schools prioritize school democracy, training to develop democratic attitudes and skills in active citizenship. Through a democratic perspective students learn how to participate in society and government. One way is to participate in school democracy, where students have influence. Another way is to get involved in solidarity projects run through the school. International students are encouraged to share their own values, experiences and culture with the rest of the school community. The aim is that by creating democratic meeting points stereotypes are challenged and empathy can be learned.

In recent years students have come to Norwegian schools from over 70 different countries, so this means the schools (and students) are challenged with a diversity of values, experiences and cultures. It is this which the Folk High Schools call “learning for life”. In addition, through solidarity projects and a focus on each ones role as an active citizen, the schools try to expand the interaction between different people, different opinions, and different values. Thus the students’ own opinions and values are confronted, trying to make the students more aware of the choices they make for themselves.

The schools offer more than 300 different courses, some of which have a direct link to Global Education.

For further information see: www.folkehogskole.no

Current Issues and Debates

A number of debates are currently engaging the Norwegian education system – debates that provide a context also for the integration of Global Education into the system. These include:

Educational skills and competencies

PISA, TIMSS and other international tests have been used as benchmarks and influence the debate on education in Norway. As elsewhere, there is increasing interest and reflection on what level of emphasis should be put on different educational skills and competencies. In the most recent educational reform for the compulsory school, there was a clear shift from focusing on the contents and process to a focus on competence aims, partially in response to these results and the ensuing debate. There is a debate regarding the need to increase the focus on certain skills and competencies.

Norwegian policymakers also seem to have a rightly critical view of any testing that does not take account of broader issues and perspectives in education such as civic engagement. Voluntarism and other core Norwegian values – such as the fostering of creativity or of closeness to nature – continue to be central to educational policy in Norway, even if they are not measured by these types of international comparative testing.

Change of focus from quality in process to quality in results

Some researchers argue that, in a related development to that mentioned above, Norway has gone from emphasising the quality in the process to emphasise the quality in results. The educational system in Norway has long had solidarity, equality and social fellowship as its overarching aims. The general core curriculum (that came in 1993) was meant to secure these aims when the curriculum became more influenced by goals and results from globalisation in the 90s.

The need to improve the quality of teaching

Some argue that what are perceived poor results in the international tests like PISA, are due to lack of teaching skills. Other point to the fact that the teachers status in society has changed, leading less qualified people to be educated as teachers, which in turn lowers the quality of teaching. Apparently there are few studies to support this, but the status of the teacher appears to have changed radically. Some studies have found that teachers rate the status on their occupation lower than the rest of the society (Gov. Prop 11: 2008, 83).

The current government²⁸ has proposed several measures to combat this:

“The government also proposes spending around NOK 100 million in 2009 on various measures to improve teacher-training. More newly qualified teachers will be mentored, and 180 new students will be admitted to teacher education. Around the turn of the year 2008 – 2009, the government will present a white paper on the role of teachers and teacher training, which will set out in greater detail various measures to improve the quality of teacher training and increase recruitment to the profession.”²⁹

The broad scope of Norwegian education

Norwegian compulsory education has a very broad scope of interest. From being an institution with a fairly precise mandate for teaching, many teachers argue that they have been imposed with increasing duties regarding upbringing and social caretaking, which used to be parental duties. Critics argue that the last decades emphasis on process, project-learning and democratic involvement has created a culture that is nurturing the social life in the classroom but may hamper learning. One professor of pedagogy, Alfred Oftedal Telhaug, expresses his concerns like this: “I am a bit worried that we are on a path to evict the oral lecturing from the classrooms because project-based teaching-methods are our preferred models”³⁰. Others regard project-based methods of teaching as very important to foster understanding for democracy and active citizenship.

²⁸ Mid-2009.

²⁹ Press release, Ministry of Education, published 07.10.2008, www.regjeringen.no/kd referring to the Budget proposals.

³⁰ Telhaug, A., Oftedal Pedagogikkfaget og norsk laererutdanning SPS-arbeidsnotat 3/2008, available at www.hio.no/sps, p.6. Translation LENT.

Recent Reforms and Changes

A number of recent reforms are also worth noting. These include:

The White Paper on Teacher Education

Report to the Storting (Parliament) no. 11 (2008-2009) makes proposals for a radical overhaul of initial teacher education, and, based on a clear analysis of the challenges facing both primary, lower secondary and teacher education. This white paper puts the teacher clearly at the centre of system improvement. It proposes to improve the quality of teacher education, increase recruitment, provide greater support for new teachers, and provide for better research support. A new, dual-level Teacher Education System for primary and lower secondary teachers is proposed, with a core focus on pedagogy and knowledge of students, along with subject knowledge and didactics. The White Paper also proposes testing a 5 year Masters programme in teacher training for significant numbers, and eventually, if deemed appropriate, of all trainee teachers. (Other specific proposals contained within the reform proposals that pertain specifically to Global Education will be dealt with in more detail below).

Recent changes to the Education Act

On 9 December 2008 The Storting (Parliament) adopted a New Object Clause in Section 1-1 of the Norwegian Education Act. The New Object Clause was adopted unanimously. Concerning the new objectives of education and training, the Act now reads as follows:

“Section 1-1 The Objectives of Education and Training

- Education and training in schools and training establishments shall, in collaboration and agreement with the home, open doors to the world and give the pupils and apprentices historical and cultural insight and anchorage.
- Education and training shall be based on fundamental values in Christian and Humanist heritage and traditions, such as respect for human dignity and nature, on intellectual freedom, charity, forgiveness, equality and solidarity, values that also appear in different religions and beliefs and are rooted in human rights.
- Education and training shall help increase the knowledge and understanding of the national cultural heritage and our common international cultural traditions.
- Education and training are to provide insight into cultural diversity and respect the individual's convictions. They are to promote democracy, equality and scientific thinking.
- The pupils and apprentices are to develop knowledge, skills and attitudes so that they can master their lives and can take part in working life and society. They are to have the opportunity to be creative, committed and inquisitive.
- The pupils and apprentices are to learn to think critically and act ethically and with environmental awareness. They are to have joint responsibility and the right to participate.

- Schools and training establishments are to meet the pupils and apprentices with trust, respect and demands, and give them challenges that promote formation and the desire to learn. All forms of discrimination are to be combated.”³¹

While some changes in the act were precipitated by controversy regarding aspects of previous versions, it is clear from the above that the values underpinning the Norwegian Education System are very much open to, and based on values similar to those underpinning Global Education.

2.5 Institutional Set-up & Funding Structures: Key Ministries & Agencies

2.5.1 Introduction

Global Education in Norway is supported by a policy framework and by a system of funding that involves a number of ministries, agencies and organisations. In this section we outline the institutional set-up and the roles and relations between institutions and organisations involved in supporting Global Education, or DEAR (Development Education and Awareness Raising).

Development Education and Awareness Raising has a long tradition that is based on consistent policy support from the Ministry of Foreign Affairs, and based on the principles of Norway’s fundamental values in the field of international relations (as outlined above), along with a broad based approach that involves all sectors of society and is implemented by civil society. Thus the Ministry of Foreign Affairs, as part of its work in global affairs and in development policy, seeks to encourage critical public debate, deepened public knowledge, and strengthened public ownership of global development issues and of Norway’s involvement in them. And so Norway’s Development Cooperation and Foreign Policy forms a solid base for strong policy on Development Education and Awareness-Raising or North-South information. This solid base is reflected in a relatively high funding allocation compared to many other countries in Europe³².

The Ministry of Foreign Affairs organises its own work in promotion of and awareness of development policy, and devolves responsibility for the implementation of support to Global Education to Norad – the Norwegian Agency for Development Cooperation. Norad plays a key role along with MFA in providing the funding support for Global Education to the RORGs and the RORG Network, the UN Association, the big 5 NGOs, and others. Norad has a long tradition of giving support through funding for NGO initiatives, including for North-South Information, and runs a broad based and inclusive funding scheme.

³¹ We are indebted to Jan Peter Strømsheim, Ministry of Education and Research, for providing access to this text in English.

³² While relatively high vis à vis some other European funders, it must also be said that relative to Norwegian ODA/GNP, or relative to international calls to devote 3% of ODA to development education, or indeed when viewed against the task of universal access to quality global education, the allocation is in fact modest.

There is also strong support within both the Ministry of Foreign Affairs and Norad for the position that civil society needs to be supported to provide broad-based critical engagement, including critical assessment, and critique of government policy in order to ensure improvement and progress.

Norad's funding support for development education takes two forms – framework agreements with organisations that have been accepted into the framework scheme (i.e. the “RORGs”), which also includes a smaller scheme for additional funding administered in cooperation with the RORG Network; and a project agreement scheme for those organisations not involved in framework agreements.

The RORG Network brings together organisations that have framework agreements with Norad in development education (the “RORGs”). The network provides a forum for agreeing common principles and priorities and for ensuring improvement and promoting quality. The RORG Network, along with being consulted on the Norad framework agreement funding scheme, also takes part in the administration of the above-mentioned additional grants scheme. This scheme is designed to support additional activities with a special aim to stimulate innovative projects in the course of the year.

In many countries in Europe, Ministries of Foreign Affairs and their agencies responsible for development education support, while clearly taking the lead in policymaking, funding support and coordination, are also working ever more closely with Ministries of Education and their agencies (in teacher training, curriculum development, school planning, inspectorate, higher education, research, etc.) to ensure that a global, development perspective is integrated into formal and other education systems. In Norway, the Ministry of Foreign Affairs and its Agency (Norad) clearly take the lead in policy-making and funding in the field of Development Education and Awareness-Raising. It is also increasingly recognised that this must be done in consultation with other Ministries or Agencies, in particular, the Ministry of Education and Research and the Ministry of the Environment.

In Norway, the Ministry of Education and Research and the Ministry of Environment cooperate, *inter alia*, in the field of Education for Sustainable Development. The Ministry of Education and Research, in the midst of far-reaching reforms in both curriculum and teacher training, is well placed to pursue (and, as can be seen for example from their strong involvement in this Peer Review, is also open to strengthening) cooperation and coordination in favour of a strong global and development perspective. One of the Ministers having a double portfolio (Erik Solheim, Minister of the Environment and International Development) provides an interesting model in an era in which issues of Sustainable Development such as climate change are central.

We move now to a more detailed but brief introduction to each of the key ministries and organisations.

2.5.2 The Ministry of Foreign Affairs

The Ministry of Foreign Affairs describes its role as follows:

“The essential task of the Ministry of Foreign Affairs is to work for Norway’s interests internationally: to safeguard the country’s freedom, security and prosperity. Norway’s interests are determined by such factors as its geographical location in a strategically important area, its open economy, its position as a coastal state and steward of substantial marine resources, and its extensive exports of oil and gas.”

“The Ministry also works to promote peace and security, an international legal system, an economically just world order and sustainable development. Finding a solution to issues of this kind is in Norway’s interests too, while at the same time efforts in these areas are an expression of international solidarity.”³³

The Ministry of Foreign Affairs is committed to the promotion of public debate on issues of development policy, and indeed has a strong and clear perspective on the need to broaden public debate and to deepen public engagement.

