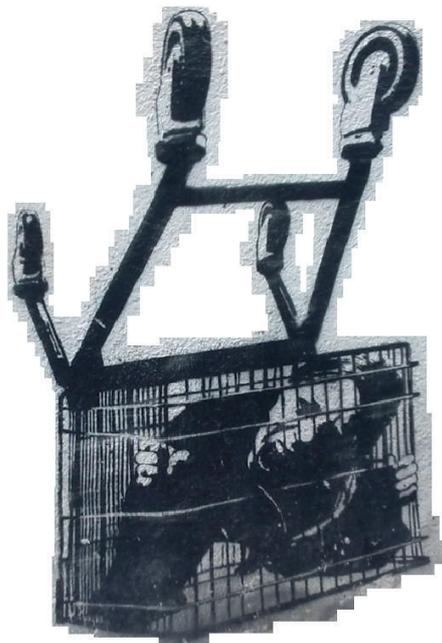


Seeds of Cooperation among Czech and Norwegian development CSOs



Report from the study visit to Norway, 6th – 12th June 2011, Oslo

FoRS – Czech Forum for Development Cooperation
RORG-network



The RORG-network

The RORG-network (in Norwegian: RORG-samarbeidet) is a network of Norwegian NGOs doing Development Education (DE) in Norway. The RORG-network was established in the early 1990s and formalised in 1999. The network has a framework agreement for funding with the Norwegian Agency for Development Cooperation (Norad). The RORG-network currently associates around 50 CSOs, ranging from adult education associations of political parties, broad social movements like national women's and youth networks, research institutes, as well as the church, the national confederation of trade unions and others, to internationally oriented organisations engaged in development aid, linking and twinning and international solidarity. The RORG-network aims to develop and promote more and better DE on key and current North/South- and global development issues in Norway and in Europe.

FoRS – Czech Forum for Development Co-operation

The Czech Forum for Development Co-operation (FoRS) is a platform of Czech non-governmental non-profit organizations (NGOs) and other non-profit institutions, involved in development cooperation, development education and humanitarian assistance (“development CSOs”). FoRS was established in 2002 and currently represents 57 organizations, which share the common interest of pursuing more relevance and effectiveness of both Czech and international development cooperation and enhancing its positive impact on people living in developing and transforming countries. FoRS organisations have a combined turnover of more than 31 million EUR (2009) and experience from more than 60 countries. The mission of FoRS is to jointly enhance the effectiveness, quality and volume of Czech official development cooperation and humanitarian assistance, strengthen the positive impact of Czech development and humanitarian organisations and institutions in partner countries as well as in the Czech Republic, and to jointly enhance related policies making.

The report was elaborated and edited by: Ivan Lukáš, Eva Málková, Knut Hjelleset, Inka Píbilová, Arnfinn Nygaard, Eva Vítková

Proof-reading: Anthony Peachment

Photographs: Inka Píbilová, Ivan Lukáš

Layout: Pavel Malíř Chmelař

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Contacts:

FoRS office: Bělehradská 92, 120 00 Prague 2, Czech Republic

Tel./Fax: +420 222 522 480, Mobile: +420 777 756 700

Email: inka.pibilova@fors.cz

Website: www.fors.cz

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List of acronyms

AOF	the Norwegian Workers Education Association
CSOs	Civil Society Organizations
DC	Development Cooperation
ESD	Education for Sustainable Development
EU	the European Union
FDI	Foreign Direct Investments
FoRS	Czech Forum for Development Co-operation
FNS (VNS)	Friendship North/South
GDE	Global Development Education
GE	Global Education
GENE	Global Education Network Europe
LAG	the Norwegian Committee for Solidarity Groups with Latin-America
MFA	Ministry of Foreign Affairs
NGOs	non-profit non-governmental organizations
PCD	policy coherence for development
RORG	The Norwegian platform for NGOs with a four-year funding agreement with the governmental funding agency Norad, on specifically Development Education
RISC	Reading International Solidarity Centre
SAIH	Students' and Academics' International Assistance Fund
WTO	World Trade Organization

1. Introduction

In early 2011, FoRS and the RORG-network established the “Seeds of Cooperation” project among Czech and Norwegian development CSOs “to foster cooperation between **Norwegian and Czech platforms of civil society development organisations – CSOs**. Each national platform has around **50 members/observers** including NGOs, universities, networks, international organisations, think tanks and other civil society organisations (“development CSOs”). As both countries have already gained valuable experiences in the issues related to global development, mutual cooperation shall foster the **exchange of experience and best practices, identify challenges, opportunities and discuss potential solutions and future partnerships**.

During the study visit to Norway, 12 representatives of Czech development CSOs had a unique chance to participate in a **6-day study visit to Norway between 6th and 12th June 2011** and discuss their work with their Norwegian counterparts from diverse angles: What are we trying to achieve? How can we do it more effectively? How can we learn from each other? How can we include the wider public and decision makers in the debate on development issues and many others.

On the first day, the Czech participants met with the representatives of the RORG – network and discussed the current trends in the national debate on global development issues and the opportunities for enhancing development effectiveness.

On the second day, the sessions were enriched by the participation of Friendship North/South, a network of municipalities, organizations, groups, institutions and individuals involved in partnerships among local communities in Norway and in the South. Development beyond aid and policy coherence for development were debated. Furthermore, the Norwegian peer reviews were explored as a tool to enhance organizational learning and progress.

On the third day, participants met with a representative of the Ministry of Education in Norway and the School Forum of the RORG-network. The Czech and Norwegian CSO representatives shared interesting project outputs (e.g. manuals on gender as a cross-cutting issue, materials for training primary teachers or a development studies curriculum offered by universities) and ideas. A meeting with Norwegian solidarity NGOs in their new Solidarity House followed.

The remaining two days were dedicated to bilateral meetings with the Norwegian counterparts and to a further exchange of successful projects, such as “President for a Day” by Stromme Foundation. Finally, the impact of activities was discussed in the session “How do we know it is working” run by RISC.

We hope that this report will well serve not only the CSOs directly involved in the project, but also other members and observers of FoRS and the RORG-network. For FoRS, the **advocacy expertise and the peer reviews of Norwegian NGOs** are probably the most valuable areas identified during the study visit. For the RORG-network, the **Czech experience with global development education in the formal sector on the strategic and operational level and well as the new FoRS Code of effectiveness** can be useful for future. While exchanging the seeds from the RORG-network’s office garden, both platforms have agreed to sow these seeds and cooperate further to enhance the development sector in both countries.

