

Fredskorpset

Creating Change in the Education Sector:

The Catalytic Factors

Report, October 15th, 2012

Disclaimer:

The views and opinions expressed in this report are those of the authors and do not necessarily reflect the official policy or position of the client, Fredskorpset.

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Executive Summary

Background

The overall goal of **Fredskorpset Norway (FK)** is to promote reciprocal learning and development in organizations and communities through exchanges. FK seeks to promote change **in the mind** and **on the ground** by enabling exchanges between Norway, and countries in Africa, Asia and Latin America as well as between countries in the South. Since 2000 FK has enabled close to 40 institutional partnerships within the education sector. The majority of these exchanges have been part of the north-South program.

Purpose of the Evaluation and Methodology

This **review of FK Norway's projects within education 2001-2012** aims to provide both **summative** and **formative** findings, lessons learned and recommendations. The main audience for this review is FK in Norway, but also partner organizations in the field of education as well as other sectors. In pursuit of these aims, the review team conducted two **field visits** to Malawi and Uganda respectively between the 14th and the 28th of July 2012; additionally some of the relevant counterparts in Norway were interviewed between the 3rd and 6th of September 2012. Counterparts not visited in Norway were **interviewed** via telephone or Skype. In Malawi and Uganda, the team leader was joined by a local counterpart with solid contextual knowledge of the field of education in the respective country. Additionally, **written material** pertaining to the Malawi and Uganda exchanges, as well as indicative of other FK exchange programs in the field of education more generally, was **reviewed**. An **Online Survey** was fielded to all participants of education exchange over the review period as well as to all organizations involved in exchanges. While both surveys yielded low response rates, the information gathered was still useful to further confirm and contextualize findings gathered through other means. In addition a number of **focus groups** with participants and non-participants of the exchanges were also conducted.

Evaluation Team

A team of six Nordic Consulting Group (NCG) consultants conducted the evaluation: the Team Leader was responsible for the overall conduct of the task; the Consultants based in Uganda and Malawi were responsible for supporting the conduct of field research in their respective countries and for supporting the write up of country specific contexts and findings; the Research Assistant was responsible for support with translation of material (Norwegian-English); the second Senior Consultant served as a internal quality assessor; and the external Quality Assurance Consultant was responsible for the review of all deliverables. The evaluation took place between June and November 2012.

Findings and Lessons Learned

There are multiple opportunities for impact to result from exchange processes. Indeed, the FK exchanges in the education sector have the potential to generate development chains at the community level, at the individual level and at the institutional level. However, ensuring that the exchange benefits as much as possible and leads to the greatest degree of sustainable impact at all levels requires that a number of factors be in place:

- a) Change at the community level may happen regardless of concerted efforts, however when individuals and/or institutions try to actively engage with the community the impact will be more pronounced and visible. Notably the influence an exchange can have on a community, which is small and more isolated, is far greater than the impact it can have on a large community that is less cohesive.
- b) At the individual level exchange participants can utilize the opportunity of exchange not only to experience new things, but also as a way of defining themselves further and/or their area of work. Their ability to gain from the exchange experience is tied, to some degree, to

the support they receive from their environment (i.e. community, employer, family and friends).

- c) At the institutional level changes can be substantial if: a) the institution is able to change the way they work and; b) is willing to utilize the exchange process as a mechanism to generate ideas on how to improve themselves.

More specifically, exchanges have the potential to:

- a) Introduce IT into schools and communities which otherwise did not have access to it.
- b) Introduce new environmental concepts and ways of working at the school level as well as at the community level.
- c) Introduce new approaches to education, including for example a more student centric approach to pedagogics.
- d) Introduce new approaches to support girl retention in schools - this in turn can lead to the re-examination of gender roles more broadly.
- e) Enable students to utilize their English skills in a more active way.
- f) Contribute to student openness and better understanding of the capacities of people in countries of the South.
- g) Contribute to enabling Norwegian communities to better cater to the needs of foreigners residing in their municipalities.
- h) Enable children and adults to be exposed to some of the cultural practices from the exchange participant's home country.
- i) Facilitate new friendships and exchanges of information (personal and professional) not only during, but also after the exchange.
- j) Enable individual participants to experience a different culture.

Aside from the impact that can be gleaned from exchanges, there are a number of challenges that should be noted.

- a) The ability to have programs last for a 5-year period is seen as a positive aspect as it allowed partner institutions to plan and structure a program over a long period.
- b) All partners regarded a support structure as a very important component of the exchange. Institutions needed to be able to provide exchange participants with the support they needed during their exchange tenure.
- c) Exchanges, particularly those which have emerged from long standing relationships, make it difficult for exchange participants to highlight any problem with the partners directly because they may feel like they are infringing on a "friendship". For such cases, being able to approach FK directly was seen by some exchange participants as a positive idea.
- d) A clear ability to measure the impact of exchanges is lacking. The majority of the studies and final reports exclude a control group and are largely based, as is this review, on perceptions and personal experiences.

Generally, as regards the exchange process, it is important to underscore that over the last 11 years (2001-2012) a few trends are noticeable. These include:

- a) The reporting has increased in detail and an effort to identify indicators has been made.
- b) Partner institutions have responded to threats and challenges, and reported on the measures taken in subsequent reports.
- c) FK has been, on an ad hoc basis, flexible with their age restrictions.
- d) A clear and consistent process to select participating agencies is lacking.
- e) Exchange participant selection processes varied.

Conclusions and Recommendations

These conclusions are mainly targeted to FK, although they can be extrapolated to having implications for other actors as well.

Individuals:

- a) Consider having a person designated to serve as a contact person for participants in the event of visible challenges on the ground where the participant's him/herself feel it is not adequate for them to contact the organization directly. This would be most useful if the person was available locally (in country of exchange) because although a person is assigned to the project in Oslo participants felt that reaching out was cumbersome and the limited contact under the current system does not allow for a strong trust-relationship to be built.
- b) Ensure that exchange participants, particularly the Norwegian ones, are very well versed on issues of **do no harm and capacity vulnerability analysis**.
- c) Adapt the pre-requisites for exchange participants so that age is not a restriction particularly in the field of vocational training. While currently it is possible to have exchange participants outside the pre-defined age group, this is an exception rather than a rule. The FK strategy to increase the Vocational Training/Education element is challenging, as vocational training institutions in Norway have found it difficult to identify qualified participants who meet the age requirement

Institutions:

- a) Ensure/enforce that institutions identified to be part of exchanges are both willing and in a position to implement change in order to maximise the benefit of the program. Hence institutions should be able to document both their willingness and ability to grow through the exchange process,
- b) Utilization of staff from exchanges that have been successful at the institutional level to show other organizations/individuals how they achieved their success (peer promotion of exchange impact maximizing). This approach can also be used at the individual and community levels.
- c) Formulate a system of follow-up after the exchange is completed to be able to document changes that have resulted from the exchange.
- d) Conduct assessments that include **control studies** and do not solely rely on perception data. It is important that a distinction be made in reporting between the conduct of an activity and whether or not this activity leads to the expected outcome. Control studies should include the assessment of a community/school/institution that is similar in character to the one where the exchange took place, but where no exchange participant has been present. Such studies can be single time interventions or longitudinal in nature.
- e) Ensure that organizations, which receive tangible goods such as computers, etc., are ready to work with the tools in a long term and sustainable fashion. This must ensure, for example, that they have the facilities and trained and committed staff, and have the utility for the tools provided.