Refleks – Norwegian Interests in a Globalised World

The Norwegian Foreign Minister Jonas Gahr Støre instigated the project ‘Refleks – Globalisation and National Interests. This project aims to stimulate thinking and debate about values and interests in Norway’s future foreign policy. The project culminated in a White Paper in 2009. As part of this project, a number of publications were produced, including a book by the Foreign Minister (Making a Difference, 2008) and a series of meetings was carried out at universities and workplaces around the country. On the web pages of the Ministry of Foreign Affairs, a public calendar lists different events taking place where Foreign and Development Policy is debated. Some of the meetings are also transmitted through web-TV, making the debates available for a wider audience.

Topics for the open meetings in 2007-2009 have included:

- Open meeting with Jonas Gahr Støre and Nordic colleagues (31/10-07)
- “Global Norway – Now What?” (5/12-08)
- Human Rights and Business (15/2-08)
- Transnational Organised Crime (27/2-08)
- Gender Equality and Development Policy (6/3-08)
- Freedom of Expression – Missing in Action? (7/4-08)
- The Responsibility to Protect (28/4-08)
- Where does China go and what does that mean for Norway? (17/6-08)

³³ Sourced from MFA website: www.regjeringen.no/en/dep/ud

- Open meeting with Jonas Gahr Støre: Towards a New World Order? The Role of UN and Norwegian Interests (3/9-08)
- The Policy Coherence Commission hand over their recommendations to Erik Solheim (9/9-08)
- Norwegian Security – International Legal Order and Alliance Politics (9/9-08)
- “What does China think?” (14/9-08)
- The Art of Influence – the Role of Culture in Modern Foreign Policy (30/10-08)
- Public launch of the book To Make a Difference. Reflections from a Norwegian Minister of Foreign Policy (10/11-08)
- The UN Declaration of Human Rights 60 years Anniversary: Dilemmas for Foreign Policy? (11/11-08)
- Open meeting with Jonas Gahr Støre in Tromsø: Norway towards a New Time (25/11-08)
- A World in Change – Interests and Dilemmas in Norwegian Foreign Policy (12/1-09)

As can be seen from the topics focused on and the open nature of the public debate forum, there is a strong global and critical development policy perspective contained in this initiative to deepen public debate.

As mentioned above, Norway has a combined Minister for the Environment and International Development. This dual role is perhaps symbolic of the importance placed on the links between Development Policy and issues of Sustainable Development and Environmental Concern. It also mirrors Norwegian values of strong engagement in Global Development and nearness to and concern for nature. This means that the Minister operates with staff from both the Ministry of Environment and the Ministry of Foreign Affairs (Development Cooperation).

Among the Development Policy tasks of the Ministry of Foreign Affairs, there is a strong public policy debate and Global Education dimension; some of the former and most of the latter being devolved to Norad.

According to the communication strategy of the information team within the Secretariat of the Minister for International Development, the central goal for communicating about development is the focus areas for foreign development policy outlined in the Soria Moria Declaration.³⁴ These areas are:

- Women and Gender Equality
- Good Governance and the Fight against Corruption
- Peace and Reconciliation
- The Environment and Climate Change
- Oil for Development³⁵ (programme)

³⁴ Programme for Government 2005-2009.

³⁵ The Oil for Development (OfD) initiative aims at assisting developing countries with petroleum resources (or potential) in their efforts to manage these resources in a way that generates economic growth and promotes the welfare of the population in general, and in a way that is environmentally sustainable. http://www.regjeringen.no/en/dep/ud/selected-topics/development_cooperation/Oil-for-development.html?id=446108

Furthermore, the current government has announced a stronger focus on Latin-America, West-Africa, migration issues, UN and innovative financing solutions. The government has also committed itself especially with regards to following up MDG 4 to reduce child and maternal mortality. What is highly interesting in a comparative frame is the strategy emphasis on an attitude of openness to critique and debate, as it encourages information personnel “not to avoid discussions about disagreements and paradoxes in Norwegian development policy”. It is clear that this strategy is intended to engage the public in more critical debate, rather than simply promote or advertise Norwegian development policy.

Regarding budget, the MFA devotes considerable resources to North-South information, awareness-raising and Global Education (via Norad). In 2009, the budget came from two budget headings.

From Budget 160.01 (Administration) 33.5 million NOK was devoted to information, of which 28 million NOK went to Norad. The goals of this spending included:

- Dissemination of knowledge about development policy issues
- Debate and Participation
- Information about results
- Establishment of “Development House”

It is from this budget that Norad produces the development newspaper “Bistandsaktuelt” (see more below under Norad).

From Budget 160.71 in 2009 the MFA is providing 81 million NOK for supporting NGOs and civil society in their work of North-South Information and Global Education. Of this amount, 1 million NOK is allocated by MFA to the “Refleks programme”, while the rest is administered by Norad, and provides the funding mentioned above and outlined in greater detail below, for example for the RORG Network, the “big 5 NGOs”, the UN Association, and exchange programmes.

The Ministry of Foreign Affairs also has a range of grants for information purposes concerning development issues and international cooperation that individuals and organisations can apply for directly. These include:

- *Information work about peace (3.4 million NOK, approximately 583,250 Euro)*

The purpose of the grant is to promote understanding for the importance of international cooperation in line with UNs objectives. The target groups for the information initiatives must be in Norway.

- *Analysis, policy and strategy development related to UN REDD (UN Reduced Emissions from Deforestation and Forest Degradation) (no amount specified)*

The purpose of this grant is to involve civil society actors in the work for supporting the government's climate and forest strategy, for example through information initiatives regarding the importance of UN REDD.³⁶

- *Journalist grants (no amount specified, often between 10,000– 30,000 NOK, approximately 1,100 – 3,300 Euro)*

Journalists can apply for grants and participating on the Minister for Development and Environment's official visits abroad. The purpose is to stimulate increased knowledge and debate about Norwegian development policy)

- *Information work about European cooperation (5,287 million NOK, approximately 480,000 Euro)*

As a part of the Government's strategy for Europe, this grant aims at facilitating network building among civil society actors in Norway and Europe, along with informed public debate about central political questions.

- *“Global changes, Norwegian interests and foreign policy in a new era” (250,000 NOK for each application, approximately 22,700 Euro)*

This fund supports projects aimed at stimulating debate and critical thinking regarding the values and interests underlying Norway's foreign policy going forward, under the Reflex programme (see above).

2.5.3 Norwegian Agency for Development Cooperation (Norad)

The Norwegian Agency for Development Cooperation (Norad) is a directorate under the Norwegian Ministry of Foreign Affairs (MFA). Norad's main task is to provide policy and technical advice to the Ministry regarding all aspects of development cooperation. This advice pertains to both planning and implementation of cooperation. Norad administers a small part of the ODA budget, namely that allocated for cooperation through or with civil society, on behalf of the Ministry of Foreign Affairs. Thus disbursing funds, ensuring quality and providing policy advice to the Ministry all fall within Norad's remit.

Norad adopts an open, self-critical and engaged perspective regarding the results of its work. In the 2007 report on the results of Norwegian international development cooperation, entitled “Norwegian Aid works, but not well enough”, Norad outlines a significant but modest approach:

³⁶ More information about Norway's support for UN REDD (published September 24th 2008): <http://content.undp.org/go/newsroom/2008/september/la-onu-y-noruega-se-unen-para-luchar-contra-el-cambio-climtico-en>

“As international partners, we can only contribute, but on the whole our contribution is significant, based on respect, flexibility and good quality”³⁷.

In recent years there is recognition among stakeholders of improvement in support, including increased predictability, improved expertise within Norad, and greater flexibility, dialogue and partnership.

Norad’s activities are based on the five main goals of Norwegian development cooperation:

- To combat poverty and contribute towards lasting improvements in living standards and quality of life, thereby promoting greater social and economic development and justice regionally, nationally and globally. In such development, priority must be given to employment, health and education.
- To contribute towards promoting peace, democracy and human rights.
- To promote responsible management and utilisation of the global environment and biological diversity.
- To contribute towards preventing hardship and alleviating distress arising from conflicts and natural disasters.
- To contribute towards promoting equal rights and opportunities for women and men in all areas of society³⁸.

While the Ministry of Foreign Affairs administers large scale government to government development cooperation, (to over 20 countries in Africa, Asia and Central America), Norad is responsible for the disbursement of all development cooperation funds earmarked for civil society. Norad also has the important mandate to engage in a rolling programme of evaluation of Norwegian Development Assistance, evaluating all types of development cooperation activities over time, with a focus on moving from input to results, and also with a commitment to using researchers and consultants from the South³⁹.

Included among some of the interesting and innovative initiatives in the communications strategy of Norad, is the editorially independent monthly newspaper “Bistandsaktuelt”. This newspaper is free of charge and has a circulation of approximately 20,000. Readers’ surveys suggest that a large number of teachers and 2nd and 3rd level students are among the readership. It was nominated for a prize as the best professional magazine in Norway, and recently came 2nd nationally. Extensive use is made of new communication tools such as Twitter and Blogs by Bistandsaktuelt.

37 Norwegian Aid works – but not well enough, Norad, Oslo, 2007, p.1.

38 www.norad.no

39 Evaluation Programme 2007 – 2009, and 2008 – 2010; Norad, Oslo, August 2007 and August 2009, respectively.

A current major information and education initiative being developed by Norad is the establishment of a public information centre called Development House located in central Oslo. Development House was officially opened on 28th August 2009, in the presence of the Crown Prince, Crown Princess and Minister for Environment and Development Cooperation. The centre focuses on development and global policy challenges, using innovative and interactive technology and methods. The primary target group is young students; but also the development cooperation community. The opening of the Development House has attracted much press attention, including debate regarding the nature of the endeavour.

For an overview of the grants administered by Norad, see box below:

Global Education Grants Administered by Norad (2009)

Project agreement (previously administered by the MFA) (1 year duration)

“The purpose with the agreement is to contribute to spread knowledge and interest in the public for global challenges in general and poverty eradication more specifically. The establishment and strengthening of dialogue and networking with organisations and environments in the South are important. The main target group for the information work shall be in Norway. Youth should be a target group with high priority.”

Lower application limit: 25,000 NOK (approximately 2,800 Euros)

Upper application limit: 200,000 NOK (approximately 22,400 Euros)

Framework agreement (RORG) (4 years duration)

“The objective with the framework agreements is to contribute to Norwegian NGOs voluntary information work and awareness raising about central North-South- and development issues. The grant shall stimulate increased cooperation between the South and Norwegian organisations and actors. The grant shall also enhance and develop the competence in the organisations with regards to communication and North-South and development issues.”

Lower application limit: 200,000 NOK (approximately 22,400 Euros)

Upper application limit: 1.3 million NOK (approximately 147,000 Euros)

Framework Agreement with the UN Association

Framework Agreement with the ‘Big 5’ NGOs (4 years duration)

For further information see www.norad.no

2.5.4 Ministry of Education and Research⁴⁰

The Ministry of Education and Research is responsible for the implementation of national policy in respect of education. It works to ensure an education and research system of high quality that acts as a bearer and disseminator of culture. It also insists on an education system that is inclusive. Through various departments, the Ministry works to ensure excellence in learning from Kindergarten through Primary and Secondary School and Folk High Schools to Universities and University Colleges. The Ministry is also responsible for supporting research, enabling lifelong learning, and promoting international collaboration and policy development. The Ministry is assisted in its various tasks by a number of Subordinate or Associated institutions, such as the Norwegian Agency for Quality Assurance in Education (NOKUT). The work of the Norwegian Directorate for Education and Training (EDIR) is outlined below.