2. Overview of topics discussed

2A. Current trends in the Norwegian GDE debate

The RORG-network director Arnfinn Nygaard delivered a splendid overview of the current trends in the national debate on post-aid agenda and Global Development Education in Norway on the first day. He highlighted a long term missionary tradition of Norway and the Nordic tradition of enlightenment for people, and the idea that ordinary people should have the right for education for their own sake. After the Second World War, Norway embarked upon a path towards world peace and support for the UN – hence, the first big idea of **global education was born**.

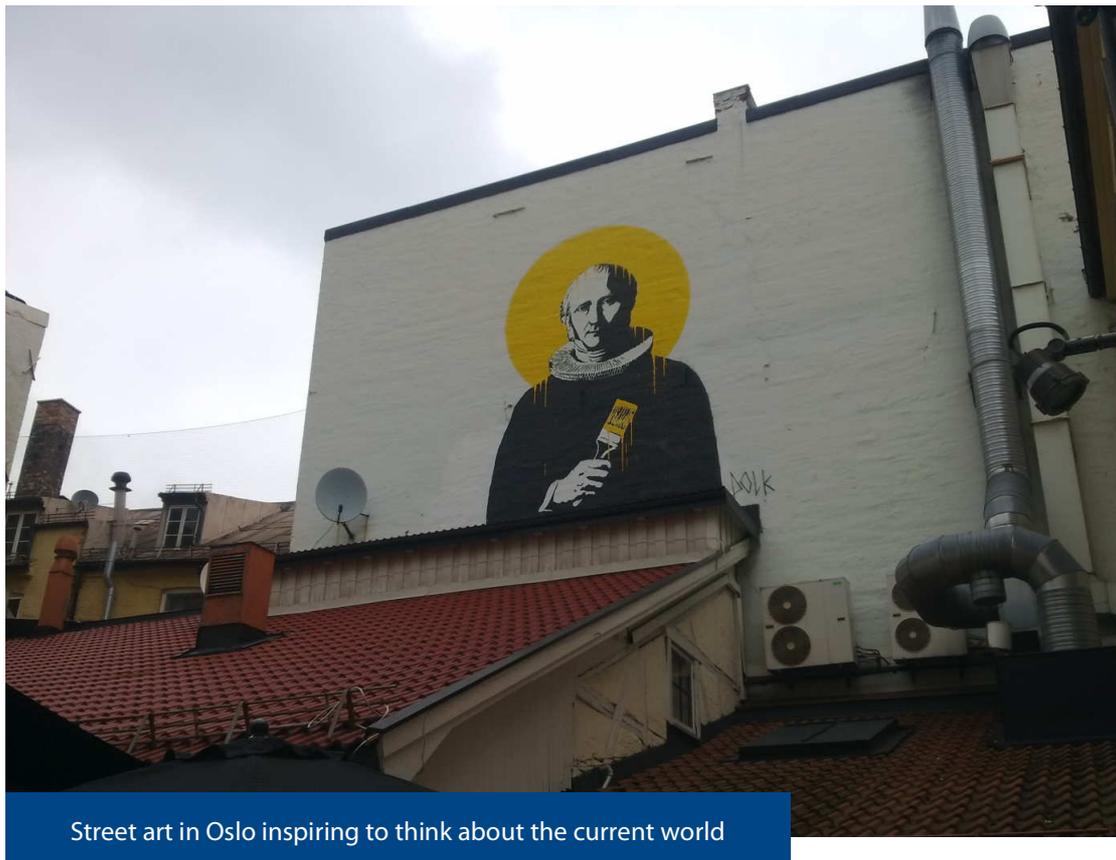
In the early 1950s, the idea of rich countries helping poor countries was supported enthusiastically, but not exclusively by the Labour party. In the end, Development Aid entered Norwegian politics as a part of the compromise, within the Labour Party, related to NATO membership. Interestingly, in the early days, aid was understood by some, including the head of the Norwegian Confederation of Trade Unions, also as a national security issue by the Norwegian government (“The best positive defense for the Western civilization and our way of life is to raise the standard of living in developing countries.”). 1960s opinion polls marked the increased support for the aid whilst some polls in the 1970s witnessed a backlash on the part of the public. Concern for public support that time led to a political agreement in Parliament by the wider political spectrum of the need to improve information for the public. Norad was entrusted with this task and in the latter half of the 1970s all the adult education associations of all political parties, as well as the Church of Norway, the Norwegian Confederation of Trade Unions, networks for woman and youths NGOs etc made agreements with Norad for the funding of DE.

At the late 1980s and the beginning of the **1990s**, the realization that **aid is not enough** increasingly entered the development discourse at the same time as Norad experienced “aid fatigue”. A heated exchange of ideas between Norad and NGOs took place regarding the question of what Global Education should be about. Norad was increasingly criticized by NGOs because of its focus on aid. Thus a reduction in funding of critical NGOs emerged as an imminent threat, but Parliament provided the necessary support to the NGOs (“critical voices needed”). As it is, therefore, the mandate for Norad-funding the RORG-network, its members and other NGOs comes from the Parliament that approves the budget line for DE within the budget of Ministry of Foreign Affairs. With respect to GDE, RORG discourse has shifted from disseminating “information on developing countries” to **“North-South information”**, which implies a focus on the relationship between the global North and the global South, which reflects an increasing awareness of the role of internal and external non-development policies of donor countries in the development of poor countries. For an article by Arnfinn Nygaard on this process, see: http://www.trentham-books.co.uk/acatalog/Vol.2__No.1.html

Norway also fares best with respect to Global Development Education (GDE) in comparison to other Scandinavian countries. In Denmark in 2005, for instance, the government cut all funding, in Sweden the cut was 50 percent – the same also happened in the Netherlands. Only in Norway has there been an increase recently. One of the reasons for such defense is the government change in other countries. However, Norway has also been appreciating and funding the critics of aid among global development education NGOs. Finally, Arnfinn drew attention to the **“Norwegian island**

mentality” and a need to connect more to the rest of the EU. For this reason, the RORG-network has become a member of the GENE network and other European networks. Nonetheless, key differences between Norway and continental Europe persist. The most important one is that in the EU, Global Education is targeting the school system, while in Norway, it is oriented towards civil society and there are fewer links between Norwegian Development Education actors and the decision makers responsible for the Norwegian school curriculum.