Community:

- a) Promote individuals and institutions to work with the community at large and involve them in the exchange process. This can include inviting the community to exchange related events (i.e., cultural events) or the provision of services for the community through vocational training, for example.
- b) Promote FK exchange networks at the community level. That is to say the networks that can be built within a community that has hosted exchange participants. This can serve as a longer-term mechanism for the community to continue to benefit from the exchange.
- c) Promote the systematic use of previous exchange participants through "show and tell" sessions in classrooms, at parent-teacher meetings and community meetings.

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The team would like to thank the staff of Fredskorpset, for their time, assistance and openness in responding to our questions. In particular we would like to thank Live Bjørge for her efforts in providing us with all the necessary written material, contact details for exchange participants and organizations, and for identifying relevant respondents and facilitating interviews within FK, and generally enabling this evaluation.

We would also like to extend our gratitude to all staff from Fredskorpset generally, institutions involved in exchanges, as well as exchange participants who were part of exchanges to Malawi and Uganda, as well as to other countries. Their will to share their experiences and points of view have proved invaluable to this effort.

The views, perceptions, and experiences from all those interviewed and from survey respondents, proved invaluable in the conduct of this evaluation. However, the findings presented here are the views of the evaluation team and of its understanding of the data collected. Despite our best efforts to validate and check information, any errors found are our sole responsibility.

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Acronyms and Abbreviations

BTVET	Business Technical and Vocational Education and Training
CBR	Crude Birth Rate
DALICE	David Livingstone College of Education
DRC	Democratic Republic of Congo
ECCO	Ecoles en cooperation / cooperation School
FK	Fredskorpset
GDP	Gross Domestic Product
GNI	Gross National Income
HDI	Human Development Index
HDR	Human Development Report
HPI	Human Poverty Index
ICT	Information Communication and Technology
IT	Information Technology
KNFEP	Karen Northern Further Education Programme
MGDS	Malawian Growth Development Strategy
PLE	Primary Leaving Examinations
PPP	Public current expenditure on primary education per pupil
TaSUBa	Taasisi ya Sanaa na Utamaduni Bagamoyo
TFR	Total Fertility Rate
UBOS	Uganda Bureau of Statistics
UCE	Uganda Certificate of Education
UN	United Nations
UNDP	United Nations Development Programme
UPE	Universal Primary Education
UPPET	Universal Port-Primary Education Training
USE	Universal Secondary Education

1.0 Introduction

1.1 Background

The overall goal of **Fredskorpset Norway (FK)** is to promote reciprocal learning and development in organizations and communities. For FK, and ideally also for the organizations involved in exchanges, this translates into fostering development within a specific field (e.g., in the case of this review the education sector) and an increased intercultural understanding at the individual as well as institutional level of participating individuals and their respective institutions.

In an effort to attain this goal, FK enables exchanges of young people and professionals between partnering institutions in Norway, Africa, Asia and Latin America. In the education sector the majority of the partnerships are between Norwegian institutions and institutions in the South, but increasingly partnerships between two or more institutions from the South are also being fostered. All the exchanges visited for this review were between organizations or institutions in Norway and Malawi or Uganda respectively.

This review visited eight different exchange program partners - four in Malawi and four in Uganda, and three of their Norwegian counterparts. This is only a small number of the partnerships and exchanges that have taken place. Indeed, since 2000 FK has enabled close to 40 institutional partnerships within the education sector. The majority of these exchanges, and indeed of those visited during this review, fell within the North-South program. In an effort to assimilate some of the experiences had by other exchange partners, this review has also examined documentation from many other programs (see Bibliography).

There are four assumptions that underpin the exchanges reviewed (e.g., theory of change). These elements serve as an important backdrop for this review and hence are noted here:

- a) That **changes on the ground** are created through facilitating the development of skills, knowledge, and technical capacity within institutions, which are in turn enablers to deliver better services and provide benefit to the people and communities where they operate.
- b) That **changes in our minds** are created through the promotion of a set of values and equitable/reciprocal relationships between individuals at both the personal and institutional levels.
- c) That both types of **changes are interlinked**.
- d) That the very exchange program process enables exchange participants to become part of a **wider network** which transcends borders.

1.2 Purpose of the Review and Questions Asked

This **review of FK Norway's projects within education 2001-2012** has examined the experiences born from partnerships in the education sector, with a view to provide both **summative** (what happened as part of these experiences) and **formative** (what can be learned from past experiences to inform future efforts in the education sector as well as in other fields) findings, lessons learned and recommendations. The main audience for this review is FK in Norway, but also partner organizations in the field of education as well as other sectors.

Taking into consideration FK's theory of change noted in the section above, and the demands of this review, the following lines of inquiry guided the review process:

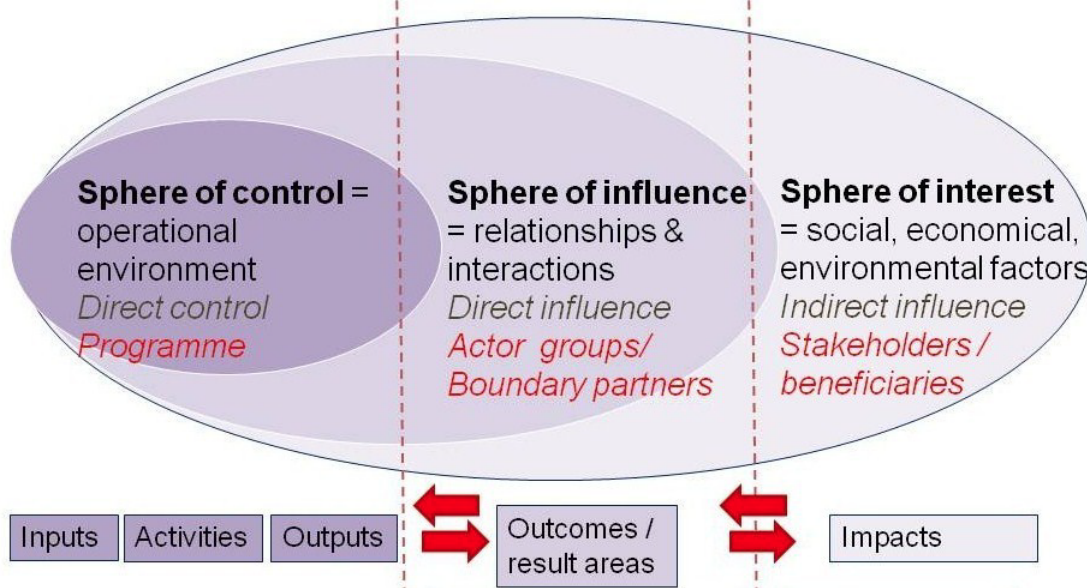
Component	Main Focus	Key Questions Asked
Institutional development	The degree to which participating institutions have changed/grown as a result of exchange.	<ul style="list-style-type: none"> • What are the results (planned and unplanned) that have occurred within the institutions that have been involved in the FK projects? • What kind of results should/could be looked for as demonstration of the types of changes (mind and on the ground) that FK is aiming to achieve? • What kind of competence is left behind in the institutions by the participants of the exchange? • Where are former participants? How have they contributed to their institutions after coming home?
Individual development	The degree to which individuals partaking in exchange have grown or changed as a result of participating in the exchange.	<ul style="list-style-type: none"> • Do participants of the education exchange demonstrate competences and/or new perspectives which can be attributed to having been an exchange participant? • What type of positive competence was developed by individuals and could this competence have been developed through other means?
Linkages between individual and institutional development	The link that can be made between changes at the individual and changes at the institutional level and vice versa.	<ul style="list-style-type: none"> • What are the factors which trigger successful transition from institutional to individual development or vice versa?
Role networks, web of relationships	The role that networks play during exchanges and thereafter.	<ul style="list-style-type: none"> • Are there enduring relationships between formerly collaborating institutions? • If relationships have persevered, what is their role and purpose? • Have the FK cooperation led to other forms of cooperation? • Have these projects contributed to results that are sustainable? • What have been the success factors/good practices/lessons learnt?

1.3 Methodology

This review was conducted based on the contribution analysis concept¹. Hence, we placed focus on what happens at the level between concrete programme outputs and wider institutional and personal change processes (and their more global influences at societal level) - where the programme still has direct influence to steer processes, align actors, and positively contribute to lasting effects (see Figure 1 below).

¹Mayne J (2001). Addressing attribution through contribution analysis: using performance measures

Figure 1: Contribution Analysis: A Project and its Levels of Effects



Examining the exchange program from the levels of effect perspective has enabled us to focus not on individual exchanges or exchange program cycles, but rather to the overall impact on the “minds” and “on the ground” as FK aims to achieve, in the broader sense. Hence, we have examined the different types of exchange “intervention” (i.e., different institution types and subject areas) to determine whether differences exist between one field and another; as well as how institutions and or individuals change (or not) themselves and the environments around them as a product of individual exchange processes. Throughout, we have used individual program, project, institution and personal exchange participant experiences as examples. Our approach has followed the six steps delineated in the bullets below.

- A. **Identifying which outcome or target FK hoped to improve or change.** In connection with this we have examined desired outcomes in relation to different interventions (type of institutions and subject areas), as well as more broadly from an institutional and individual exchange participant point of view.
- B. **Identifying which policies/approaches were taken to contribute to achieving an outcome.** To this end, we have examined both how FK has dealt with different exchanges generally, as well as the modifications that FK has made to its approach to supporting exchange processes.
- C. **Populate the model:** Based on the literature reviewed, as well as the data collected from the field, we populated the different components of the model in order to facilitate analysis.
- D. **Present a ‘performance story’:** We then examined each category (i.e., types of institutions, subject areas, broad institutional issues, broad individual issues) based on data collected through the case studies in Uganda and Malawi, and their counterparts in Norway, in order to be able to see how similar or dissimilar each case is from the expected “theory of change” proposed by FK along the different spheres (see Figure 1 above).
- E. **Seek out additional evidence:** based on preliminary findings from the case studies in Malawi and Uganda, and from their Norwegian counterparts, the lines of inquiry were modified to enable the collection of additional data and the testing of the hypothesis.
- F. **Revise the ‘performance story’:** the data that was collected after the case studies in Malawi and Uganda, and of the Norwegian counterparts, served to challenge and adapt the hypothesis we had developed, and ultimately to provide tested conclusions and recommendations.

The emphasis on the outcome, and to a lesser extent impact level, means that the focus goes beyond assessing the project/programme's outputs and operational environment (in its 'sphere of direct control') - but also makes inferences on overall impact (in the wider 'sphere of interest'). The review emphasizes what happens at the level between concrete programme outputs and wider institutional and personal change processes (and their more global influences at societal level) - where the programme still has direct influence to steer processes, align actors, and positively contribute to lasting effects (see Figure1above).

The tools that were utilized during this review include:

- a) Three **Field Visits** were conducted as part of the review. First field visits, to Malawi and Uganda respectively, were conducted from the 14th through the 28th of July 2012; some of the relevant counterparts in Norway were interviewed between the 3rd and 6th of September 2012. Counterparts not visited in Norway were interviewed via telephone or Skype. In Malawi and Uganda, the team leader was joined by a local counterpart with solid contextual knowledge of the field of education in the respective country. In Norway the team leader conducted the work alone, but counted with the expertise of the external quality assurer who has solid experience in the education sector in Norway as well as elsewhere.
- b) A **Literature Review** of material pertaining to the Malawi and Uganda exchanges, as well as indicative of other FK exchange programs in the field of education more generally, was conducted. This included project material for all the projects visited and project documents from numerous projects around the globe, as well as reports based on base line data gathered and analysed by FK. For a full list of materials reviewed, which included publications in English, Norwegian and Spanish, please see the Bibliography.
- c) An **Online Survey** was fielded to all participants of education exchange over the review period. This included a total of 550 respondents for whom we had email addresses, of which 47 'bounced', meaning the address was no longer in use. This means that a total of 503 former participants received surveys. Of those who received the survey, some requested the survey on paper. But of those who made this request and were sent a survey, none replied to it. A total of 4 participants opted out of the survey (actively refused to take part) while a total of 95 participants partook in the survey, although 27 refused to answer part of the survey. In short, 17.2% of the total number of exchange participants involved in exchanges between 2001 and 2012 partook in the survey. As a result of the data gathered through the fieldwork in Malawi and Uganda, the team agreed to field a second survey aimed at institutions. This survey was sent to 68 organizations of which 5 'bounced' meaning that 63 institution representatives received it. One recipient actively opted out from participation while 13 responded to the survey. Of those who choose to respond to the survey, 3 refused to answer some of the questions in the survey leading to a full response by 10 institutions that have taken part in exchanges during the period under review. Overall, 15% of the institutions targeted responded to the survey. The text of each survey is found in Annex 5 of this report.
- d) **Focus Groups** were conducted in the context of specific exchange programs: mainly in Katwe, Uganda where old and current participants came together for a group interview/discussion; at Mengo School, St. Josephs and Kyambogo where former participants, coordinators and members of the general staff came together to discuss the exchange project; and at Høgskolen i Akershus, avd for yrkespedagogikk where three current participants from Uganda were interviewed jointly about their experiences. In Malawi, one group interview was conducted at Chancellor College. In other Malawian locations, despite our best efforts, group interviews and/or focus groups were not possible because most former exchange participants no longer resided in the areas we visited and hence, it was not possible to reach them.