The Directorate for Education and Training

The Directorate for Education and Training is a subordinate agency of the Ministry of Education and Research with responsibility for curriculum development and planning, examinations, and supervision. Based on the new curriculum initiative “The Knowledge Promotion”, the Directorate promotes curriculum development and monitors reform.

It also acts in a supervisory capacity vis à vis Norwegian school “owners” – municipalities, county authorities and private schools with a view to ensuring that the educational rights of Norwegians, young people, enshrined in legislation, are upheld. The Directorate is also responsible for the preparation of national examinations. It provides policy analysis, international comparative data (for example to PISA) and other policy relevant studies.

The Ministry of Education and Research leads a strong partnership in the field of Education for Sustainable Development with the Ministry of Environment and with Environmental NGOs. The Ministry sees the processes of curriculum reform and changes in teacher training as opportunities for Global Education – not to add new programmes to a full curriculum, but more an opportunity to emphasise the global and North-South justice dimension in related initiatives such as ESD, Intercultural Education, and Human Rights Education.

Further detailed information about the Education System is included in chapter 3 below.

2.5.5 The RORG Network

As mentioned above, the RORG Network plays an important coordinating role with Civil Society organisations in the overall structures of Global Education in Norway. An overview of the activities of the RORG Network is given in Chapter 3 below.

⁴⁰ Please see above for an overview of the formal education sector context, particularly regarding curriculum and teacher training.

2.5.6 In Summation

This institutional set-up provides necessary context for the outline of Global Education in key sectors provided in Chapter 3.

Chapter 3

Global Education in Key Sectors

Chapter 3

Global Education in Key Sectors

3.1 Introduction

This chapter provides an overview of Global Education in a number of key sectors in Norway. It outlines the work being undertaken in Global Education in the formal education system, in teacher training, and in the civil society sectors. It identifies the broad range of initiatives that are undertaken by the organisations involved in Global Education and identifies a number of challenges and opportunities.

3.2 Overview of Global Education in Formal Education

Genesis of the Current Curriculum

Turning to the development of the Norwegian Education System, historians of education see the progressive development of curricula since 1939. The Norwegian Curriculum for Compulsory School from 1939 (N39) was heavily influenced by reform pedagogy from Germany. The main focus of this curriculum was the working methods used in schools. After the Second World War there was a move to greater emphasis on content, as the focus turned more to teaching about national cultural history. The curriculum was based on the notion of *allmenndannende* (in short meaning to educate the whole of the person).

With the Norwegian Curriculum for Compulsory School from 1974 (M74) there began a period of frequent educational reforms, with a new curriculum every decade or so. It is usual to look upon these reforms as complementary to the original N39. The 1974 curriculum reforms focused on individualised child-centred teaching and in working in groups. The slogan was “learn how to learn”. The 1987 Norwegian Curriculum for Compulsory School (M87) was more or less a revision of the previous one, now focusing on local work with curricula and promoting the social values of care, solidarity and communication. The Norwegian Curriculum for Compulsory School from 1997 (L97) is said to promote more of a culture, value, and knowledge centred approach. The overarching aim was to build a national identity through focusing on a “national cultural heritage” which would lead to an all-round development of skills and personality. This curriculum took a turn again toward a more centralised management of the education system in Norway.

From 2006, the latest reform, known as The Knowledge Promotion, is the curriculum currently being introduced. It was influenced by an evaluation of L97 and also by the results from PISA, TIMSS and PIRLS. While it has a strong values base, and much scope for global learning, the “hard-skills” subjects such as mathematics, nature and science

have also been given more of a priority. (Some would argue that perhaps this comes at the cost of the more social and creative dimensions of the curriculum⁴¹).

The Current Situation regarding Global Education in the Formal Education system⁴²

The following gives a brief overview of some of the foundations of Global Education to be found in the reference documents for the formal Education Curricula at various levels.

Kindergarten

The framework plan for Kindergarten Curricula of 2006 contains a number of perspectives, particularly in the opening chapters (“The social mandate of Kindergartens” and “The content of Kindergartens”) that provide a solid foundation for Global Education.

“In addition to the majority population, Norwegian society consists of Indigenous Sámi people, national minorities and minorities with immigrant backgrounds. On account of geographic mobility and increasing internationalisation, Norwegian society is far more diverse than it was in the past. There are now many ways of being Norwegian. This cultural diversity shall be reflected in Kindergartens. Social, ethnic, cultural, religious, linguistic and economic differences in the population mean that children come to Kindergartens with different experiences. Kindergartens shall support children on the basis of their own cultural and individual circumstances.” (Framework plan for the content and tasks of Kindergarten, 2006:5)

The framework on which Kindergarten Education in Norway is based has a strong emphasis on global learning, intercultural understanding, and a global interdependence and solidarity perspective. Sustainable Development is mentioned in the section called Nature, Environment and Technology. The aim is for children to begin to understand the significance of Sustainable Development. Clearly based on a love of and experience of closeness to nature, the global justice dimension is also clearly articulated.

Compulsory Education

The Knowledge Promotion Curriculum for compulsory schooling provides a very firm basis for a strong Global Education entitlement in Norwegian schools. The need for Global Education is outlined again and again. Below we outline a number of clear indications of the centrality of the global learning perspective within the core curriculum. The introduction of the curriculum states that education:

“...must promote democracy, national identity and international awareness. It shall further solidarity with other peoples and with mankind’s common living environment, so that our country can remain a creative member of the global community”⁴³.

⁴¹ LENT Global Education in Norway Consultancy Report for GENE, March 2009. The authors cite Baune, 2007 and Engelsen, 2006 in this regard.

⁴² This analysis is informed by the work of LENT mentioned previously.

⁴³ http://www.udir.no/upload/larerplaner/generell_del/Core_Curriculum_English.pdf: page 7

This focus on international solidarity is based on a clear educational anthropology, one which sees humanity as shaping equality and solidarity:

“Education should foster equality between the sexes and solidarity among groups and across borders. It should portray and prove knowledge as a creative and versatile force, vigorous both for personal development and for humane social relations”⁴⁴.

Education also requires critical engagement with globalisation, and the fostering of intercultural understanding:

“Education must convey knowledge about other cultures and take advantage of the potential for enrichment that minority groups and Norwegians with another cultural heritage represent”⁴⁵.

“Education must (...) convey knowledge about other cultures and take advantage of the potential for enrichment that minority groups and Norwegians with another cultural heritage represent. Knowledge of other peoples gives us the chance to test our own values and the values of others”⁴⁶.

The curriculum reflects the notion that the liberally educated human being underlines the importance of an internationalist view of the world. The section called “Internationalisation and the Appreciation of Tradition states:

“The flows between nations – of ideas and instruments, of capital and commodities, of materials and machines – have become more extensive, formidable and inexorable. Our environment is affected by the pollution of other countries; our industries are subject to competition in the world market, (...). All this poses many challenges to the task of education: to combine technical know-how with human insight, (...), and to combine an international outlook with national distinction. (...). Norway’s ability to exert influence through them (networks) – to join in developing the common welfare in the world and protecting the environment of the earth – depends on the contributions our country can make internationally and the extent to which others will want to make use of them. It also depends on familiarity with other countries’ cultures and languages⁴⁷.”

The curriculum framework is also strong on environmental awareness and includes a focus on nature, the Environment and Sustainable Development:

44 http://www.udir.no/upload/larerplaner/generell_del/Core_Curriculum_English.pdf: page 10

45 http://www.udir.no/upload/larerplaner/generell_del/Core_Curriculum_English.pdf: page 11

46 http://www.udir.no/upload/larerplaner/generell_del/Core_Curriculum_English.pdf: page 12

47 http://www.udir.no/upload/larerplaner/generell_del/Core_Curriculum_English.pdf: page 30

“Human beings are a part of nature, and are constantly making decisions with repercussions not only for their own welfare, but also for other humans and for the natural environment as well. Our choices have consequences across geographic borders and across generations: lifestyle influences health; our nation’s consumption produces pollution in other countries; and our society’s waste becomes the plight of future generations⁴⁸.”

Along with the clear basis for Global Education contained within the curriculum framework, there is also a clear priority given to Global Education within the document on “general principles in education” (“Læringsplakaten”) which informs the direction of every school in Norway. Of the 11 mandatory principles that apply to every school, the following are particularly pertinent as foundations for Global Education:

“Stimulate pupils and students in their own personal development and identity, in the meaning of developing ethical, social and cultural competence and the ability to understand and participate in democracies.”

“Let pupils have a say and make conscious choices based on values and education.”⁴⁹

It is also clear that the subject curricula frameworks in a variety of subjects have ample scope for, and reference to, Global Education contained within the guiding documents on social science, religion and philosophy of life, natural science; and well as in Norwegian, Maths, Music, Food and Health and, indeed, Physical Education.

Upper Secondary

The core curriculum mentioned earlier also applies to the Upper Secondary School. This has to be taken into account when analysing the Upper Secondary Education regarding Global Education. Global Education seems to become more prevalent within each of the programme studies. This way, Global Education is more a “matter of choice”, when a student chooses his or her path in Upper Secondary School.

For example, an option in the specialisation for general studies, is the programme subject called “Languages, Social Sciences and Economics Studies”. Global Education is an important part of this programme, both in terms of objectives, content, basic skills and competence aims.

The objectives of Languages, Social Sciences and Economic Studies are described thus:

48 http://www.udir.no/upload/larerplaner/generell_del/Core_Curriculum_English.pdf: page 37

49 http://www.udir.no/templates/udir/TM_Artikkel.aspx?id=2112

“To live in fellowship with others entails the ability to adapt to community norms as well as individuals’ desire for freedom through personal choice. Where the needs of society and individual preferences intersect, the question often arises as to what a society ought to be and how it should be organised in order to safeguard human rights and the welfare of its citizens as well as possible”.

Another programme subject “Politics, the Individual and Society” states that the programme subject:

“shall generate knowledge, develop skills and foster attitudes related to life and living together with others in a society. It shall stimulate the pupil to think, comprehend and reflect on the interaction between the individual and society. The programme subject “Politics, the Individual and Society” shall aid in developing independent individuals who learn to become better citizens through their encounter with the world at large, other cultures and teaching materials. This task invites the expansion of the individual’s tolerance for multiplicity, based on the notion that social life is not always the same for everyone. The programme subject “Politics, the Individual and Society” is an educative subject designed to stimulate involvement and democratic participation through social and value-related issues. Working with this programme, the subject shall influence and develop the pupil’s capacity for cooperation, creativity and analytical thinking. The teaching in the programme subject shall provide experience and cognition as a basis for personal growth and social development from a life-long perspective. The teaching in “Politics, the Individual and Society” shall pave the way for the use of varied learning venues and learning strategies. The programme subject shall develop competence that can serve as a basis for participation in vocational life and for further studies”.

It is clear from the above examples – of which others in other programme area subjects could also be cited – are clearly coming from a strong Global Education perspective, not only in terms of content but also in terms of educational processes and teaching and learning methods⁵⁰.