For an Article by Arnfinn Nygaard on this topic see: <http://www.rorg.no/Artikler/782.html>



Jan Peter Strømsheim, a researcher at the Ministry of Education, further informed Czech participants of the study visit about the **education for sustainable development** (ESD) in Norway. According to Mr. Strømsheim, global education is going on but is not formalized. Even ESD does not have enough impact on education in Norway and there is a need for a better basis for ESD than we have today. In conclusion, ESD has to be mainstreamed in formal education.

Mr. Strømsheim also shared the challenge of shared responsibility of different ministries: The **Ministry of Finance** is responsible for sustainable development, The **Ministry of Environment** for education about the environment and The *Ministry of Education* for education about sustainable development. Still, the question remains how to define sustainability and how to achieve the transition from education about the environment to broader education on sustainable development.

2B. Development beyond Aid debate in Norway

Beside Development Cooperation what else can be done to address global issues? Why is Policy Coherence for Development important for us? Aid alone is not sufficient; we need to understand how the real world works. **Aid discourse is omnipresent** in Norway (media, politicians, general public). Typical reaction when a Norwegian sees Africa on TV would be: "Oh, we need to send some money". There is still a focus on child adoption, building wells and other direct means of support. There is only very modest **reflection of non-aid dimension of development in mainstream media**.

The **key topics beyond aid** in Norway include **climate change and Norway's oil production, capital and tax revenues/FDI (including ethical guidelines for the Norwegian oil-fund and CSR), Norwegian agriculture and import/export from the South and Norwegian military production and export (Norway: peacemaker or warmaker?)**. In order to find the relevant theme for the Czech Republic, the question can be asked: "What is the biggest Czech footprint in the world?" In the case of the Czech Republic, participants of the study visit through the answer could be for example **Czech weapons export** or **meat consumption**. This theme can be then developed by the advocacy groups to see how meat consumption in the Czech Republic harms the development of poor and marginalised communities abroad.

With respect to **policy and decision makers**, the NGOs involved in the Development beyond Aid (or Policy Coherence for Development) debate can pose the following questions:

How to address policy makers regarding these themes?

- How to formulate "fair politics"? How to balance all interests?
- How to ensure financial sustainability for NGOs working in GDE/advocacy, which is often political and less appreciated than Development Cooperation?

RORG stressed that informal relations are needed with policy makers, not only with MFA, but also with other ministries: "During formal meetings, develop informal relations and then during informal meetings focus on formal agenda. "

Another angle is how to bring Development beyond Aid to **schools and the general public**. Tips include:

- Do not give information to the people if they cannot do anything about it, if they are disempowered they cannot get engaged. Help them search for solutions. For example, focus on world meetings (e.g. WTO negotiations) – what should the Czech Government say? What are others saying? What can we tell them?
- All different political opinions should be consulted and incorporated as this is a nation-wide debate.
- Instead of criticizing development cooperation, focus on a constructive dialogue and solutions in line with the Policy Coherence for Development, i.e. how to change policies and practices so that they do not harm those most in need. This is where we can have a bigger impact as the policy making takes place within our reach.

2C. Exchange with Friendship North/South

Friendship North/South (FNS) is a network of volunteers, established in 1980s, supported by funding from Norwegian MFA and Peace Corps. It engages in exchange of ideas on equal basis focusing on Central America, East and South Africa and Palestine. It promotes **links between local communities** (such as schools, churches or kindergartens). In terms of working method, the focus is on cooperation, networking and information distribution.

Spor ("Footprint"), a member of FNS, deals with exchange programs between Norway and Tanzania and Guatemala. They recruit people from all over Norway and encourage especially young, non-academic Sami people. The rationale behind their actions is that **information about the global South is very biased in Norway**. So they try to get Norwegians to the South to see and bring more positive information and experience back. They also highlight the fact that it is not about giving money to a family in Tanzania, which can be damaging to local relations. Rather, they draw attention to the role of consumption patterns in Norway, e.g. "what is **the link between my material well-being and the situation in the South?**" In this way, the role of Norway in enhancing poverty structures is dealt with.

Currently there are 25 peer schools involved in FNS and Sport activities. Usually 2 teachers and 6 students participate in a 6-month exchange and work on particular topics. An example is an alternative energy project at schools in Tanzania and Norway. Subsequently, they incorporate the results of the exchange into the curriculum. A new programme focuses on giving funding to community groups who work on a theme of a local and global relevance.

According to FNS, 3 main challenges remain: Global Education is still perceived as extracurricular activity, there is low ownership of southern partners and more stress needs to be given to making change at home.

2D. Current trends in the Czech GDE debate

The Czech participants shared the new **Czech National GDE strategy** approved in March 2011 and the process behind it. The Czech Ministry of Foreign Affairs has supported GDE projects since 2003. It has cooperated with the UNDP, the North South Centre of the Council of Europe and GENE among others. In 2007, the new „framework educational programmes“ was introduced for Elementary & Secondary schools including cross-cutting issues in coherence with DE principles. In 2008, the GENE Peer Review on Development Education conducted in the Czech Republic, where Arnfinn Nygaard was a member of the review team, was a key milestone towards the GDE strategy development.

The National GDE Strategy was built on the motto that „Any citizen of the country should be interested in the issues related to the situation of developing and developed countries and in their global implications“. The main goal of the GDE strategy was to provide all citizens of the Czech Republic with access to information on developing countries and global development (not saying that it is the only and best way) and to inspire them to take an active role in tackling global issues as well as issues faced by the developing world. NGOs associated in FoRS took an active part in the working group under the Ministry of Education, which drafted the strategy within 18 months. Now

the Strategy will serve as a tool for teachers and other actors involved in both formal and informal education. The final version of the strategy is available on the following link:

http://www.mzv.cz/public/60/2b/90/612337_522538_National_Strategy_for_Global_Development_Education_2011_2015.pdf

While the Czech Republic is quite advanced in formal GDE, it lags behind in advocacy. Czech NGOs need to be creative in advocacy towards decision makers and need to explore ways to be relevant to parliamentarians or civil servants and how to constructively criticize any pitfalls in the development policy and practice. Currently, the development issues are not among the priorities of the decision makers. The Committee for Foreign Affairs within the Czech Parliament abolished the Subcommittee for Development. However, there are still parliamentarians who are interested in the development debate.