The utilization of all of these tools in conjunction has led to the identification of the findings, conclusions and recommendations made in this report.

1.4 Limitations of the Review Process

A few limitations affected this review, although we feel that none were detrimental to the extent that it would affect the outcome of the review in any way. Still, we feel it is important to mention them here.

First, in Norway, the distance from Oslo to some of the locations where exchange partner organizations are located, who were involved in the exchanges with Malawi and Uganda, was extensive. This limited the number of institutions visited in Norway to three (i.e., Fredrikstad, Trosvik Primary School; [Re Kommune](#) / Commune and Akershus University College).

Second, two Norwegian partners to exchanges in Uganda and Malawi were not interviewed as all efforts to contact them failed. However, we feel that since the types of experiences described by those interviewed as well as the responses to the survey were generally similar, the inability to interview two institutions is unlikely to have affected the overall conclusions in any significant way.

Third, the focus group aimed at targeting exchange participants that are now based in Oslo did not take place. Despite efforts to contact all former exchange participants from Norway in an attempt to locate those who may currently reside in Oslo, no participant responded to our requests except for one person based in Bergen. This lack of responsiveness led to the cancellation of this focus group. While ideally the dynamic of a focus group may have led to new and interesting data, we feel that by and large the views, perspectives and experiences of participants have been captured by the survey. Similarly many former participants who were contacted in Malawi did not arrive to the meetings. This is presumed to have been due to the high costs for transport, but we cannot be certain.

Both previous points have resulted in a number of respondents in Norway being far smaller than the number of people interviewed in Malawi and Uganda. In Uganda particularly, we had a number of large groups participating in group interviews and focus groups. This creates a visible disparity in the number of respondents between countries. However, we still feel that the data collected through interviews in Norway, despite the reduced number of respondents, is valid as it too has been confirmed by survey data (39 respondents who participated in the exchange participant survey were from Norway) and literature reviewed.

Fourth, all except two Norwegian participants currently in Malawi and Uganda respectively were unavailable for interview during the field visit. Unfortunately, the field visit took place at the end of the school year and hence, most of the Norwegian participants were on holiday back in Norway or elsewhere during our visit. These participants were, however, invited to take part in the online survey.

Fifth, despite multiple reminders (three) the surveys had a relatively low response rate. This we feel may be linked to a number of factors including length of time since the exchange, inability on part of the respondent to see the importance of their point of view for this review and/or lack of regular Internet access. Respondents were given four weeks to submit responses.

Six, the timing of the review was problematic because it started close to the end of the Malawian and Ugandan school years and hence, field mission to these countries had to be done very early on. After the fieldwork, the summer holiday in Norway started which meant that respondents in Norway were unavailable. It is possible that our survey, although fielded in September through October to ease the post holiday burden, may have suffered due to the dates of the review.

Lastly, the findings from the Uganda and Malawi case study highlighted the importance of information regarding the ‘tone’ of the exchange. By this we mean the way the exchange was understood and internalized at the institutions involved. This shaped in many ways the output produced by different exchanges. However, this information was not available in the written documentation and therefore in some sections of the report we have relied heavily on information gathered through field visits and interviews. We feel that contrary to this being a shortcoming, it may assist FK in reformulating its demands so that in the future it is better able to ensure the maximization of impact from its exchanges (see Chapter 3).

Despite the aforementioned difficulties we feel that the data collected from the review of literature, people interviewed, and the responses to the survey provided sufficient information to be able to adequately reflect both summative and formative findings in relation to the FK effort in the field of education for the time period under review (2001-2012).

1.5 Case Study Projects

In order to meet the demands of this review, in addition to examining written material and the fielding of online surveys, two field case studies were conducted: Malawi, and Uganda. Norway where some of the counterpart projects were visited can be understood as a separate case study, but it is important to underscore that only institutions partnered to institutions in Malawi and Uganda were targeted in Norway. In Malawi, four different locations were visited. These included five different individual projects covering a whole range of partner institutions including primary schools, secondary schools, teachers colleges and University teacher training. The projects were based in four different geographical locations and also varied in length from a minimum of three months and upwards toward almost a year. In some cases participants had/or intended to prolong their stay, but this issue will be returned to in the general findings and not be discussed here. The programs visited are listed in the table below.

Partner in Norway	Location	Program Type	Years	Description of Project	Description of Location In Malawi
Flora videregående skole	Nkhota-kota, Youth Organization	North-South	2011-2012	New project, Secondary school	Approx. 4 hours drive north east of Lilongwe
Flora kommune	Nkhota-kota, Local Administration	North-South	2004-2011	Primary school	Approx. 4 hours drive north east of Lilongwe
Høgskulen i Volda, avd for lærarutdanning	Zomba, Chancellor Teachers Collage and Lilongwe, Teacher Training College	FK youth	2004-2008	Teacher training	Approx. 5 Hours drive South of Lilongwe
Nabbetorp, Kjølberg, Rød, m.fl skoler i Fredrikstad	Lilongwe, Bambino School and partners ²	North-South	2003-2010	Primary school	Capital city
Nord-Østerdal videregående skole og Tynset ungdomsskole	Kasungu Teachers College	North-South	2005-2012	Upper Secondary school and Teacher training	Approx. 2.5 hours drive north of Lilongwe

In Uganda, three different locations were visited where six different schools were part of four individual programs. The projects listed below covered a whole range of exchanges including with primary schools, secondary schools, and a University. The projects were based in three different geographical locations. The average length of participation was generally 10-12

²In this report “Bambino School” and partners is used because the program started at Bambino. Although during the field visit Chatuwa Primary School and Chankhandwe LEA School were the schools from the group visited.

months, although in some cases programs were reduced or extended due to specific case-to-case reasons. The programs visited are listed in the below.