Emerging Opportunities

Moving to the situation in mid-2009, it is clear from the above that there is much scope to move from a clear commitment within curricular frameworks and school documents, to a very clear practice of entitlement to Global Education in all Norwegian schools. There is currently an ongoing implementation of the new “Knowledge Promotion” Curriculum in progress. Based on the Core Curriculum and Quality Framework, subject guidelines are currently being elaborated in programme subjects. While these may have a firm basis in values akin to Global Education it may be difficult for those elaborating guidelines to embed Global Education with the subject guidelines, and from there to ensure entitlement

⁵⁰ See www.udir.no for further details of Subject Programme Curricula. Please note that in this section we do not deal with vocational education and training. For an overview of the Folk High School see Chapter 2.

in practice. The basis is there in the curriculum – the challenge is to translate this into practice in every school. To this end, the Peer Review proposes that a “Global Education guideline” be elaborated, based on the core values of “Knowledge Promotion” and with a global learning perspective, to guide those developing the forthcoming subject guidelines⁵¹. This, together with other necessary strategies in teacher training, network support and capacity building and enhancement, could have the effect of making the Global Education vision clearly contained within the foundational documents of the Norwegian Education System, into a reality for all.

3.2.1. Civil Society and Global Education in the Formal Education Sector

Serving the formal education sector with Global Education has been one of the main areas of work of the UN Association of Norway for many decades (for a broad range of examples of this see the section below on the UNA).

However, many Civil Society Organisations input with targeted materials and initiatives concerning Global Education and the formal education sector.

Three key initiatives from the RORG Network have included:

- Input from RORG Network members to the proposed new curricula in 2005⁵²
- Establishment of a national portal in 2003-2004 for Global Education (global skole, in cooperation with the official website “skolenettet” run by the directorate for education under the Ministry of Education and Research). This was a RORG initiative in conjunction with Global.no and the UN Association);⁵³, and
- Developing with Lent (educational consultancy) a manual for NGOs on how to develop educational material for schools, adapted to the requirements of the curricula and needs of the schools.⁵⁴ In 2006 a number of RORG Network members, co-ordinated by Global.no, developed such material on different subjects and presented it jointly to schools in Norway.

One of the key civil society initiatives with schools is Operation Dayswork Norway (ODW), which is one of the largest Norwegian solidarity campaign initiatives involving young people. Every year the ODW-Day is the last Thursday in October. Norwegian students can get one day off every year (last Thursday in October) in order to do a days work, and the money they earn that day goes to the education of youth in the South. In advance of the ODW-Day, there is an International Week information campaign organised in schools.

⁵¹ For an example of a more extensive process in this sort of work from another national situation, see Honan. A. A Study of Opportunities for Development Education at Senior Cycle, Irish Aid / NCCA (nd).

⁵² see <http://www.rorg.no/Artikler/539.html>

⁵³ http://www.skolenettet.no/moduler/Module_FrontPage.aspx?id=12735&epslanguage=NO

⁵⁴ see http://www.rorg.no/RORG_samarbeidet/Skole/Veiledningsmanual/index.html

Schools are offered an educational program and lecturers (including student lecturers visiting from the South) dealing with global topics such as solidarity, equality, human rights and education, as well as information on that year's project.

3.2.2 Global Education in Teacher Training.

With the recent White Paper on teacher training, the government proposition about teacher education was presented to the Storting (Parliament) on the 6th of February 2009. The overarching purpose is to improve the teaching skills of teachers, and to ensure that their education is up to date. Global Education is an important part of the proposition. In the section 2.2.7 of the proposals, entitled "*A strengthened international and multicultural orientation*", the document suggests that:

"...it is an aim to make internationalization of education promote cultural understanding and global solidarity through increased international knowledge, experience and language skills."

Furthermore, the proposition underlines the duty of educational institutions to:

"... develop and implement internationalization at all levels..."

"...work systematically to integrate international and global aspects into the subjects and educational areas."⁵⁵

School and teacher education are important elements in a politic aiming to increase internationalization of the policy for knowledge. The global perspective is underlined in the core curriculum and general principles for education of the Knowledge Promotion. Trainee teachers must possess a good understanding of global issues and they demand new and updated knowledge. The international dimension must be apparent in the subjects, selection of syllabus literature and in all topics – a truly transversal approach.

The changes proposed in the pre-service teacher training system – which are currently being discussed in a detailed consultation process – include a strong Global Education dimension. Both the consultation process itself, and the emerging changes, are an obvious opportunity for Global Education providers to develop teacher training modules and ensure further integration of Global Education into new systems of pre-service training. Beyond the current consultation phase, the implementation phase will also provide an opportunity for advocates of a Global Education approach to further strengthen provision.

In relation to in-service teacher training, there is also a clear opportunity available. The Directorate of Education and Training provides monies to municipalities, who in turn support schools, who chose their own in-service training and further education (including

55 gov. prop 11: 2008, 26-27

accredited training). This locally based, decentralised model means that those promoting global education must, as in other countries with similar decentralised provision, ensure not only that there is adequate provision of Global Education training, but also adequate take-up – that is to say, must create the need as well as service the need.

The Faculty of Journalism within Oslo University College

The Faculty of Journalism, Library and Information Sciences at Oslo University has a strong emphasis on multicultural understanding and international solidarity within its curricula, programmes and research.

The Faculty has approximately 1,000 students and 80 staff, and offers five bachelor programmes and five master programmes in the fields of journalism, photo journalism, media and communication, non-fiction writing, library and information science, archive studies and museum exhibition studies. There is a strong international and multicultural profile, a fact that is reflected both in teaching and in research conducted at the faculty. As an example, three of the five master programmes offered by the faculty are joint master programmes offered in cooperation with universities abroad and taught in English, and much of the faculty's research is centred on multicultural communication.

A strong component of the programmes involves common training between trainee Norwegian journalists (including journalists with minority and immigrant backgrounds) and trainee journalists from partner countries in the South – with programmes taking place in both Norway and countries of the Global South such as South Africa or Pakistan, and with joint degrees in partnership with Southern academic institutions. There is also a strong and critical research interest in Norwegian media portrayal of global issues and of peoples of the South. The faculty seem to have integrated a strong Global Education dimension and perspective into the training of journalists in Norway and further afield.

Source: <http://www.hio.no/content/view/full/75354> last accessed May 13th 2009

CASE STUDY

Oslo University College, Faculty of Education and International Studies

The Oslo University College Faculty of Education and International Studies is an interesting case of the convergence of teacher training, development studies and multicultural and international studies.

The Faculty grew from an analysis, in 1986, that suggested that North-South information and education in schools was weak, and that this was both reflected in, and as a result of, a weak priority within teacher education. The impetus came both from the Brundtland Commission report, and from the teachers themselves.

Twenty years on and much has changed. North-South issues, issues of multiculturalism, and teacher training that includes a global perspective, are very much recognised as required. The faculty, which began with development studies courses within teacher training, has now grown to include a number of programmes including:

- Masters programme in Multicultural and International Education
- Masters programme on Multicultural and International Education, with a focus on international Development (NOMA);
- European Masters in Early Childhood Education and Care

Undergraduate courses in development studies and in education include a focus on education and development, migration, gender, class, culture and “Multicultural Identity in a Global World” along with others relevant to necessary teacher training on Global Education., There is also a strong emphasis on creativity, aesthetics and storytelling – equally necessary to train teachers in teaching for a global imagination.

The 4-year teacher education programme – the largest student population among teacher training colleges in Norway, with between 300 and 400 students per year – involves a 3 year bachelor degree and a fourth year prior to being fully qualified to teach. It seems to be very much embedded in a process of teacher personal development, emphasising an understanding of the role of the teacher in the school and in the world, and coming from a multi-cultural perspective. There is a diverse student population, including international students.

From the above outline it seems clear to the Peer Review that Oslo University College faculty of Education and International Studies is well placed to support the implementation of the changes proposed by the White Paper on teacher training.

3.3 Global Education in Civil Society and Other Sectors

3.3.1 Introduction

Global Education in the Civil Society Sector in Norway is very vibrant. This is reflected in the broad range of active organisations in Global Education and Awareness-Raising on North-South issues. The section begins with a brief overview of the RORG Network, as a key coordinating organisation for this sector, assisting the sector at many levels, including encouraging a focus on quality in Global Education and awareness raising.

The section then provides three case studies concerning initiatives the Peer Review considered both innovative and of interest nationally and internationally. The first case study outlines the RORG Network's own Peer Review Process, the second looks at the International Student Festival in Trondheim (ISFIT), and the third highlights activities of the Council for Africa.

Next, the section gives the reader a brief introduction to a broad cross section of civil society organisations and their Global Education activities. These include worker, church, women, youth, student and UN related organisations. The Peer Review Team met with representatives of many of these organisations during meetings in Oslo and Trondheim.⁵⁶

3.3.2 The RORG Network

The RORG Network⁵⁷ is a network of Norwegian NGOs facilitating and promoting North-South information⁵⁸ in Norway, funded by Norad. Since its establishment in the early 1990s it has played a key role in developing this field in Norway, in particular among NGOs.

The RORG Network was established in 1991/92 as a joint initiative of both Norad and the 23 civil society organisations involved at the time, with a full-time co-ordinator since spring 1992. The Secretariat now includes three full-time positions. The RORG Network currently has 42 member organisations and represents a wide diversity of Norwegian civil society, including a number of development and solidarity organisations, as well as adult education associations of political parties, national women and youth networks, church organisations, the national confederation of trade unions, and other internationally oriented organisations engaged in development.⁵⁹

56 While the Peer Review Team met with a broad cross section of organisations active in Global Education in Norway, we are aware that there are many additional relevant organisations and commendable initiatives in this field which it was not possible to include in our meetings.

57 The term RORG is an acronym for the Norwegian word rammeavtaleorganisasjon (RammeavtaleORGanisasjon), meaning an organisation with a framework agreement (rammeavtale) for funding. In the case of the RORG Network, it refers to framework agreements for funding of DEAR with the Norwegian Agency for Development Cooperation (Norad). It is used in different ways: 1) the RORG Network, is the formally established network of member organisations (RORGs), but does not include all RORGs. The RORG Secretariat is the secretariat of the RORG Network. the RORG arrangement is sometimes also used to refer to Norads funding arrangement (4 year framework agreements).

58 The key concept used within the RORG Network is North-South information.

59 In addition to NGOs in the RORG Network, Norad has agreements with five more NGOs that have chosen not to be members of the RORG Network. Furthermore, the World Magazine X, owned by four member organisations, has its own agreement with Norad.

The main areas of cooperation within the RORG Network are:

- Lobbying through political processes for increased funding and the strengthening of North-South information in Norway;
- Promoting issues of common concern related to Norad's administration of the framework agreements and;
- Stimulating debate and supporting competence building between and within member organisations on issues related to North-South information.

In addition the RORG Network runs an extensive website with information about key issues on the global development agenda and relevant Norwegian politics. It provides a news service bringing together reports and statements from national and international governmental and non-governmental actors, in particular in the South, linking it to national media focus, debate and political processes. The Peer Review noted, based on feedback from meetings, that this service is greatly appreciated by members. It also provides, in cooperation with the national North-South portal, global.no, a daily service of news clippings and debate from the major national on-line newspapers.

The RORG Network has played a key role in promoting a shift of focus in DEAR (Development Education and Awareness Raising) in Norway from a focus on aid and the situation in developing countries, aimed at promoting and increasing development assistance, to a broader development focus beyond aid promoting critical engagement and debate on development issues and development policy in a North-South perspective (North-South information). This was done through a political process on development policies in the mid 1990s, developing a new basis and understanding of DEAR to be adopted by the Government and Parliament of Norway.

