

Summary Observations
and Recommendations

Global Education in Norway



The European Global Education
Peer Review Process

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Preface

There is a long history of Global Education in Norway – one of the longest in Europe – involving engaged sectors with 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.

At the same time, Norwegian society, like other societies in Europe, is undergoing rapid and significant change. Broad cross-party political support for global development issues and Global Education, and supportive civil society values, cannot be taken for granted. They must be built upon and supported to a greater extent.

This document introduces the recent Peer Review Process of Global Education in Norway, and provides **Summary Observations and Recommendations** arising from the Norwegian process.¹

It is intended that the Peer Review recommendations contained in this document (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 launch of the National Report on Global Education in Norway later in 2009, will be another step in this process of debate and reflection.

The Peer Review 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.

The international Peer Review team and the Secretariat would like to express their appreciation to the core Norwegian partners to the process, namely the Ministry of Foreign Affairs, the Ministry of Education and Research, Norad, and the RORG Network; and indeed all those who met with the Peer Review team in Norway (in both Trondheim and Oslo) and provided valuable information and insight.

¹ The Peer Review of Norway is facilitated by GENE.

The Secretariat would also like to thank the members of the international team for their commitment to the process – namely Dr. Helmuth Hartmeyer, Austrian Development Agency, Austria (who was also chair of the team), Ms. Liisa Jääskeläinen, Finnish National Board of Education, Finland; Professor Dr. Annette Scheunpflug, University Erlangen-Nürnberg, Germany; Ms. Alide Roerink, NCDO, Netherlands; and Ms. Joanna Poplawska, Polish Aid, Poland. They gave generously of their time and expertise to the process.

Eddie O’Loughlin,
Liam Wegimont

Editors

The Peer Review Process on Global Education in Norway²

These Summary Observations and Recommendations on Global Education in Norway are the culmination of a year-long peer review process (the European Global Education Peer Review process, facilitated by GENE). A national report on Global Education in Norway has also been produced as part of this process and will be launched later in 2009 in English and Norwegian.

The European Global Education Peer Review Process was developed following a recommendation in the Maastricht Declaration on Global Education, adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands in November 2002.³

Since then, Global Education Peer Review processes have been carried out and national reports published on the Czech Republic, Austria, the Netherlands, Finland, and Cyprus.⁴ The national report on Norway will be followed in 2009 by a Peer Review of Poland, and further national reports are envisaged, along with continued follow-up to existing processes.

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 issues and challenges faced by national actors as they work to increase and improve Global Education policy, support and provision. This is also the case with 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 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

² The GENE Peer Reviews use the definition of the Maastricht Declaration on Global Education in Europe to 2015: “*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*”. In Norway a variety of other terms are also used such as North-South Information.

³ For the report on the Congress and the Declaration 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.

⁴ Copies of these national reports are available at the GENE website www.gene.eu.

team comprised reviewers from Austria, Finland, the Netherlands, Germany and Poland, along with the GENE secretariat.⁵

The European Global Education Peer Review Secretariat undertook 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 team visit.

The main international Peer Review team visit in March 2009 involved further meetings with key stakeholders to gather 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. The feedback from stakeholders has been taken into account in drafting the final report.

The **Summary Observations and Recommendations** that follow are the product of this peer review process.

⁵ 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; Professor Dr. Annette Scheunpflug, University Erlangen-Nürnberg, Germany; Ms. Alide Roerink, NCDO, Netherlands; Ms. Joanna Poplawska, Development Education Unit, Polish Aid, (Observer); and from the GENE Secretariat Mr. Eddie O'Loughlin and Mr. Liam Wegimont.

Summary Observations & Recommendations

1. Context

The European Global Education Peer Review recognises that Global Education⁶ (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 organisations⁷, 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-political support for global development issues and Global Education, and supportive civil society values, should not be taken for granted. They should be built upon and supported to a greater extent.

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.

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

6 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.

7 In Oslo and Trondheim.

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 players⁸, 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).

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 into the future.

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

⁸ 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).

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 peoples 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 the RORG peer review initiative is further developed and strengthened.

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 continue, in order to share successful Norwegian models and innovations in the field.

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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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