Partner in Norway	Location	Program Type	Years	Description of Project	Description of Location In Uganda
Telemark fylkeskommune, Notodden ressurscenter, Rjukan videregående	Ministry of Education and 3 individual schools in Kampala	North-South	2005-2011	Upper Secondary school	One in Kampala and two in Wakiso just outside Kampala
Re kommune	Katwe Town Council	North-South	2007-2012	Primary school	Approx. 6 hours drive west from Kampala
Høgskolen i Akershus, avd for yrkespedagogikk	Kampala-Kyambogo University	North-South	2007-2013	Teacher training, vocational	In Kampala
Hånd i Hånd Uganda	Mukono- Hand in Hand Uganda	North-South	2002-2004	Cooperation with Gran municipality, Primary school	Approx. 20 minutes drive from Kampala

1.6 Report Structure

This report is divided into six chapters. In Chapter 1, we have included background information, the purpose of the review, the methodology, the key limitations and the lessons which can be learned from these limitations, as well as an outline of the case studies visited. This chapter also delineates the structure of the report. Chapter 2 examines the exchange process itself and looks at both the types of partners that have been involved as well as the different subject areas most often covered within exchanges in the education sector. Chapter 3 focuses on exchange from the institutional perspective, while Chapter 4 turns its attention to the exchange experience from the individual perspective. Chapter 5 focuses on community and society as beneficiaries of exchange processes. Chapter 6 outlines main conclusions and lessons learned, and lastly Chapter 7 outlines some key recommendations. These are intended to be relevant for both FK, as well as partner institutions both in Norway, as well as South countries. The data collected through the literature review and country visits is used throughout Chapters 2 through 4. The surveys are primarily utilized in Chapters 3 (institutions) and 4 (individuals) respectively. In addition a series of annexes are also appended.

2.0 Exchange: The Process and the Subjects

In this chapter, general findings regarding the FK exchange process and the subjects or categories under which exchanges in the field of education have taken place are presented. While some exchanges in the field of education fall outside the list provided here, we felt that since these represent the main, or most common categories, they best represent the overall program. In addition, these types of exchanges were represented in the field visits done and hence, our understanding of them is more nuanced.

2.1 Processes and Approaches

FK has a set of procedures and approaches delineating how exchanges should be conducted. While these procedures are few - and much of what takes place within the exchange itself depends on the parties involved (i.e., the two or more organizations and individuals directly involved in the exchange) - still FK does exert a degree of influence on the outcomes of exchanges through its enforcement of standardized mechanisms. Here we turn our focus to the procedures and approaches demanded by FK.

2.1.1 Reporting to FK

FK exchange programs count with a series of formal and informal reporting systems. Some of these reports are required or requested by the individual organizations and institutions involved in the exchange, while others are demanded by FK itself. Here our focus is on the latter.

Assessments are carried out before exchange, funded either by FK or independently, resulting in a feasibility study. If a project is determined feasible, FK will enter into a preliminary short-term contract that will enable the two (or more) institutions to start an exchange cycle. After the initial cycle, if the exchange has been successful, then a longer-term commitment (in the case of the projects reviewed, 5 years) is made by FK. This commitment guarantees that in the absence of any major transgression (i.e., violation of contract) the exchanges will be funded for the time period specified.

FK partner organizations must jointly establish a work-plan and identify the goals of the exchange. Ideally, all the operational planning is done jointly and equitably. These exchange program plans have evolved during the years under review and have come to be more and more detailed. The degree of detail has come to include indicators and objectives in tabular format. The tabular format was designed to enable the different partners to the exchange, and by extension FK, to clearly and easily identify the tasks that each party is required to conduct during the exchange process. For an example, see below:

PARTNER1			
Objective 1: Faculty of education, University of Tromsø, is able to offer its own students and staff a more international outlook on cultural and educational issues, based on the experiences obtained from the cooperation with DALICE.			
Indicator (1-3 on Each Objective)	Situational Start/Baseline	How to Measure and Source of Income	When to Measure
50% of students (3rd and 4th year) at UIT have knowledge about the project and have a wider understanding of Zambian culture and challenges and educational issues	Limited knowledge of African/Zambian cultural and educational issues	Presentations, films and dialogs	After each round

50% of teachers at ILPhave knowledge about the project and have a wider understanding of Zambian culture and challenges and educational issues	Limited knowledge of African/Zambian cultural and Educational issues	Research papers, Presentations, Films and dialogs	After each round
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Source: FK substance of the project.

University of Tromsø, Department of Education, Norway and David Livingstone College of Education, Zambia. Project November 2011-2013 (sic)

While this approach has allowed FK and the partner institutions to take stock of the initial state of affairs, and of what the desired activities are, it does not allow organizations to see whether or not the outcome and impact of the activities chosen is what was hoped for. The approach appears to equate success with occurrence of an event/activity. This approach to assessing success is in line with previous approaches used in the FK exchange program in education. Indeed, evaluations and in final narrative reports reviewed were heavily reliant on beneficiary or participant perceptions, as well as equating the conduct of an activity with the success of this activity in imprinting new behaviour. For example in the excerpt below we see how the conduct of an activity is expected to generate an output automatically:

“...[goal] To assist in developing leaders for KNFEP with leadership skills built on democratic principles... [In order to achieve this goal a number of activities were conducted, including visits to local governments, lecture, meetings and seminars. The conduct of these activities leads to the conclusion that]... The participants will return from Norway with greater skills in leadership, that will be needed in the future building of the KNFEP. More of the staff or leaders in KNFEP, or the Karen organizations, know more about the importance and advantages of democratic principles, openness in decision making and equality...”(sic)³

While the activities have taken place and indeed they are arguably designed to generate a better awareness, attending the meetings themselves does not actually ensure that there is a better awareness. Participants of meetings could for example, attend a meeting, understand its content and conclude that the information gained is not something that can be applied implemented in their home context. Indeed, this was a response given to us by multiple respondents during interviews. For example, one respondent in Malawi noted that co-workers often reminded her that she was now back in Malawi and hence, should not expect things to be as in Norway.

In short, a distinction between being exposed to new knowledge, ideas, etc., and being able to process, internalize, and utilize this knowledge needs to be made. While the example used shows that activities that could lead to a change in perception were carried out. Whether or not the change in perception actually took place and led to change in action is not possible to know given the available reporting approach.