Some years after the conclusion of this process, the RORG Network took the initiative to be reviewed by the South, through a South Evaluation in 2002/2003. Based on the recommendations of the South Evaluation, the RORG Network and its members engaged in in-depth reflection on the concept, content and aim of North-South information in Norway, resulting in three core papers. These have been adopted by the Annual General Meeting (AGM) as a common basis for the work of the network. These papers are:

- 1 Position Paper on North-South Information;
- 2 Position Paper on Southern Perspectives and Cooperation with the South;
- 3 The 'Be Careful-Poster' (Ethical guidelines for North-South information).

The RORG Network has clearly played a useful role in encouraging its members to focus on quality in their activities on North-South information, and to help shift the content focus from development assistance issues, towards broader global development issues.

Since the South Evaluation of the network in 2002/2003 its main area of work has been competence building within and among its members, focusing on developing conceptual clarity and developing improved relations of co-operation and partnerships with the South in the field of DEAR. Increased funding from Norad as and from 2007, based on the RORG Network strategy for 2007-2010, made possible a strengthening of the Secretariat to develop further its work on competence building. The main focus in this field has been the development of its own internal Peer Review Process between member organisations. To date, four organisations have been evaluated (See Case Study below).

The key benefits that the RORG Secretariat provides is that it promotes support for global education, tries to increase and improve funding levels and mechanisms, and facilitates focus and discussion on issues relevant to the network members, including issues of quality in North-South information.

According to its constitution, the aim of the RORG-network is:

- 1 To constitute a forum for debate on North-South information in Norway and;
- 2 To be an arena for strengthened coordination, cooperation, initiatives and mobilisation for the broadest possible range of North-South information in Norway.

The Annual General Meeting (AGM) of the RORG Network receives and acts on the annual report, adopts multi-year strategies, annual work plans and budgets, decides on policy for the organisation, admits new members and elects a board (seven members). The board exercises oversight functions in the interim period between AGMs. The members of the board are representatives from the different members of RORG, acting in their own capacities.

Funding

The RORG Network Secretariat has an annual budget of 2.2 million NOK (approximately 250,000 Euros), with which to run its services, office and administration, Peer Review Process and so on. RORG Network members apply for and receive their funding for DEAR directly from Norad. However, from 2003 the RORG Network has been involved, through a special agreement with Norad, in the administration of additional funding of development education for the RORGs, aimed at supporting innovative initiatives, broader co-operative efforts, enhanced co-operation and partnerships with the South and focus on new issues.

This additional funding mechanism was introduced in the revised guidelines from 2001 based on a recommendation in the Ministry of Foreign Affairs (MFA) evaluation of the RORGs in 1998. It was established in response to the fact that the support from framework agreements was mostly bounded by the annual development education activities in the RORGs, and a lot of the RORGs wanted the possibility to apply for some additional funding, to meet new challenges and activities that were not planned long in advance. This also gave the RORGs the possibility to plan for new cooperation among the members.

Norad's guidelines say that at least 10 per cent of the expected funding from the MFA (as approved by the Parliament) for Development Education should be used for the additional funding mechanism, and the RORGs can apply for this, in addition to the framework agreement funding.

Norad suggested that the administration of this arrangement could be done in co-operation with the RORG Network, resulting in an agreement since 2003 that the RORG Network (Board and Secretariat) based on their assessment of the applications; make a recommendation to Norad on funding. This arrangement has been the same since 2003, and was renewed through the agreement between Norad and RORG for the periods 2007 – 2010. The Board and Secretariat of the RORG Network has, in close contact and co-operation with Norad, further developed the guidelines for this arrangement.

The RORGs can apply for the additional funding twice or three times a year, normally a major round in January and the second round for applications in early autumn. This additional funding falls under five categories. In 2007 the MFA decided that half of the additional funding should be used on projects with a focus on environmental and climate issues.

Table: Summary of Additional Funding 2005-2008

	Total applications approved	1st Round	2nd Round	3rd Round
2008	26	2.5m NOK	800,000 NOK	700,000 NOK
2007	17	2m NOK	518,300 NOK	–
2006	16	2m NOK	666,000 NOK	–
2005	17	2m NOK	560,000 NOK	–

Source: *The RORG Network, May 2009.*

For more information see website: www.rorg.no

CASE STUDY

The RORG Network Peer Review Initiative

The RORG Network has developed its own Inter-Organisational Peer Review Process for its member organisations and has completed four pilot Peer Reviews, to date, in RORG organisations concerning their work on North-South information.

The four organisations involved in undergoing reviews were:

- 1 The Norwegian Students' and Academics' International Assistance Fund (SAIH);
- 2 The Norwegian Workers' Education Association (AOF);
- 3 Friendship North/South (VNS)
- 4 The Norwegian Committee for Solidarity Groups with Latin-America (LAG).

The initiative facilitates accountability and the promotion of a culture of evaluation among the organisations involved. It also helps to maintain a focus on issues of quality concerning work in this field among the broader membership of RORG Organisations.

Like any new review process, there has been a steep learning curve for the RORG Network Secretariat, and the reviewers, as well as for those organisations being reviewed. Having spoken with representatives of all three, it is clear to the GENE Peer Review that this process has been both challenging and worthwhile.

In each case the process has been considerably different. Particular organisations may require different approaches. The process used has been adapted, based on learning from one review to another. Practical matters such as changes in personnel have meant processes have had to adapt to meet these challenges. The processes have taken more time and energy than originally envisaged in some cases, but have clearly been deemed to be worthwhile.

A seminar was organised in February 2009 for all those involved to date. This highlighted both opportunities and challenges for the process, but the overall conclusions are encouraging for the further development of this initiative, as can be seen from the summary discussions. The participants recognise that the 'process' itself is often the most important part of the learning initiative, as much as the final report. Responding to such feedback, the RORG Secretariat has set up, in cooperation with a professional external partner, a course for staff and two peer review teams, on process facilitation adapted to the needs of the peer review processes within the RORG Network. Maintaining the aim of providing peer support and learning, the process may involve elements of evaluation and coaching, as well as reviewing.

The pilot reviews seemed to share a positive, constructive approach by those involved, in that they want to learn and improve in their activities. All the reviews are guided by the RORG Network position papers and their ethical guidelines (the Be Careful Poster). This is a good basis to ensure a focus on quality.

Further information is available at: www.rorg.no/RORG_samarbeidet/Evaluering/Fagfelle vurderinger/index.html

CASE STUDY

International Student Festival in Trondheim (ISFIT)

The International Student Festival in Trondheim (ISFIT) is held every second year and is organised by students on a voluntary basis. The first festival was held in 1990, the most recent was in early 2009 (20th February – 1st March), being the 10th held to date.

While the festival began as a European focused international event, it has grown to be a global festival. According to the organisers, the purpose of ISFIT is:

“to be a meeting place where ideas are born and networks are established”.

Students from all over the world can apply to attend the festival and are hosted by students and other residents in Trondheim. Applicants are asked to write a brief overview on why they wish to attend the festival, and what workshop they would like to organise. In 2009 there were eventually around 400 international participants, and approximately 400 Norwegian students involved as organisers.

The theme for the 2009 festival was ‘**Peace-building**’. The festival consists of a range of workshops on sub-themes, lectures and plenary sessions for the student attendees (members of the public can also attend the plenary sessions). Dialogue groups were formed among students coming from conflict areas. Workshop themes included: Peace as a Concept; Arms and Conflict; Governing Systems; International Trade; Health Issues; Children and Conflict; Media and Peace; Gender and Conflict; Peace Enforcement; Religion – Belief in Peace; Sports – building a Common Ground; Demobilisation, Disarmament and Reintegration; and many more relevant and interesting themes.

Many well-known world figures have participated in the plenary sessions. This year, there were 23 speakers in 10 plenary sessions, in keeping with the theme of Peace, the speakers included: Nobel Prize Laureates Desmond Tutu (South Africa), Dr. Shirin Ebadi (Iran), Ms. Betty Williams (Ireland) and Dr. Hans Blix (Sweden). As the student organisers put it:

“ISFIT is a place where leaders of today, meet leaders of tomorrow”.

At each festival a Student Peace Prize is given to a student or a student organisation. The 2009 Student Peace Prize was awarded to Human Rights activist Ms. Elkouria “Rabab” Amidane from Western Sahara. The prize included the opportunity to tour Norway giving talks to students all over the country about her experiences working in the Human Rights field. There is also a broader cultural programme, also open to the Trondheim public, run in parallel to the main programme.

The Peer Review Team considered this festival an impressive and significant initiative. In particular the spirit of volunteerism shown by the students of Trondheim involved in organising the initiative is to be commended. Undoubtedly the festival is a great learning experience for the students concerning the global themes involved, but also the process itself of organising the activities is a very valuable learning process. The festival is also strongly supported by the local and regional administration and businesses, and national authorities such as the Ministry of Foreign Affairs and Norad.

For further information see websites: www.isfit.org; www.studentpeaceprize.org

CASE STUDY

The Norwegian Council for Africa

The Norwegian Council for Africa has its origins in the Anti-Apartheid Movement, working for democracy and justice in Southern Africa. Since the collapse of Apartheid, it has broadened its focus to challenge conditions and tries to reverse misunderstandings of Africa in Norway.

It uses new technology in an innovative and creative way to bring voices from the South to Norway using a web portal on Africa, cyber seminars and blog-forums. These blog-forums and cyber seminars are time consuming to run, with a lot of editing involved, and sometimes mixed quality, but they have also resulted in some very good debate on relevant issues. They are conducted in English.

Another popular service is their Africa News Updates. A web-search twice weekly for quality news on Africa is compiled and forwarded by email as regular Africa News Updates to approximately 7,000 people in the North and South. Twice yearly the initiative also publishes a book with in-depth articles on global development issues concerning Africa.

The target audiences of the Norwegian Council for Africa are academics, journalists, politicians and Africa specialists. They have 15 member organisations.

The Peer Review was interested in this initiative and felt it has great potential, including for cooperation with others at a European level to share models of learning and perspectives on North-South information with a broader audience.

For further information see website: www.afrika.no

3.3.3 Workers, Women, Church & Other Organisations & Initiatives

AOF – Workers Adult Education Association

Established in 1931 as part of the Norwegian Labour Movement, AOF's (Workers' Adult Education Association) main target group for Global Education is members of the Labour Party (and in particular Labour Youth). The Labour Party is the biggest political party in Norway (getting approximately 30 per cent of the vote). However, AOF is educational, not political. AOF's affiliates include the national trade unions, as well as other political, social and cultural organisations within the Norwegian Labour Movement. So while it is a large organisation, the Global Education element within its work is quite targeted.

One person coordinates the work on Global Education and Awareness Raising. Traditionally the emphasis has been on trying to stimulate debate among local groups of the party at a county level. Increasingly much of the coordinator's work is done through use of the web as the key channel for making information available and stimulating dialogue among its members. With very modest financial resources available, this is considered an effective solution. AOF receives about 550,000 NOK (approximately 60,000 Euros) annually for this work from Norad.

AOF was one of the four organisations reviewed to date by The RORG Network peer review. It seems that this was considered a very useful and positive experience for AOF. A key challenge for AOF in the near future is the question of sustainability and continuity of the work in the face of forthcoming changes in personnel.