Whereas in Norway where the development agenda is based on public engagement and on support from Parliament, the awareness in the Czech Republic is still rather low. Even if there is a separate budget for GDE, the general focus is still on aid. In conclusion, the participants of the study visit agreed that **a Member of Norwegian Parliament could help in raising awareness within the Czech Parliament and among the Czech decision makers.**

2E. Global Curriculum Project by ARPOK

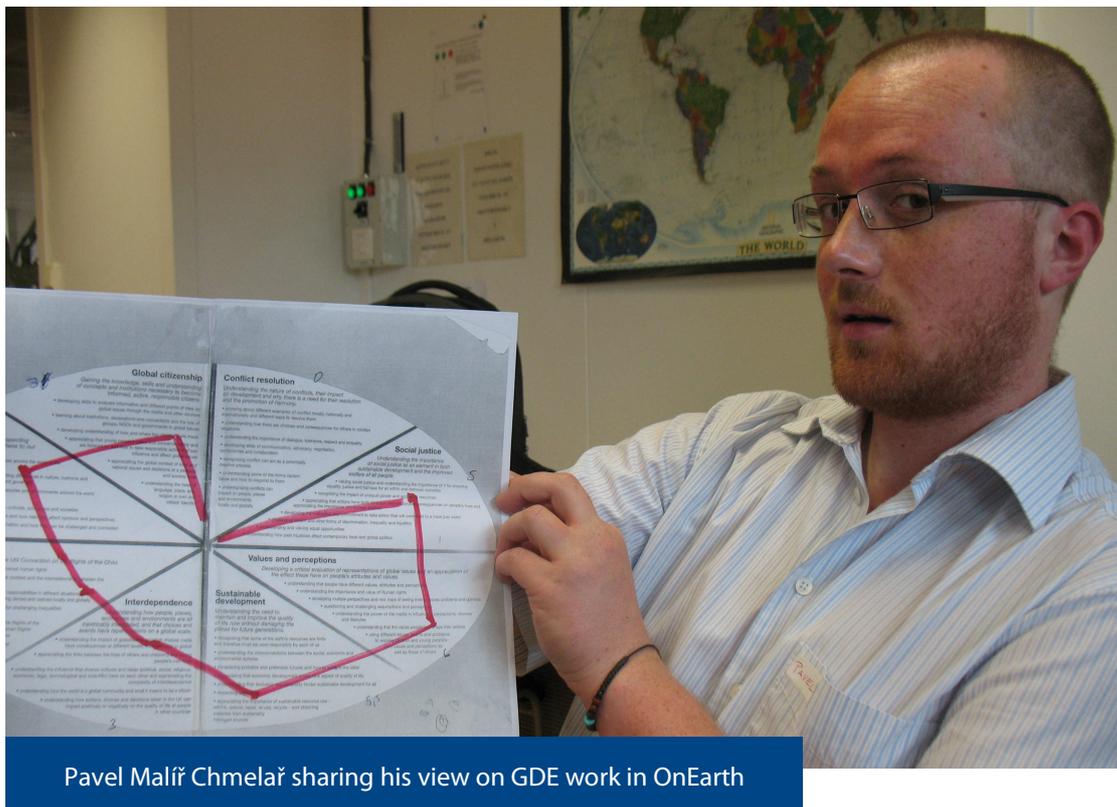
Global Curriculum Project has been implemented since 2010 by five organizations from five countries from both the Global North and South – **the Czech Republic, Brazil, Great Britain, Benin and Austria** (the leading organization). It takes place in 40 schools in the involved countries. In the framework of the Global Curriculum Project, the Czech organization ARPOK supports schools and teachers in **Global Education in different subjects**. Moreover, it encourages schools to raise awareness of **Global Education as a concept for their school development**.

Teachers share their activities, materials and toolkits (connected with Global Education) on **www.globalcurriculum.net** and also at joint meetings. The project is focused on a real partnership, so all the teachers are working on the same activities – trying to implement GE activities in their classes, using different approaches that the teachers take and share.

The project also strives to measure attitudinal change in Global Education in 10 involved schools from the Czech Republic by using the toolkit **“How do we know it’s working”** developed by RICS organization – adjusted to the Czech school conditions. The results of this pilot GE evaluation of activities will be known by 2013 after the end of the project.

2F. School Forum and global dimensions of the GDE

The Norwegian and Czech CSO representatives exchanged ideas within the School Forum of RORG and explored different dimensions of their GDE work (for details, see links in attachments).



The 8 global dimensions discussed were as follows; each participant shared view of his or her organisation:

- **Values and Perceptions:** help young people develop multiple perspectives, including the power of the media, and allow them to challenge assumptions and stereotypes.
- **Diversity:** includes enabling students to (more than just tolerate) but understand and respect diversity in our societies.
- **Social Justice:** allows students to understand the impact of unequal power, challenge prejudice and injustice and how they affect past and present politics.
- **Conflict Resolution:** enable students to develop skills of communication and negotiation
- **Human Rights:** understand and value our common humanity with all people all over the world.
- **Sustainable Development:** allows students to understand to respect the environment, that the earth's resources are finite and see the interconnections between environmental and economic spheres.
- **Global Citizenship:** helps students to appreciate the global context of local and national issues.
- **Interdependence:** People, places, economies and environments are interrelated; choices and events that occur here have repercussions on a global scale.

There are also other interesting models that can be used. For example Global learning as promoted by Life worlds Learning (www.lifeworldslearning.co.uk).

3. Peer reviews

3A. Peer reviews in Norway

Knut Hjelleset shared the experience of the RORG-network with peer reviews, which was inspired by both the experience of the GENE Peer Reviews as well as recommendations from a South-evaluation of the RORG-network in 2002/2003. The South-evaluation pointed out a large **mismatch between the member organizations' understanding of the substance, and practice, of North/South-information**. This led to the creation of two joint position papers: on North/South-information, and on Southern perspectives and collaboration with the South. As RORG found this process very valuable for exchange and learning among organisations, it has proposed a peer review to be done within its network, based, among other things, on common agreement on key issues developed as a follow-up to the South-evaluation.

Peer reviews were thus introduced in 2008 as one of the quality-building measures of the development education sector in Norway. The reason for doing peer reviews among RORG organisations was that its organisations have a certain degree of common understanding of both general information work, and North/South-information work specifically. This has emerged through a gradual, but deliberate process.