Aside from project reports noted above, each project has a contract that outlines the tasks and responsibilities of the main partners. The contract is signed between FK and a single partner. For legal reasons only one entity is contractually bound to FK (i.e., signs the collaboration agreement). The legally bound agency is often the Norwegian partner as they are better able to demonstrate that they can meet the administrative (i.e., financial and legal) obligations outlined in the contract. The inability to have both parties sign the contract has been perceived by some exchange partner agencies as underscoring the ‘unequal’ partnership between Norwegian and institutions from the South. FK is cognizant of the problem this may cause, but legally in Norway another option is not feasible. It is important to underscore that the agreement between the two partner organizations is appended to the collaboration agreement between FK and the Norwegian partner. It is also worth noting that while in a limited number of cases, institutions in

³ FK. Final Narrative Report for Agder folkehogskole. 2006

the South have been able to be the signatories to collaboration agreements - Although most often organizations from the South are unable to meet the financial administrative requirements imposed by FK (i.e. Norwegian determined legal requirements) and this precludes them from becoming the signatory to the contract with FK. Moreover, it was stressed by FK that signing collaboration agreements with the Norwegian partners enables FK to meet and discuss issues with them at short notice if this were so required. Following the signing of the collaboration agreement, partner agencies are required to provide narrative reports at regular intervals that present what has been done in the most recent exchange cycles and or during the whole exchange process. In addition, in some cases mini-evaluations of projects are conducted and also provided to FK. Examples of this were noted earlier in this section.

Overall, the degree of detail in reporting has increased. This is a positive step forward on behalf of FK. However, these forward looking steps are not yet able to meet the full requirement by FK in so far as being able to ensure that impact is attained and/or that the investment made through exchange is sustainable. These issues, and the reasons behind this challenge, are discussed in detail in Chapter 3. As noted, this issue is expanded upon later but its relevant to say here that in addition to the current reporting, a further layer of questions that specifically deal with the institutions involved in the exchanges, their individual ability to implement change and their internal strategies for change, are required in order to ensure to a greater degree that the exchange itself will be able to maximize its impact.

2.1.2 FK Procedural Involvement

The role of FK in determining how exchanges take place can be categorized into two - requirements for the institution and requirements of the individual. First - the demands they make of organizations involved in exchanges. Here the demands are far more extensive and broader in nature than the characteristics demanded of individual participants. An exchange participating agency must identify a partner agency and be able to demonstrate that first the project is feasible and second that both partner agencies are willing and administratively able to take part in an exchange. To this end, the focus is placed largely on whether or not an organization has the ability to host exchange participants and has a role for an exchange participant to fill. The exact characteristics however, are not delineated as such since the degree to which an institution is able to respond to the needs of an exchange process depends also on the goals/objectives of the exchange itself. The documentation, which is very detailed in its administrative demands (i.e., how contracts should be drafted, taxes be taken care of, insurance provided for, etc.) and also on the activities that must be undertaken, as noted in the section above, does not focus on the individual abilities of the organizations to assimilate knowledge gained through the exchange process. This will be explored in more detail in Chapter 3.

Second - the pre-requisites for individuals. In the case of North-South and youth programs, both of which included the education sector, the single requirement made of participants was the age limit. For the youth program participants must be between the ages of 18-25, while participants in the North-South program must be between 22 and 35. These age restrictions have a clear impact both in the expectation of the individual as well as in the ability of organizations to participate. It should be highlighted that while the youth program also included the education sector, all but five of the programs that can be included under the scope of this review are part of the North-South exchange.

Age restrictions delimit both who can participate and also what can be expected from the effort. FK youth exchanges are primarily expected to influence the individual exchange participant and his/or her life. Concern, on behalf of FK, for the impact the exchange has on the institutions is less marked. This is because on the one hand the exchange participant, often a student, is not expected to return and remain at their institution and if they do, they are not expected to exert any influence at the institutional level. On the other hand these exchanges tend to be shorter, some as short as 3 months, and hence the degree to which participants can exert influence in their host institution is also somewhat limited.

Concerns that age restrictions limit who amongst the staff of an organization can participate in an exchange was voiced as a particular area of concern by some institutions, both in Norway and in the South. In the South, institutions argued that the opportunity for exchange should be open to all, meaning more individuals within their institution, and that people with more experience may be better served to bring back new knowledge and implement it. Indeed, this would most often better match the culturally prescribed age roles (i.e., older people warrant more respect). However, a counter argument could be made that in most South countries the population is generally younger and hence, focusing on that segment of society is more to the general advantage of the country in the long term. In Norway, however, the argument posed was a different one. Norwegian organizations often have difficulty identifying adequate exchange participants within their respective institutions and/or communities therefore, any restriction placed on them increases the difficulty they face. Indeed, according to FK surveying in 2011 only 15-25% of participating agencies recruited exchange participants from their own staff.⁴In addition, and particularly relevant to vocational training, it was noted by some respondents that vocational teachers in Norway are often experienced professionals in their field of work before they become teachers. If teaching is in many cases their “second career”, this means that they are seldom below the age of 35 when they become qualified teachers and this puts a serious constraint on identifying participants who are willing and also able to meet the age requirement. This is of particular relevance given FK’s current increased focus on vocational training.

It is noteworthy that in some cases FK has relaxed their age limitation. In fact, 25 respondents to the survey (n=93) were 36 years old or older at the time of the exchange. This exception points to FK’s flexibility, and to its ability to act discretionarily. It is also important to note that while there are final narrative reports, as noted earlier in this chapter, and some ad hoc evaluations of individual projects, there are no assessments conducted years after the exchange has ended or assessments utilizing a control group. Doing this would be one approach to enable a clearer assessment of impact caused by the exchange vs. ordinary development.

2.1.3 Training and Keeping a Network

FK provides standardized training/briefings to all participants both before the start of their exchange as well as a debriefing at the end of the exchange. This training or briefing enables FK to provide participants with a foundation, and some understanding of, the objectives of the exchange particularly and development aid more broadly. These training events also enable participants to meet other participants and expand both their network of “friends” and their “horizons” in terms of understanding different cultures, countries, ways of life, etc. The trainings, which include all exchange participants, take place before and after the exchange as preparatory and debriefing sessions. The preparatory training which takes place before the exchange took three weeks until this year, but has since January 2012 been reduced to two weeks. The debriefing seminar takes 2 days.