AOF was the first organisation to enter into a framework agreement with Norad for Global Education in 1976/77 (due to its nationwide outreach) and is one of several adult education organisations of political parties in Norway that since the late 1970s has been funded to support awareness of development issues among their members.

For further information see website: www.aof.no

KUI – The Church of Norway Development Education Service

The Church of Norway Development Education Service (KUI) has been in existence for over 30 years, as one of the first framework agreement organisations with Norad. KUI is also a member of the RORG Network. Approximately 82-85% of the population are members of this church (Lutheran), in 1,330 congregations in 11 dioceses.

The main goal of KUI is to strengthen the activities within the Church of Norway and its congregations for a more just world. Examples of their activities include holding seminars; developing educational and awareness raising materials; and developing North-South links.

The KUI have identified five key focus areas for the 2007-2011 period as follows:

1. **Global Worship:** This includes the exchange of songs, prayers and liturgies with sister churches in the South. An example of a specific initiative was the production of a 'Songbook of Hope', which includes songs from four continents, with one verse at least in the local language. This has proved very popular with congregations. A CD, workshops and seminars support such initiatives. They also develop special liturgical material for special days such as North-South Sunday (in October) World AIDS Day (December) and Peace and Human Rights Sunday (December).
2. **Friendship Relations, Dialogue and Cultural Meetings:** A strong emphasis is put on developing friendly relations with sister churches in the South, arrange regional seminars, and facilitate cultural visits from the South.
3. **Environment, Consumption and Justice:** For example in this area they have developed a 'Green Book' and poster on how to become a green congregation. This dealt with 50 things one could change to become more eco-friendly. All this involves awareness raising and education for congregations.
4. **Knowledge and Reflection on other North-South Issues:** Including for example on Church of Norway National Synod decisions on issues surrounding HIV and AIDS.
5. **Financial Support to Local congregations who apply for North-South Initiatives.**

KUI depends very much on the voluntary support of contacts at a regional and local level in each diocese to disseminate these messages and thinking locally. KUI does not have projects in the South, but cooperates with Norwegian Church Aid (which does), when developing relevant materials and initiatives.

For further information see website www.kui.no

Climate Seen from the South

'Climate Seen from the South' is an example of a campaign ran by a group of environmental organisations within the RORG Network. This campaign was financed through the 'additional' RORG funding scheme from Norad. It is one of the largest such initiatives in the last few years with an annual budget of over 1m NOK. The partners in this campaign included the Development Fund; Rainforest Foundation Norway; WWF; Friends of the Earth Norway; Eco-Agents; and Future in Our Hands.

This campaign aimed to highlight the danger that climate change will bring to the poor in developing countries, making them even more vulnerable than they are today. The overall aim of the campaign was to influence the debate in Norway so as to ensure that a South perspective of climate change would inform the agenda both at a political level and in the media. Some materials were also translated and shared with organisations in the South. The partners to the campaign cooperated closely together in the run-up to the Climate

conferences in Bali, Poznan and Copenhagen over the past three years. Activities included the development of seminars, reports and a website.

One of the organisations (The Development Fund) was selected to be the coordinator of the Operation Days Work Schools Initiative in 2007. This allowed an intensive campaign with schools on Climate Change in October of that year.

It seems that the organisations found cooperating on this initiative took a lot of energy and was time-consuming. While they considered they did help to shift the debate, it was also expressed that when the annual budget of approximately 1.3m NOK was divided up among the partners in this campaign, being realistic, what one can achieve with such resources is quite limited.

This year (2009) is the third year of the campaign. The organisations will decide at the end of this year whether they wish to continue the campaign for a fourth year, but expect to maintain a level of informal cooperation in any case.

The Development Fund

The Development Fund is a Norwegian NGO working with long term development assistance projects in seven countries in Asia, Africa and Latin-America. The main aim of the organisation is to help people help themselves, with projects focusing on rural development and empowerment of small scale farmers and their families.

The Development Fund also puts a strong emphasis on information and advocacy work in Norway and internationally, believing that development assistance is insufficient to achieve a more just world.

Thus in Norway, the organisation cooperates with various other NGOs and institutions to influence government policy. The Development Fund is interested in a broad range of issues such as: Norwegian Development Policy, Climate Change Mitigation and Adaptation, Agriculture Development and Food Production, Biodiversity, International Trade Agreements and Poverty Reduction.

For further information see website: www.utviklingsfondet.no

FIVH – The Future in Our Hands

The Future in Our Hands (FIVH) is a Norwegian NGO which wants to bring about comprehensive social change in Norway, and in other countries in the North and South, concerning consumption and environmental issues, as well as international solidarity generally.

FIVH has about 23,000 members in Norway and its activities include a regular magazine for members; projects such as Norwatch; and campaigns such as the Clean Clothes Campaign and Buy Nothing Day; and they also produce a number of reports and fact sheets every year. They cooperate with similar organisations internationally.

FIVH is committed to working on issues concerning both the global environment and a globally fair distribution of wealth. They believe the two are inseparably linked, in a way that requires them to work on both subjects in an integrated way. FIVH currently focuses its work around three pillars:

1. **Consumption and Quality of Life:** Create support for the need for a reduced consumption of natural resources in Norway, to protect the environment and the world's poor, create a longing in the population for a less commercialised society, and a lifestyle with a reduced focus on materialism.
2. **Fair Distribution:** Create support for global redistribution, where the poor improve their living conditions, and the rich reduce their consumption of natural resources. Work to reverse the flow of capital, which currently runs from the South to the North.
3. **Business Ethics:** Norwegian business and investments in poor countries shall contribute to levelling global inequalities, and improve environmental conditions. Environment and human rights shall not be sacrificed for the sake of business and investment profit.

Source: www.framtiden.no

Through its project Norwatch, FIVH works on ethical guidelines aimed at putting critical focus on Norway and the Norwegian enterprises as actors in poor countries. It carries out critical journalistic investigation on Norwegian businesses in developing countries. It looks at whether companies act in accordance with basic human rights, labour rights, safety and environmental standards. It also examines Norwegian investment in this regard (such as through the Government Pension Fund) and looks at issues of export and import ethics. It is an important source of information on Norwegian businesses and investment policy in the South.

The Clean Clothes Campaign pushes for decent working conditions in the clothing industry in the South. It cooperates with 13 similar national coalitions and with other partners globally. Advocacy, Awareness Raising and Education are important parts of this campaign, to reach and influence the public, students, businesses and politicians.

For further information see websites: www.framtiden.no and www.norwatch.no

FOKUS – Forum for Women and Development

Forum for Women and Development (FOKUS) is a resource centre on international women's issues and a co-ordinating body for women's organisations in Norway (currently there are 77 member organisations). FOKUS itself is a member of the RORG Network.

Its activities include administering funds for information activities on international women's issues carried out by Norwegian women's organisations. It coordinates cooperation between projects which Norwegian women's organisations have with women in the South (also Eastern Europe). It organises seminars and conferences to highlight issues of importance to women globally.

It produces a number of publications in Norwegian, including Women United (a quarterly magazine) and FOKUSnytt (monthly newsletter). They involve a lot of contributors from the South in the magazine, which has a circulation of 4,500 and is also available on their website.

For further information see website: www.fokuskvinner.no

Networkers SouthNorth

Networkers SouthNorth is a small NGO in Norway, but with a broad network of approximately 30 key contacts on four continents. The South perspective of this organisation is a good example of the thinking the Peer Review experienced in Norway where there appears to be a particularly strong emphasis on involving voices from the South as essential judges and guides of knowledge and resources for sustainable change and development.

Network SouthNorth wishes to mobilise and work in co-operation with such voices from the South, to strengthen South to South as well as South to North cooperation along with capacity in order to increase their ability to identify problems and solutions for change. The organisation emphasises that with the advent and common use of new communication technologies, such networking with and between the South is now easier than ever to pursue.

For further details see website: www.networkers.org

LO – The Norwegian Confederation of Trade Unions

The Norwegian Confederation of Trade Unions (LO) is the largest workers' organisation in Norway. About 850,000 workers are affiliated to the national unions which in turn are affiliated to LO. It is a member of the RORG Network and receives approximately 700,000 NOK annually from Norad to promote global development issues among its members. LO focuses on issues such as Labour Issues, International Solidarity, Child Labour, Migration, Climate Change, and Gender Equality.

For further information see website: www.lo.no

LAG - Latin America Group, Trondheim

The Peer Review Team met with a representative of the Latin America Group (LAG) in Trondheim. LAG is a solidarity organisation. It doesn't provide financial aid to the South;

rather LAG considers showing its support for the South is more important. LAG sends out solidarity brigades to different countries in Latin America twice a year, and young people from LAG in Trondheim have travelled to Bolivia and voluntarily worked there to contribute and learn about the situation in the country. When they return to Norway they help raise awareness about issues in the South.

In LAG Trondheim, they cooperate with the LAG work programme at a national level, but they are also quite independent. They have approximately 45 members in Trondheim. They meet regularly and facilitate lectures and cultural events on North-South issues concerning Latin America.

For more information see website: www.latin-amerikagruppene.no

3.3.4 Student & Youth Organisations Initiatives⁶⁰

Amnesty Student Organisation – Trondheim

The Amnesty University Student Organisation in Trondheim helps raise awareness among students concerning human rights issues at University and Secondary School Level. The organisers estimate they have approximately 50 active students in the society, with a further 300 who will support activities. They cooperate with and support, where they can, national and international campaigns, such as signature campaigns. They organise topical debates on North-South issues from a human rights perspective and give presentations in schools. They work closely with the Amnesty regional office; they also cooperate with the UN Association in Trondheim, and with other relevant student organisations such as Café North-South.

CNS – Café North-South, Trondheim

Café North-South is a University student organisation in Trondheim. They receive funding from the University to carry out their activities. Their main activity is the organisation of seminars in an informal setting five times each semester where they discuss North-South issues. They hold about three of these seminars per year in English to cater for international students.

Examples of issues they deal with include development policy, environmental, social, economic, and political matters, from a North-South perspective. The seminars are held in the evenings at different venues throughout Trondheim to keep the settings informal ‘café’ style. They are free for people to attend and the university funding covers light tea/coffee/ refreshments after each seminar (using fair-trade products). Attendance can vary

⁶⁰ While the youth umbrella body, The Norwegian Children and Youth Council (LNU) were unable to meet with the Peer Review Team during their visit to Norway in March, the team is conscious of their involvement in Development Education and important role as a coordinating body in this sector. They have a working group on North-South issues and assist in facilitating funding in support of these issues to member organisations. For further information on LNU see their website www.lnu.no

a lot depending on the topic but according to the organisers some events have had over 100 attendees.

Each seminar follows the same pattern, as the organisers feel they have developed a structure which works. It involves three speakers – one in favour of the topic in question; one against; and an outside specialist, followed by questions and discussion. The organisers cooperate with other relevant student organisations in the organising of some of the seminars, and get access to a meeting room for its steering group at the UN Association Offices in Trondheim.

Specialist speakers often come from NGOs or government bodies. The informal ‘café’ style of this student seminar series seems to have proved effective and popular with students over the years. The organisers again emphasised the strong volunteerism tradition among students in Trondheim.

Changemaker

Changemaker is the youth movement of Norwegian Church Aid (one of the largest NGOs in Norway). It describes itself as an advocacy movement, and its members, aged between 13 and 30, number 1,900. Based strongly on a justice perspective and with an action orientation, Changemaker seeks to identify the causes of global poverty and injustice, and then identify decision makers who can effect change and influence them.