In 2007 and 2008, the RORG network completed the first four peer reviews of work with North/South-information in four of the RORG network member organizations: The Norwegian Students' and Academics' International Assistance Fund (SAIH), the Norwegian Workers Education Association (AOF), Friendship North/South (VNS) and The Norwegian Committee for Solidarity Groups With Latin-America (LAG).

The first peer review was based on a desk study of secondary data (strategy, annual reports, etc.) and interviews, focusing on what can be changed and improved within the organisation. The second one focused more on the success stories and the "added value" to the organisation. Subsequent peer reviews confirmed that peer reviews should look for good practice and **apply a solutions-focused approach – What is the best work we do and why? How to apply it elsewhere?** (see attachment for links).

Proposed steps for the organisational peer review follow:

1. What is the organisation's vision? What is the ambition? How does GDE fit in there? What are the factors behind current successes?
2. What is the current situation? What are the first steps to take?
3. How can we learn from that? What does it mean for the future?

The peer reviews also uncover the problem that a lot of NGOs do not know what their best work is and why. Therefore such questions can help the organisations to build on their successes and progress.

With regards to the process, the team conducting the peer review consists of the Secretariat of RORG and representatives of other NGOs (who receive a symbolic remuneration). The peer review

usually takes 6 months of preparations (within a group of peers) and 6 month of the actual review including report write-up. The second part includes usually 2-3 one or two-day long meetings and some additional preparation and coordination work in-between the sessions. RORG recommends to build on regular meetings of the reviewed organisation, e.g. to have one meeting during its general assembly. The key is a follow-up on peer reviews. The NGOs need to plan how to disseminate the conclusions from the peer review and how to work on the recommendations.

Including the first four processes, the RORG-network has now completed ten Peer Reviews. For details, see links below or contact the RORG Secretariat.

3B. Examples of peer reviews and lessons learnt

i) The **Peer Review of AOF** - the Norwegian Workers Education Association

<i>Special factors concerning the peer review:</i>	<ul style="list-style-type: none"> • AOF is a large organization, but not in relation to North/South-information, which represents a minor activity for AOF in total. • On the other hand, Aslak Leesland, who is in charge for the North/South-information in AOF, has worked with it since 1978. This aspect is particularly interesting. • An important challenge was that Aslak will go into retirement soon, and it was emphasized to provide some recommendations on how the organization should handle this.
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AOFs own presentation:

<i>How was it to participate in a peer review?</i>	<ul style="list-style-type: none"> • This is easy to answer. A Friendly and pleasant process, with a constructive outcome.
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<i>What was useful, what was not?</i>	<ul style="list-style-type: none"> • Everything was useful. The process was good and was characterized by good cooperation. The recommendations were also good for us. For example, it was suggested a coordination committee between the AOF, The Norwegian Labour Youth and The Norwegian Labour Party. We have started to set this up. • The report did not come with big surprises, but it meant that people in our system accepted the recommendations as a sound way forward. • Another thing we learned during the process was what in English is called "added value". Why should not AOFs role will be reduced to an administrative function, what is "the value added" that AOF offers? To this question we found some good answers. This is however not described in the report, but became clear through the process. Good insight for the future.
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<i>What is the way forward?</i>	<ul style="list-style-type: none"> • The recommendation of a Coordination Committee is under implementation. • The process is also in conjunction to the new midterm reporting to Norad, which highlights the topicality of the peer review. • Moreover, it has helped us further into a constructive discussion internally.
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For those who are debating whether to enter into a peer review, we recommend it. It is a process and a report that is not located close to Norad, or will be emphasized a lot by them, and this is useful. Although the methods are not particularly scientific, there is much to learn from it.

ii) The Peer Review of SAIH - the Norwegian Workers Education Association

<i>Special factors concerning the peer review:</i>	<ul style="list-style-type: none">• Significant replacements in the SAIH staff under the initiation and along the way, both among employees and management.• Some extra effort because it was a pilot-evaluation. Considerable trial-and-error from the RORG network in understanding and presenting the information activities. This was corrected by SAIH during the process, which gave an interesting learning process, but consumed time and energy.• The final report was written in a structure where it was built up "backwards", meaning that the recommendations formed the basis for the report. The relevant conclusions of the recommendations were then added, and which observations they rested on. This meant that the report was small and comprehensive, but most of the concrete, positive observations and likeminded conclusions were thus not included in the report.
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SAIH own presentation:

<i>How was it to participate in a peer review?</i>	<ul style="list-style-type: none">• All in all it was good for SAIH that we did this.• There are several positive things we want to put forward. The dialogue was good; we were not looked upon with disparagement.• The process also triggered a number of internal discussions that were good, about what SAIH actually think about North/South-information.• These discussions led either to us getting a stronger identification with our particular point of view; we got a notion of where we stand. Or so we changed position, also well.• What we want to point out as negative was that the process for several reasons took too long, over one year. We were just a little tired after a while. Our recommendation is to have clear limits. When the meetings are, getting things more on track.
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<i>What was useful, what was not?</i>	<ul style="list-style-type: none">• A lot of reflection and awareness, good to put words on what we believe and think.• On the recommendations, we were challenged on which changes we want see in the North, in our own society. This is something we have not been sufficiently clear on before.• On this last point we have become more conscious; this is the most important result for the process for us.
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<i>What is the way forward?</i>	<ul style="list-style-type: none">• We now try to be conscious in our information work.• In addition, we received a recommendation to create partnerships based on information, Information Partners. This is partnership that is independent of aid. Partially, this is something we have, but not in the formal structures. We will in particularly work on this recommendation in the future.
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We have discussed the evaluation both at the Annual Council, board meetings and elsewhere in the organization and it seems that there is great support to the aforementioned changes. Working for changes here in the North is dangerous for some, exciting for others.

iii) The Peer Review of LAG - The Norwegian Committee for Solidarity Groups with Latin-America

<i>Special factors concerning the peer review:</i>	<ul style="list-style-type: none">• LAG asked specifically to be viewed at the organizational level, as well as an information provider. The peer review group was therefore participating a lot in the organizations activities, to get good and thorough insight in LAG as an organization.• What the peer review did was to take two specific projects, the Annual Book on Latin-America, and a meeting-of-friends of the MST (the Brazilian Landless Workers Movement) seminar as examples of good North/South-information, and use these as a starting point for evaluation.• Moreover the LAG asked to get a peer reviewer to present the report and the process; this was done by Sigurd Jorde.
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Team self-presentation:

<i>How was it to participate in a peer review?</i>	<ul style="list-style-type: none">• We spent less time than feared. We have not neglected any work because of the review.• A lot of interviews, this experienced was positive.• The report has been very kind and focused on things that are good. This has been a good exercise for us; we must not forget that much of our work is of high quality.
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<i>What was useful, what was not?</i>	<ul style="list-style-type: none">• The report; this is something we have waited for. Could be a positive tool, if we are able to utilize it.• LAG is such a big and wide organization that it is hard to get good coordination between the information, the themes and how we work.• Last year we did it better than we had for a long time. The theme for the Annual Book on Latin-America was the same as the theme for Solidarity Brigades and the information campaign. We were perhaps also somewhat better in reaching out to the media, as the review points out we could be better at that.
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<i>What is the way forward?</i>	<ul style="list-style-type: none">• It was pointed out that the LAG is struggling with a short organizational memory. How do we get the experiences from the peer review process to be a part of the organization? Regarding the report, it came so late that we now have a new daily director.• This is a big challenge for us, but we try to include both former colleagues and the report to form the plans for 2009. Here we think we can use the report in a good way.• We have asked the RORG secretariat and the peer reviewers for a meeting to talk about the implementation and follow-up of the process.
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Another thing that the review points out is that there are different perceptions inside the LAG about what the work with North/South-information is specifically to be.

- Some think that the information on Latin-America is North/South-information in itself, while others believe that the information must be updated and placed in a Norwegian context. This is an important discussion.

iv) The Peer Review of the VNS - Friendship North/South

<i>Special factors concerning the peer review:</i>	<ul style="list-style-type: none">• The peer review of the VNS has been the most different of the four pilots. This was caused by a challenge in a group of peer reviewers. One of the reviewers got a job in Kenya with a departure date in the middle of the planned course of progress. Therefore we had to change all the plans, and add a new and conceptually different progress plan.• Instead of placing the analysis part of the process to the group peer reviewers, it was conducted by the VNS secretariat and the RORG secretariat together.• The analysis was based on the VNS putting together a package with examples of their very best information work, according to their own opinion.• Moreover, we went through this and considered just what precisely had done this work so well. We labelled this a mapping of success factors, or triggers of quality.• This analysis was presented to the reviewers, who got to comment and give their input, before they gave some final recommendations back to the VNS.• The report was then based on, more or less, an introduction to the whole process, including the best examples, the analysis of success factors, and the recommendations from the peer reviewers.
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VNS' own presentation:

<i>How was it to participate in a peer review?</i>	<ul style="list-style-type: none">• This peer review has been quite different, as we have understood it both before and today. We can say something about the other processes, but the way the process was done in our case, it meant that we had and still have ownership of the review, and the recommendations has been well targeted.• We feared to be misunderstood as an organization. We thought it would be focusing on what we do that does not work very well.• Instead, it was a positive process based on what factors trigger our best work. Rather than looking at what is not so good, the baseline was to let the best work have a contagion effect on other work, as guiding examples.• This was very exciting, a mix of horror and joy. We have had a process that gave us inspiration.
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<i>What was useful, what was not?</i>	<ul style="list-style-type: none">• The process was helpful, more than the actual report. Many of the recommendations that came were ideas we came up this ourselves along the way, this we will quickly implement in the way we work.• Useful with the RORG secretariat role, we got to play ball and got honest feedback.• Good with discussion and awareness of the difference between South-information versus North/South-information. We must remember to include Norway in our information work.
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<i>What is the way forward?</i>	<ul style="list-style-type: none">• We became more focused on the quality of our work. We are to deliver good North/South information.• Got the advice to put up a specific steering group for North/South-information, a great idea.• We would like to have a follow-up meeting during the course of the spring. This has been a hugely useful process for us. Time-consuming, but we learned a lot for the time spent.
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3C. Can peer reviews be implemented in the Czech Republic?

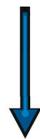
The representatives of the Czech CSOs had a chance to reflect about the potential of peer reviews in their own environment. They were led through the process by Knut Hjelset, which included small group work as well as plenary discussion.

First, participants set their vision and imagined peer reviews in the Czech GDE sector work marvellously well. They imagined that FoRS is the best among the EU national platforms with this respect and shared how such a success would look (see graph below). The vision has been formulated as “NGOs are critical thinkers, trust each other and are willing to share experiences”.

Further, they elaborated on the current situation and the first steps that can be taken:

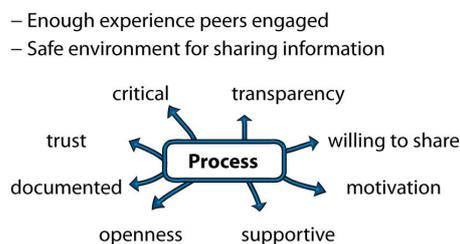
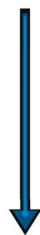
- have an informal discussion at the Norway study visit this week
- find more literature on peer reviews or peer-to-peer learning
- need for documents/ concepts of peer reviews and appreciative inquiry to be disseminated in FoRS.
- Initiate peer review system in Glopolis and consider if help would be required from FoRS Secretariat so that it brings benefits also to the sector, not only to Glopolis
- concept of peer review: what is it and what is it not, how does it relate to other issues, a list of major issues and definitions
- investigate how peer reviews can be funded – money for peers, will NGOs be willing to pay?
- clarify social audit x peer review x evaluations to ensure ownership of peer reviews
- discuss peer reviews in the GDE working group. How? Organise a meeting in September/October 2011 and put peer reviews on the agenda
- ask members/colleagues of NGOs if they want to do a peer review (at a weekly session in summer)
- consider peer review rather than external evaluation in an EC funded GDE project

Starting point (assumptions)



- On-going self-evaluation
- Transparency towards all stakeholders, with clear vision/-mission and strategy
- Base line data and documents
- Measurable outcomes (qualitative, quantitative)

Peer-review process



Result



- Measured outcomes
 - Result-based system of organizational, development and learning
- Results in GDE sector**
- specialization of organization
 - synergies
 - steeper learning curves of organization
 - proactive and positive approach
 - asking relevant questions – reflection
 - clear vision defined

Fulfilling our goals

4. References and links

Article by Arnfinn Nygaard on factors which have influenced the way Development Education has evolved in Norway

- <http://www.rorg.no/Artikler/782.html>
- http://www.trentham-books.co.uk/acatalog/Vol.2__No.1.html
- Global Education network Europe - GENE
- www.gene.eu

Lifeworlds Learning

- www.lifeworldslearning.co.uk.