The training itself was not evaluated as part of this review. However, it is worth noting that anecdotal evidence suggests that participants often had a very limited understanding of development aid to begin with and that the training was unable to cement a new and more nuanced understanding of how development aid works, its limitations, and the risks associated with not fully understanding how development aid interacts with other aspects in a given society. While the exchange itself may lead to a better understanding of aid and development, concepts such as do no harm or capacities and vulnerabilities seemed not to be fully understood prior to taking part in the exchange and this could prove problematic. For example, the raised expectations that can be created at the community level by a single FK exchange participant and the implications this can have for FK exchange more broadly. If a participant, for example, decided to raise funds for a cash-based intervention soon after their tenure as an

⁴ <http://www.fredskorpset.no/Global/Evalueringer/The-FK-Partner-Survey-2011.pdf>

exchange participant, the expectation is then that all FK participants are in a position and willing to engage in a similar activity. It is noteworthy that recent research conducted on the impact of international volunteerism in Kenya⁵ suggests that one of the positive aspects of volunteer programs is that they enable communities to access funds which would otherwise not be available to them; for example, funds raised by the volunteers themselves. While this is true, the counter argument is that this can also serve to focus communities or organizations on the 'additional' funding they might get through their hosting of FK exchange participants and pay less attention to the exchange itself and what can be gained from it.

Aside from the training, in some cases FK has also organized gatherings or conferences where participants within a country, working in all sectors, could come together and share experiences. Participants who were involved in this kind of event noted that they were valuable opportunities to share experiences and stay in touch. Others noted that there was little ability to exchange experiences between sectors and that most of the benefit was tied to meeting people that worked in the same areas as themselves. While these efforts were commended, the individuals who praised them as vital were often not those who have made great efforts to remain active participants of the FK network and could not point to any tangible impact from said gatherings had other than the pleasant social nature of the events. On the contrary, participants who are active members of active networks relied less on this type of meeting and seemed to be more active and engaged in networks and in trying to actively utilize networks.

FK also has made available online mechanisms to allow interested participants to remain in touch - either through the FK web page (FK-Word.com) or through Facebook. These efforts serve to facilitate the fostering of the FK network, but cannot guarantee that former or current participants utilize the network. The FK-World webpage has 1602 active participants and the Facebook page counts with 883 likes. Both numbers appear on the one hand substantial however, if we consider that for the period under review alone there were 550 exchange participants in the education sector alone and that both the FK-World and Facebook pages are open to participants from all sectors, then the level of participation in the FK facilitated systems ceases to appear so substantial. Still, it is important to note that some participants stressed that they remained in contact with a small network of former FK participants through other means (e.g., email, yahoo lists, etc.), hence, FK-World and Facebook are two of multiple approaches that can be taken to ensure the longevity of relationships born from the exchange process, but by no means the only ones.

2.2 Types of Partners and Areas of Work

In this section our focus turns to the types of partner institutions and the subjects targeted as part of the exchange in education. Here we reflect the most common type of entity and subjects and while not exhaustive, most of them were also reflected in the cases visited (i.e. exchanges between Norway and Uganda or Malawi) and hence, our understanding is more nuanced than what is solely reflected by the literature.

2.2.1 Teacher Training, Universities and Collages

Institutions providing teacher training are some of the key exchange partners in the education sector. Exchanges with teacher training institutions have varied extensively from very short initiatives (3 months) to longer 1-year exchanges. Some of them have focused on the exchange of students, while others have focused on the exchange of teachers. While each exchange has had their own individual objectives, generally it can be said that the FK objective of engaging in exchanges with teacher training institutions fall under two categories:

- a) Exchange processes that sought to contribute to changes in the teaching of methodology/pedagogics (i.e., practical pedagogics and curriculum development);

⁵ Lough, Benjamin J. (PhD) (2012). Participatory Research on the Impact of International Volunteerism in Kenya: Provisional Results. University of Illinois at Urbana Campaign and International Forum in Development Services.

- b) Exchange processes that sought to contribute to changes in the way teachers individually approached and practiced their craft.

Depending on the goal (i.e., category 'a' or 'b' described above) the exchange either focused on exchanging teachers or students (i.e., teachers in training). In the case of the former, the experience of Malawi and Uganda suggest that changes in the way teacher training is conducted has the best possible ability to create a wider reaching impact. How to ensure that exchanging teachers actually leads to changes in approaches to teaching, however, remains an issue of concern (see Chapter 3). In some cases, for example the exchange between the University of Agder and the Ministry of Education, Youth and Sport targeting the Hun Sen Teacher Training College in Kampong Thom Cambodia, it was assumed that an increased number of exchange participants would lead to adopting new educational approaches provided these are relevant. However, as discussed in Chapter 3, this ability to integrate new approaches/views/mechanisms at the institutional level relies on the ability of the home institution to assimilate, implement and follow up the knowledge gained. Since this ability, on the part of the institution, is not clearly documented, it is not possible to know if, for example, the effort between Agder and Hun Sen Teachers College has resulted in the adoption of new approaches to education - and if yes which ones/if no why not. As concerns the Norwegian partner in this case, the main objective appears to have been the development of a network. The degree to which a network between the two institutions remains active and has a clear utility is unknown. Assuming that the network has survived, the question that can be raised is: beyond a network and a better understanding of the Cambodian realities, could this exchange have achieved more (see Chapter 3). In another example, the exchange between Tromsø University and the David Livingstone College of education in Zambia, the most recent request for support (2011-2013) points out that one of the reasons for further exchange is the 'loss' of former exchange participants from the institution. This would suggest that any change is continually reliant on the individual participant rather than knowledge transferred to the institution (i.e., unsustainable change). In this particular case, of course, the objectives of the exchange appears to have been both to build new knowledge at the institution, but also to provide further formal education in Tromsø to participants from Zambia. A further example has been the experience of Akershus University College, where even though it seems that the impact in the counterpart institution (i.e., Kyambogo University in Uganda) has not attained all its objectives, in Norway the exchange has both made the institution more international, by hosting exchange participants, and also increased their capacity in, and ability to, create curricula for developing country contexts.