Changemaker have a very clear way of working which, while at the activism end of the Global Education spectrum, is nevertheless very firmly based in a learning model. They work on the basis of a strongly informed activism founded on prior analysis. Changemaker develops campaigns that involve young people in demonstrations, lobbying, media work, mobilisation and alliances, as well as a method they call “stunts” – high profile, media attracting events that grab headlines, get people thinking and encourage policymaker action.

A Changemaker Stunt: Bishop is HIV Positive

One stunt which Changemaker engaged in was part of a wider campaign on HIV/AIDS. Changemaker activists turned up at the local Cathedral for Sunday services and unfurled a banner which outed the local Bishop – “The Bishop is HIV POSITIVE”. Perhaps unbeknown to innocent passers-by, the Bishop had agreed, and was part of a Campaign to reduce prejudice and tackle stigmatisations of people living with HIV/AIDS. The stunt attracted widespread coverage of the issue. Changemaker accompany stunts with information, analysis and educational materials.

Changemaker focuses on a number of specific issues: Trade Justice, Peace, Debt, Climate and HIV/AIDS. In each case they focus on action and education to effect change in policymaker’s decisions. Changemaker has a very clear focus on the effects of their work, with each area clearly identifying indicators and results.

As a youth organisation, the structures of the organisation itself also act as a conscious educational instrument, training young people in democratic processes and encouraging practical learning in successful and responsible citizenship for global change.

For further information see website: www.changemaker.no

The Norwegian Students' and Academics' International Assistance Fund (SAIH)

The Norwegian Students' and Academics' International Assistance Fund (SAIH), as its name suggests, is run by students and academics in Norway. The objective of SAIH is to assist people in accessing education in the South, especially among marginalised groups. In particular SAIH cooperates with local organisations and educational institutions in Latin America and Southern Africa.

In Norway, SAIH promotes North-South-issues through education and awareness raising initiatives, with students and academics being the main target groups. SAIH also works on influencing Norwegian Development Cooperation Policy, with a focus on promoting the importance of more and better development cooperation concerning Higher Education in the South. SAIH considers that a good system of higher education strengthens the education system as a whole, helps the economic and social development of a country, and contributes to democracy and participation.

SAIH's local chapters are active at educational institutions all over Norway and they constitute the core of the organisation. Volunteers are central in the education and awareness raising work in Norway. The Peer Review met with the SAIH student chapter in Trondheim. These students organise regular meetings and discussions open to all students at the university. In particular they organise one major debating event every semester. SAIH is financed through Norad and contributions from students and academics.

For further information see website: www.saih.no

3.3.5 UN Initiatives

UN Association (Central Office, Oslo)

Following World War Two and the establishment of the United Nations (UN) in 1945, Norway proceeded to establish an independent UN Association (UNA Norway) with regional offices throughout the country (see section on UNA regional office Trondheim, below). The purpose of UNA Norway was to inform the population about the aims and activities of the UN. Today there is a central UNA office in Oslo and six regional offices across the country. Close to 100% of the UNA Norway's funding comes from Norad.

In addition to providing information on the UN and its activities, the UNA also provides information on related and relevant international issues such as a focus on Peace, Conflict Resolution, Human Rights, and development issues generally. Each year they concentrate

on a few specific issues such as Peace and Security and the MDGs. In the past 10-15 years, there has been a tendency to focus on Africa in UNA Norway's work. The organisation aims to heighten the level of awareness about such topics among target groups, which range from schools (both students and teachers) to the media and public in general.

The formal education sector has traditionally and remains a particularly key target group for the UNA. The UNA develops teaching materials on UN and international issues, based on the needs of the curriculum at various levels. Currently, UNA Norway has more than 800 member schools, or UN schools, throughout the country, with approximately 50 per cent of Upper Secondary Schools being members. These schools pay a small fee (NOK 500) to become members of UNA, and receive some materials free of charge and special discounts for others. School Principals in particular are targeted.

UNA materials and activities for schools include:

- **UN magazine** for members; the magazine is sent out to the schools twice a year;
- **Study Trip:** Possibility to participate in a study trip for teachers in Junior High Schools and High Schools (previous trips have been to Asia and Africa, this year the trip is to the UN in New York);
- **Teaching materials:** for example on climate, UN Millennium Development Goals, and Corruption;
- **Role Play Model UN:** during a Model UN, the student participants act as delegates for a certain country to represent its views, the students learn a lot through this process;
- **UNA Norway's Mascot FN-filuren:** This mascot is intended to help attract the interest and learning of young children in Primary Schools and Kindergarden about the MDGs and related issues;
- **Websites:** The UNA Norway makes extensive and increasing use of websites to get its information across to the Norwegian public. For example Globalis.no which is an interactive world atlas, with the aim to inform about differences and similarities for people around the world, and how people affect the planet, and www.fn.no/skole
- **International Weeks:** These cooperative initiatives are organised between the UNA, municipalities, the Ministry of Foreign Affairs (MFA) and Norad. The aim is to spread information about the MDGs and other related international issues. Such a week has for example been organised annually in Bergen for many years.
- **Briefings for Teacher Training Schools:** participants receive briefings annually, regarding materials available etc.
- **Seminars & Courses for Teachers:** UNA Norway offers a variety of seminars and courses for teachers (e.g. a national seminar for Secondary and Upper Secondary teachers).
- **Influencing Development of new Curricula:** Like other NGOs, they attempted to consult and influence the new curricula (2004-5 period).

- **Annual Seminar:** They hold an annual seminar for 40 people, for Secondary and Upper Secondary levels. Topics such as Climate Change, Reconciliation, Water and Africa are discussed.

As mentioned elsewhere in this report, the UNA was also, along with UNICEF, UNDP and FK Norway, responsible for the Millennium Development Goals Campaign, on the request of the MFA (Norad later took over this mandate). The campaign lasted for three years and was finished in 2007 (see more in UNDP section below). The UNA Norway also works closely with Norad and the MFA in organising seminars and meetings across Norway in cooperation with local authorities, local businesses and civil society organisations.

For further information see websites: www.globalis.no ; and www.fn.no/skole

UN Association Trøndelag (The UNA Regional Office in Trondheim)

The UN Association Trøndelag (The UNA regional Office in Trondheim), coordinates its work closely with the central UN Association Office in Oslo.

As mentioned above, a key focus for the UN Association has traditionally been on Second Level Schools, and this continues to be an important target group but this role has changed dramatically over recent years. Back in the 1970s reaching schools with the UN message involved a lot of travel for personnel, giving presentations in schools throughout the region. Such travel has now been greatly reduced with much of the work with schools being facilitated over the internet, through the use of a number of websites such as www.globalis.no; and www.fn.no/skole.

In addition to the Secondary School Level, the regional office now also works closely with a number of University Level Student Organisations. For example they provide meeting room facilities and at times guidance based on their long experience of facilitating dialogue and debate on relevant North-South issues. Student organisations and initiatives that they cooperate and lend support to include the International Student Festival in Trondheim (ISFIT), Café North-South and UN student organisers who use their facilities.

An important date for the office every year is UN Day (24th October). Last year for example, they arranged that the UN flag was raised in every Trøndelag municipality and that member schools (FN-skoler) did the same. They also organised a quiz for schools.

The UN Association has also traditionally cooperated closely with the MFA and Norad. During the Peer Review visit to Trondheim in mid-March 2009, the UN Association Regional Office was busy organising a seminar in cooperation with Norad.

UNDP – United Nations Development Programme

The UNDP in Norway is different from most development organisations, in that its main work is about ensuring continued political and financial support for the UNDP among the government and parliament, public and media. It aims to influence decision makers in Norway. UNDP has its main office to the Nordic countries in Copenhagen, with sub-offices in Stockholm, Helsinki and Oslo.

UNDP Norway led the MDG campaign (2004-2008), along with the UN Association, UNICEF and FK Norway⁶¹, tasked by the Ministry of Foreign Affairs. They aimed to target the broader public. They made extensive use of the media, and used existing activities such as festivals (rather than creating new ones). A lot of energy was spent by the organisations in the first years of the campaign in establishing ways of working together and in developing joint strategies and messages. Awareness levels about the MDGs rose slowly from 4.5% to 9% over the course of the campaign.

Eventually the financing of the campaign was moved to Norad, who subsequently discontinued support for it. It seemed that the enthusiasm for the campaign at some levels had diminished.

For further information on the UNDP see website: www.undp.no

3.3.6 In Summation

The broad cross-section of organisations outlined above, active in Global Education in Norway, helps demonstrate the variety of players, and approaches supported in this field. The diversity, spirit of volunteerism and innovation of approach is quite impressive, in comparison to the situation in many other European countries.

61 Further information on FK Fredskorpset (The Norwegian Peace Corps) can be found at www.fredskorpset.no

Chapter 4

Observations & Recommendations

Chapter 4

Observations & Recommendations

1 Context

The European Global Education Peer Review recognises that Global Education⁶² (GE) in Norway is framed by and situated in a society which has a long tradition of critical civil society participation, widespread volunteerism, concern for justice and equity, strong commitment to inclusion, broad support for diversity and sustained social and political participation in international solidarity.

There is a long history of Global Education in Norway – one of the longest in Europe – involving engaged sectors having decades of experience. There is broad, cross-party political support, and a strong societal consensus, regarding the importance of development policy, compared to many other European countries.

The content of Global Education in Norway draws on the general values base of Norwegian society and its strong consensus on the importance of these issues.

The International Peer Review Team to Norway, following meetings with a broad range of organisations⁶³, recognise the progress and commitment to date in the field of Global Education, and would urge that this continues and be built upon.

While acknowledging the strength and long tradition of Global Education in Norway, Norwegian society, like other societies in Europe, is undergoing rapid and significant change, and a different, social, economic and political context for Global Education is emerging in Norway. Broad cross-party political support for global development issues and Global Education, and civil society values supportive of these issues, cannot be taken for granted. Experience elsewhere in Europe reinforces this view. Existing public support should be monitored and nurtured, built upon and strengthened, so that progress is not lost, but continues to develop.

2 Conceptual Issues

The Peer Review notes the strong commitment, in ministries, agencies and civil society organisations, to the importance of information and advocacy work. There is also growing recognition of the importance of long term education processes.

62 While the Peer Review uses the concept of Global Education as outlined in the Maastricht Declaration, we recognise that in the Norwegian context this involves also concepts such as North-South information, awareness-raising, etc.

63 In Oslo and Trondheim.

There is much good work going on in diverse areas of North-South information, Awareness Raising, Advocacy, campaigning, and Global Education, and much innovation from which others can learn. The Norwegian terminology and concepts such as North-South information, public awareness, engagement and enlightenment, contain understanding and insights that can contribute to broader European debates in the field.

The development of further conceptual clarity in these areas would further strengthen the quality and synergy of the work in Norway.

There is a need for further debate on conceptual clarity regarding the distinction between, difference of, overlap and potential synergy between areas such as North-South information, awareness-raising, advocacy, global learning and peoples' enlightenment.

Meanwhile, the existing strong focus on development issues within research at third level should also be enhanced by research in regard to Global Education. This could be further strengthened nationally by establishing a Chair of Global Education in an appropriate third level institution.