8 dimensions of Global education

- <http://www.globaleducationderby.org.uk/gc.htm>
- <http://www.globaldimensioninschools.org/global-dimension-in-northern-ireland.php>

Toolkit *"How do we know it is working"* by RISC – How to measure the impact of GDE activities.

[http://www.risc.org.uk/resourcebank/view.php?](http://www.risc.org.uk/resourcebank/view.php?id=7298&tags=&type=4&country=&search=&and=and&page=)

[id=7298&tags=&type=4&country=&search=&and=and&page=](http://www.risc.org.uk/)

<http://www.risc.org.uk/>

On Peer review and solutions-focused approach

- <http://www.positivechange.org/about-us/appreciative-inquiry.html>
- <http://www.new-paradigm.co.uk/Appreciative.htm>
- http://www.leedsinitiative.org/uploadedFiles/Children_Leeds/Content/Standard_Pages/CAF_Toolkit/Solution%20Focused%20Approach%20-%20DD%20Site.pdf
- http://www.brief.org.uk/view.php?item_id=108

National strategy on Global Development Education 2011 – 2015, Czech Republic

- http://www.mzv.cz/public/60/2b/90/612337_522538_National_Strategy_for_Global_Development_Education_2011_2015.pdf

5. Members of RORG – Network

1. Afghanistankomiteen i Norge - Norwegian Afghanistan Committee
<http://www.afghanistan.no/English/index.html>
2. Arbeidernes opplysningsforbund - Workers Adult Education Association
<http://www.internasjonalforum.no/>
3. Atlas-alliansen - The Atlas Alliance
<http://www.atlas-alliansen.no/>
4. Attac Norge - Attac Norway
<http://www.attac.no/>
5. CARE Norge - CARE Norway
<http://www.care.no/>
6. Caritas Norge - Caritas Norway
<http://www.caritas.no/news.asp?c=366&id=4304>
7. Den norske Burmakomit  - The Norwegian Burma Committee
<http://www.burma.no/>
8. Den norske kirkes nord/s r-informasjon (KUI) - Development Education of Church of Norway
<http://www.kui.no/>
9. Det norske r d for kurdernes rettigheter (RKR) - The Norwegian Council for the Rights of Kurdish People
<http://www.kurdistan.no/Styre/1055932131>
10. Fellesr det for Afrika - The Norwegian Council for Africa
<http://www.afrika.no/>
11. Fellesutvalget for Palestina - Norwegian Association of NGO's for Palestine
<http://www.palestina.no/templates/bakgrunn/>
12. FIVAS – Foreningen for internasjonale vannstudier - Association for International Water Studies
<http://fivas.org/>
13. Folkeh gskoler det - Folk High School Council (committee on international affairs)
<http://www.folkehogskole.no/fhsr/>
14. Forum for kvinner og utviklingssp rsm l – Forum for woman and development
<http://www.fokuskvinner.no/>
15. FORUT – Campaign for development and solidarity
<http://www.forut.lk/>
16. Framtiden i v re hender – The Future in our hands
<http://www.framtiden.no/>
17. Frikirkenes Globale Info - The Evangelical Lutheran Free Church of Norway
<http://frikirken.no/index.php?h=omfrikirken&u=English>
18. Global.no (Norwegian North/South Internet Portal)
www.global.no
19. Hei Verden! - Hello World!
<http://www.heiverden.no/newsread/index.aspx>
20. H yres Studieforbund – Adult Education Association of the Conservative Party
www.aftenskolen.no/trondheim

21. Idégruppen om Nord/Sør – The North/South Coalition
<http://www.idegruppen.no/>
22. KFUK/KFUM Global - YMCA/YWCA Global
<http://www.kfuk-kfum-global.no/>
23. Kristelig Folkepartis Studieforbund – The Adult Education Association of the Christian Democratic Party
<http://www.krf.no/ikbViewer/page/krf/forside>
24. Latin-Amerikagruppene i Norge (LAG) – The Latin America Groups in Norway
<http://www.latin-amerikagruppene.no/Artikler/11885.html>
25. Landsrådet for Norges barne- og ungdomsorganisasjoner - The Norwegian Youth Council
<http://landsraadet.org/-/sandbox/show?ref=mst>
26. LO - Landsorganisasjonen i Norge - The Norwegian Confederation of Trade Unions
<http://www.lo.no/>
27. Miljøagentene - Eca Agents
<http://miljoagentene.no/>
28. Namibiaforeningen - Namibia Association Norway
<http://www.namibiaforeningen.no/>
29. Networkers SouthNorth
<http://networkers.org/index.php?id=78>
30. Norges Fredslag - The Norwegian Peace Association
<http://fredslaget.no/>
31. Norges Naturvernforbund - Friends of the Earth Norway
<http://naturvernforbundet.no/international/spare/category754.html>
32. Operasjon Dagsverk – Operation a-days-work
<http://www.od.no/>
33. Plan Norge - Plan Norway
<http://www.plan-norge.no/>
34. Regnskogsfondet – The Rainforest Foundation
<http://www.regnskog.no/>
35. Senterpartiets Studieforbund – The Adult Education Association of the Center Party
<http://www.senterpartiet.no/hjem/category13559.html>
36. Selskapet for Norges Vel – The Royal Norwegian Society for Development
<http://www.norgesvel.no/>
37. Slett u-landsgjelda (SLUG) - The Norwegian Coalition for Debt Cancellation
<http://www.slettgjelda.no/no/english/>
38. Strømmestiftelsen – The Stromme Foundation
<http://www.stromme.org/>
39. Studentenes og akademikernes internasjonale hjelpefond (SAIH) – The International Assistance Fund of Students and Academics
http://www.saih.no/Om_SAIH/index.html
40. Populus - studieforbundet folkeopplysning – The Study Association for Peoples Education
<http://populus.no/folkeopplysning/>
41. Utviklingsfondet – The Development Fund
<http://www.utviklingsfondet.no/English/>
42. Vennskap Nord/Sør – Friendship North/South
<http://www.vennskap.no/>