3 Funding Levels and Mechanism

The funding level in Norway for Global Education has been relatively strong to date. The report welcomes the strong political and institutional support for this funding – which is recognised as being predictable and relatively long-term.

Meanwhile, recent change in the funding mechanisms, leading to greater possibility of coordination as Norad facilitates the funding of all key existing players⁶⁴, means that there is now a clear opportunity to facilitate greater coherence and an increased focus on quality, results and reach across all organisations.

The Ministry of Foreign Affairs (MFA) and Norad (Norwegian Agency for Development Cooperation) should use the development of the new guidelines for funding as an opportunity to streamline the funding arrangements, and enhance the quality and long term effects of Global Education, without losing the strong participatory approach. The funding arrangements should further strengthen strategic approaches, sector-wide strategies, and should generally ensure greater quality, reach, impact, capacity and co-ordination. The frame should be the promotion of a universal, rights-based approach (leading towards access of all people in Norway to quality Global Education).⁶⁵

⁶⁴ Including the RORG Network, the Norwegian United Nations Association and the Big-5 NGOs (Norwegian Peoples Aid; Norwegian Church Aid; The Red Cross; Save the Children; and the Refugee Council).

⁶⁵ The launch of the Summary Observations and Recommendations concerning this national report earlier in the year, allowed for this recommendation to be taken into account during the process of revising the funding guidelines.

With new challenges emerging, and new opportunities to integrate throughout the formal education sector and to up-scale activities throughout civil society, and also given the enormity of the task involved, the level of funding committed to Global Education should continue and be increased in the future.

Norad might also consider the reintroduction of an annual award for excellence in Global Education.

4 Ministry and Agency Cooperation and Coordination

The Ministry of Foreign Affairs (MFA) and Norad's work in the field of Global Education is acknowledged by key stakeholders for strengthened support, consistency, and predictability, and for supporting a wide range of critical voices.

The emergence of Development House provides a new opportunity and there are high aspirations that it can become an innovative global learning space for students and their teachers.

One of the Ministers having a double portfolio (Minister of Environment and International Development) provides an interesting model in an era in which issues of Sustainable Development such as Climate Change are central.

The Ministry of Education and Research (MoE) work in, for example the field of Citizenship Education, and ESD (Education for Sustainable Development), along with broader changes in curriculum and teacher training, provide opportunities for systematic, structural cooperation between MFA and MOE.

Norad has the task of disbursing funding, on behalf of the Ministry of Foreign Affairs, for civil society organisations, including in their work of Global Education, information and advocacy. Given Norad's role also as policy advisor to MFA, and its function as a "Knowledge Centre", Norad should further develop its role and capacity in the field of Global Education. In particular, it should consider developing a Global Education Unit.

Norad also has a strong, significant and internationally recognised leading role in relation to evaluation in development cooperation. It is appropriate to Norad's role that it also develop a clear role in relation to monitoring, evaluation and capacity building in the field of Global Education (while recognising that evaluation in Global Education is necessarily different to evaluation in development cooperation). This building of capacity within Norad to engage in and develop appropriate models of evaluation in Global Education should be done with reference to the existing expertise of civil society in this area, and with regard to good practice in Europe, while recognising that Norway could also take a leading role in this regard.

The Ministry of Foreign Affairs and Norad should involve the education sector in the further initial development of plans in regard to Development House, linking the work of the House to the actual curriculum, and teacher training. Thus it could enhance children and young people's day-to-day learning, and become a hub for Global Education and public debate on development policy issues. To ensure coherence with the formal education system, the Ministry of Foreign Affairs, in consultation with the Ministry of Education and Research, might consider further cooperation in this regard, (for example, the MFA and MOE might consider the secondment of a teacher or education advisor to this initiative).

A National Committee for Global Education should be established, under the auspices of the MFA and/or Norad, and including the Ministry of Education and Research, its appropriate auxiliary agencies and involving the coordinating bodies of civil society for Global Education. The purpose of this National Committee should be to ensure increased coordination and improved quality.

The Peer Review recommends that the key ministries and agencies in Norway concerned with Global Education, along with civil society (including through the RORG Network) should consider the development of a national strategy in order to strengthen cooperation and coordination at an institutional level in Norway.

5 Civil Society

There is broad recognition of the important coordinating role of the RORG Network, and the expertise and commitment to developing quality and building capacity, and of integrating a strong Southern dimension into the work. The broad engagement of civil society sectors – with all their rich diversity of issues and approaches, and including church, trade unions, women's movements, the youth sector, and political parties in this agenda – and their engagement in ways that strives to really include voices and perspectives from the South, is impressive and inspiring.

The Norwegian United Nations Association (UNA) has also played an important role in this field, and in particular in the formal education sector (see point 6 below).

The Ministry of Foreign Affairs, Norad, and the Ministry of Education and Research all engage with civil society and encourages, supports and facilitates their involvement in Global Education.

While the Peer Review team welcomes the benefits of supporting the broad diversity of NGO's working in Global Education and related areas, the Ministry of Foreign Affairs and Norad might consider identifying particular high-quality NGO (Non-Governmental Organisation) initiatives that could be suitable for further capacity building and up-scaling (and in consultation with the RORG Network concerning criteria).

We recommend further strengthening of the RORG Network, including supporting strategic and capacity building initiatives.

Welcoming the RORG Network Peer Review of its own members as an innovative experiment in quality enhancement, the European Global Education Peer Review suggests that at an appropriate time and after a set number of reviews, that the RORG Peer Review is evaluated /reviewed, with a view to further developing and strengthening the process.

The Ministry of Foreign Affairs (MFA) and Norad have begun to engage immigrant and diaspora communities in development cooperation in an innovative way. The Peer Review welcomes strengthening such initiatives in the Global Education field also in the formal and non-formal education sectors.

6 Formal Education

There is openness to a strengthened Global Education perspective from within the Ministry of Education and Research. There are a number of specific reforms in the formal education system currently underway (for example curriculum development, and teacher training) that provide opportunities to strengthen Global Education throughout the formal education system.

The Peer Review recognises the role of the Norwegian United Nations Association (UNA) in promoting Global Education with a particular focus on issues of UN concern, in schools and more generally in Norway. The importance of the Folk Secondary Level Schools in this field is also recognised and appreciated.

NGOs have actively worked towards identifying space for action within the formal education system.

The opportunities mentioned above in relation to the formal education system suggest a number of recommendations. The white paper on teacher training and the consultation process underway from Easter 2009 to February 2010 provides an opportunity to integrate Global Education into teacher training. The inclusion of an “international term” within all initial teacher-training should be structured so as to allow student teachers have access to structured learning experience in the South or in an international organisation in Norway.

In the area of curriculum development, where the framework curriculum is about to be developed into subject guidelines, it is proposed that the development of an overall, integrating Global Education guideline, for use with those developing particular subject guidelines, could be beneficial to the further integration of Global Education. Such a guideline should be developed by the key ministries and agencies (Ministry of Education and Research, Ministry of Foreign Affairs, Norad), in consultation with civil society.

NGOs have endeavoured to develop materials directly related to the curriculum. Civil Society – including through the Norwegian United Nations Association and the RORG Network – and relevant formal education actors, need to explore further how to ensure that schools and teachers are aware of and have access to such materials.

7 International Engagement

The Peer Review observed the strong international engagement of Norway, along with further possibilities for greater sharing of learning in the Global Education field in Europe.

The Peer Review Team urges all stakeholders to maintain the strong support for the diversity of critical viewpoints, and to promote this model internationally. The Peer Review Team has seen practice in Norway – for example in the use of IT in Global Education – which might be shared with other European colleagues, and in some appropriate cases, opened to European involvement.

The Peer Review recognises the strong engagement of the South in Global Education in Norway – with evident cross-sectoral commitment to this perspective. Innovative practice such as this could provide models and leadership in the field in the wider Europe.

The Peer Review team recognises the strong experience in international networking, including involvement in GENE, the OECD informal network of development communicators, and the Nordic/Baltic information exchange. It urges that this continues and is intensified, in order to share successful Norwegian models and innovations in the field, and to further facilitate learning in Norway from others internationally.

Appendices

Appendices

APPENDIX I

Peer Review Process Meetings

As part of the process of the Peer Review, meetings and presentations with the following groups and organisations took place in Norway in Oslo and Trondheim, in January and March 2009.

- 1 Adult Education Association, Conservative Party
- 2 AOF (Workers Adult Education Association)
- 3 Changemaker
- 4 Church of Norway
- 5 Climate Seen From the South
- 6 Council for Africa
- 7 Folk High Schools
- 8 Future in Our Hands
- 9 ISFIT
- 10 Ministry of Education and Research – Primary Level
- 11 Ministry of Education and Research – Secondary Level
- 12 Ministry of the Environment
- 13 Ministry of Foreign Affairs, Development Cooperation Department
- 14 Networkers South-North
- 15 Norad
- 16 Café North-South
- 17 OUC (Teacher Training)
- 18 OUC (Media Studies)
- 19 Parliamentary Committee for Education Member (One member)
- 20 Parliamentary Committee for Foreign Affairs (Two members)
- 21 RORG Secretariat
- 22 SAIH (The Students and Academics International Assistance Fund)

- 23 The Development Fund
- 24 Trade Union Confederation
- 25 UN Association (Oslo)
- 26 UN Association Trøndelag (The UNA regional Office in Trondheim)
- 27 UNDP Norway

APPENDIX II

Maastricht Global Education Declaration

A European Strategy Framework For Improving and Increasing Global Education in Europe To the Year 2015

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th – 17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.

1 Recalling:

- **International Commitments to Global Sustainable Development** made at the recent *World Summit on Sustainable Development*, and to the **Development of a Global Partnership for the Reduction of Global Poverty** as outlined in the *UN Millennium Development Goals*.
- **International, Regional and National Commitments to Increase and Improve Support for Global Education**, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- **The Council of Europe's North-South Centre Definitions of Global Education (2002)**
 - *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*
 - *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

2 Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar Declaration on Education for All), are not yet met for all people;
- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;
- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;

- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

3 Recognising that:

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation.
- All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

4 Agreeing that...

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional

authorities as well as civil society (the quadrilogue) – which are involved in the ongoing useful political discussion in the framework of the North-South Centre.

- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms.
- Greatly increased co-operation between North and South and between East and West.

5 Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...

- 5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.
- 5.2 Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.
- 5.3 Increase funding for Global Education.
- 5.4 Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.
- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.
- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th – 17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.

Select List of Web Sources⁶⁶

Ministry of Foreign Affairs _____ www.regjeringen.no

Ministry of Education and Research _____ www.regjeringen.no

Norad _____ www.norad.no

The RORG Network _____ www.rorg.no

The UN Association _____ www.globalis.no and www.fn.no/skole

⁶⁶ Note: most of the organisations referred to in the text of the report, have their website address listed for further information at the end of their particular section or overview.

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The European Global Education Peer Review Process

The European Global Education Peer Review Process was initiated in the framework of the Maastricht Declaration on Global Education in Europe. This process highlights good practice and engages in critical review of Global Education policy and provision in countries throughout Europe. This process is facilitated by Global Education Network Europe (GENE).

This Peer Review Process on Global Education in Norway consulted and involved Norwegian ministries, agencies, non-governmental organizations, civil society and other sectors. The international Peer Review of Norway included reviewers from Austria, Finland, Germany, the Netherlands and Poland.

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GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates, and provides the secretariat, for the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.



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