6. Members of FoRS

1. ADRA
<http://www.adra.cz>
2. Arcidiecézní charita Praha - Archdiocese Caritas Prague
<http://www.praha.charita.cz>
3. ARPOK - Agency for Development Assistance and Humanitarian Aid of the Olomouc Region
<http://www.arpok.cz>
4. ARS – Asociace pro rozvojovou spolupráci - Association for Development Co-operation
<http://www.arsczech.org>
5. Asociace pro fair trade - Czech Fair Trade Association
<http://www.fairtrade-asociace.cz>
6. Centrum Narovinu - Centre Narovinu
<http://www.centrumnarovinu.cz>
7. Centrum ProEquality při Otevřené společnosti - The ProEquality Centre of the Open Society, p.b.c.
<http://www.proequality.cz>
8. Česká zemědělská univerzita - Czech University of Life Sciences Prague (CULS)
<http://www.czu.cz>
9. Člověk v tísni - People in Need
<http://www.peopleinneed.cz>
10. Development Worldwide (DWW)
<http://www.dww.cz>
11. EDUCON
<http://www.educon.cz>
12. Ekumenická akademie Praha - Ecumenical Academy Prague (EAP)
<http://www.ekumakad.cz>
13. Humanistické centrum Dialog - Humanist Centre Dialog
<http://www.humanisti.cz>
14. Humanitas Afrika
<http://www.humanitasafrika.cz>
15. Charita Česká republika - Caritas Czech Republic
<http://www.charita.cz>
16. INEX – Sdružení dobrovolných aktivit - INEX – Association for Voluntary Activities (INEX – SDA)
<http://www.inexsda.cz>
17. International Gender Policy Network (IGPN)
<http://www.igpn.net>

18. LL – LIKVIDACE LEPRY
<http://www.ll-likvidace-lepry.cz>
19. MAHA – Management and Administration for Health Activities
<http://www.maha-health.cz>
20. Multikulturní centrum Praha - Multicultural Centre Prague
<http://www.mkc.cz>
21. Nadační fond Microfinance - Endowment Fund Microfinance
<http://www.rozvojoyportal.cz>
22. NaZemi – společnosti pro fair trade - OnEarth - Society for Fairtrade
<http://www.nazemi.cz>
23. Občanské sdružení M.O.S.T. - M.O.S.T. Civic Association
<http://www.ProTibet.org>
24. Organizace pro pomoc uprchlíkům - The Organisation for Aid to Refugees
<http://www.opu.cz>
25. Pražský institut pro globální politiku – Glopolis - Prague Global Policy Institute – Glopolis
<http://www.glopolis.org>
26. Salesiánská asociace Dona Boska - SADBA - The Salesian Association of Don Bosco o. s.
<http://www.sadba.org>
27. Sdružení podané ruce - Association Sdružení Podané ruce
<http://www.podaneruce.cz>
28. Sdružení pro integraci a migraci - Counselling Centre for Refugees (CCR)
<http://www.uprchlici.cz>
29. SIRIRI
<http://www.siriri.org>
30. SOZE - Sdružení občanů zabývajících se emigranty – SOZE - Society of Citizens Assisting Migrants
<http://www.soze.cz>
31. Sue Ryder International CZ
<http://www.sueryderinternational.eu>
32. SVĚTLO PRO SVĚT – Light for the World
<http://www.svetloprosvet.cz>
33. Univerzita Palackého v Olomouci - Palacky University Olomouc
<http://www.upol.cz>
34. Ústav mezinárodních vztahů - Institute of International Relations (IIR)
<http://www.iir.cz>
35. Volonté Czech
<http://www.volonte.cz>
36. Vysoká škola ekonomická v Praze, Fakulta mezinárodních vztahů - University of Economics Prague
<http://rst.vse.cz>
37. Wontanara, o.s.
<http://www.wontanara.cz>

7. Programme

PROGRAMME OF THE STUDY TRIP

6th June	Arrival at Oslo Sandefjord Torp
7th June	GDE in Norway - Meeting with the RORG-Network Secretariat <ul style="list-style-type: none">• Introduction of all participants• Introduction of current situation in GDE in CZ and NO incl. latest debates and discussion• Examples of innovative CZ and NO projects in both formal and non-formal education• Sharing of best practices
8th June	Joint meeting of Czech and Norwegian CSO representatives from FoRS and RORG-Network <ul style="list-style-type: none">• Meeting with Friendship North/South• Debate "<i>Development beyond aid</i>" – Norwegian perspective, why are Norwegian actors engaged in development issues, what are their core approaches and strategic priorities, how can Czech NGOs learn from the Norwegian experience.• <i>Peer reviews</i> - why, when and how to do peer reviews, a tool used to enhance organisational learning and progress.
9th June	Joint meeting of Czech and Norwegian CSO representatives from FoRS and RORG-Network <ul style="list-style-type: none">• Presentation about GDE and sustainable development education by the Ministry of Education and Research in Norway.• NGOs focusing on formal education under RORG, exchange of best practices. Opening of a new Solidarity House – meeting with Norwegian solidarity NGOs. One-to-one meetings with potential partners
10th June	Joint meeting of Czech and Norwegian CSO representatives from FoRS and RORG-Network <ul style="list-style-type: none">• "<i>President for a Day</i>" – introduction of a successful project by Stromme Foundation.• "<i>How do we know it is working</i>" – introducing of methodology design by RISC – How to measure the impact of GDE activities. One-to-one meetings with potential partners.
11th June	One-to-one meetings with potential partners Review meeting with participants Review meeting with RORG
12th June	Travel to Prague

8. List of Czech participants of the study visit

<i>Name</i>	<i>Organization</i>
Málková Eva	ARPOK
Vítková Eva	ADRA
Tožička Tomáš	Educon
Majer Michal	M.O.S.T. Civic Association
Pavlík Petr	University of Economics in Prague
Píbilová Inka	Czech Forum for Development Cooperation - FoRS
Skalická Petr	People in Need
Mechová Veronika	Archdiocese Caritas
Rakůsková Renata	ShineBean
Malíř Chmelař Pavel	OnEarth - Society for Fair Trade
Lukáš Ivan	Prague Global Policy Institute – Glopolis
Svitáková Jiřina	Endowment Fund Microfinance

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