In the case of exchanges of students (i.e., teachers in training), the evidence reviewed suggests that since individual teachers are assigned to a new school to teach as soon as their studies are completed they have limited, if any, ability to influence the teacher's training school. This appears to be the case irrespective of how long they remain at their home institution after the exchange because they appear to have little authority to impart any change beyond one or more seminars where they share their experiences with an interested/curious audience. These seminars however were not, in the examples reviewed, intended to generate a change at the institutional level or amongst participants to the seminars, but rather understood as an opportunity to allow returning exchange participants to share what ever experiences they found most relevant/interesting/quaint. However, exchange participants (i.e., teachers in training) do have an opportunity to change the way they approach their craft (i.e., teaching) if they wish to do so. Here, the material gathered suggests that the results vary extensively. Some interviewees explained changes that they themselves have introduced unilaterally and which have shown success. For example, an exchange participant from the Lilongwe Teacher's College who was in Norway for 3 months and currently teaches first grade in rural Malawi explained that she had learned through the exchange that if children had access to books on a continuous basis they read more and were more interested in reading. Therefore, instead of keeping the books assigned to her class in a cupboard locked away she made them available to students all the time. This, she explained, was not the way books are regularly administered in Malawian primary schools. While she poses that her students are far more interested in

reading and have better reading aptitudes than children of other classes in the same school (this assessment is based on her observations alone), her approach is not being mimicked by anyone else in her school and has not been endorsed by her Principle. The exchange participant who shared this experience also stressed that her exchange experience had not been utilized by her school as a resource, but rather that she had quietly introduced the above mentioned approach because she simply wanted to see if it worked.

These two approaches to exchanges with teacher training colleges present both opportunities and challenges for FK in trying to achieve its ultimate and broad goal of change. On the one hand, providing individuals who are to become teachers with new approaches may very well make them better teachers. On the other, focusing on individuals means the overall impact is reduced (i.e., limited to that teacher's pupils). Focusing on institutions can have a broader impact, but as is further examined in Chapter 3, institutions are not always willing and/or able to institute change at a more fundamental level.

University exchanges seem to have tended to be long (i.e., one year or 11 months plus) and have included both teachers and students from said institutions. Indeed, exchanges with Universities have followed the same goals and format (i.e., who went on exchange) as with teacher colleges. Although generally it appeared, particularly from the cases visited, that teacher training colleges were more focused on pedagogics as a sole objective, unlike universities focusing on multiple fields of study and hence, better able to reflect and gain from the exchange experience of individual students. This observation could, however, be very much a reflection of our experience with Chancellor College and Kyambogo University on the one hand, and Kasungu Teacher's college and Lilongwe Teacher's college on the other. A challenge that appeared particular to Universities was directly tied to their size. It seemed that due to their enormity, the exchange process itself had a hard time cementing itself in a prominent position within the institution as a whole. In the case of Chancellor, it was understood as an opportunity for students to be exposed to Norway and in the case of Kyambogo, an opportunity for lecturers to further develop their skills. In the latter, the exchange has also led to the design of new curriculum. However, the impact of this is difficult to identify since on the one hand new curriculum to promote student centred and participatory vocational teaching has been developed, the students of Kyambogo are not trained in a more participatory manner. This appears like a clear contradiction. Although there are clear challenges associated with attempting to influence a system of education through exchange, the possible gain of succeeding can be quite substantial.

A last trend that is worthy of note here is that by and large it appears the Norwegian institutions wanted to gain exposure to people from other countries/institutions and further learn how to provide support to countries/institutions of the South; while the organizations from the South were receiving more formal training, in some cases, accredited support. This too should be noted as a possible source for inequity within the partnerships. Still it is important to stress that exposure to foreigners at Norwegian institutions was underscored as a very important added value to the Norwegian educational environment (i.e., students and teachers not directly involved in the FK exchange).

2.2.2 Kindergartens, Primary and Secondary Schools

Exchanges between schools, both primary and secondary schools, were based on the exchange of educators (i.e., teachers). In some cases the same schools are involved in student exchanges, but these are conducted through other programs and hence, not in the scope of this review. Exchanges between schools most often aim to provide students with exposure to a different approach to teaching. However, the data suggests that teachers to Norway created their mark with the students, while Norwegian exchange participants had an opportunity to influence the school overall.

It was noted that in Norway, particularly non-metropolitan areas, children have little, if any, exposure to foreigners. Hence, they are able to foster misconceptions and prejudices based on

a limited understanding of the rest of the world. Having a well-educated exchange teacher that is able to teach math or science, for example, is a key way by which existing pre-conceptions can be challenged. Interviewees from Norwegian schools posed that in Norway conceptions about race and capabilities amongst Norwegian pupils were challenged by the mere presence of teachers from the South who taught subjects on regular curriculum such as Math, Science and English. This aspect was noted as the principal benefit of the exchange: changes in the minds of those around and/or in contact with exchange participants. In the South, where abilities of northerners are not in question, exchange teachers can be catalytic in supporting change within institutions. However, this depends on the organization's ability and will to modify (see Chapter 3). In cases where a strict curriculum is adhered to, teachers from Norway have limited opportunities to practice their teaching skills and approaches with students. In such cases their work is often limited to IT, sport, or fostering cultural activities or activities that are directly tied to their individual personal knowledge. In some cases reviewed it is unclear why the tasks are limited in the host institution in the South, but generally it appeared from the literature also that the list of activities previously mentioned also applied to other cases. For example the exchange between Thor Heyerdahl Upper Secondary School, Brunla Secondary School, and Bagamoyo Secondary School where in addition to some of the tasks mentioned above Norwegian exchange participants taught English and even invigilated exams. The latter activity suggests that the exchange participant's skills were not being used, but rather his or her presence was. Notably, in this particular case the South exchange participant in Norway did not appear to partake in clear subject specific teaching tasks. Perhaps this is tied to the skills required of the exchange participant, which did not include subject (i.e., math, science) specific knowledge. While some of these activities (i.e., IT, sport, etc.) may be valuable contributions to the local school and students at the time, it may or may not be sustainable as the initiative may very well be tied to the skills held by the individual, rather than to a long term objective pursued by the institution where the role of the exchange participant is one component of a longer more solidified effort. Secondary schools in the South seem to present more challenges for participants than primary schools and kindergartens where children are under less pressure to pass a final exam or to cover a strict pre-defined curriculum. In Norway, however, teachers from the South appeared to be a good influence on students and have the potential for changing perceptions at all levels of the educational process. All of these findings are based on observation, however, and not on a controlled study that was able to measure if change patterns are different in schools with teachers from the South and schools without.

It is important to note that kindergartens in particular have challenges of their own. Primarily that while it is believed to be very important for children to experience different looking people, and different approaches to their education, many countries do not have qualified pre-school teachers and hence, exchanges between institutions in Norway and in the South are difficult.

2.3 Subject Areas

In the field of education, FK has supported exchanges that had a variety of subject related aims. These are discussed here.

2.3.1 Vocational Education

Practical subjects or vocational training is one area where Norway has solid and extensive experience from having introduced this into the regular educational system, and an area that FK is increasingly interested in. Thus far, Norway has been able to conduct exchanges with schools and teaching institutions that offer similar curriculum. Of the cases visited, three included a vocational training component. These exchanges were to either secondary schools where skills were intended to either enable students to pursue a vocational career or have a choice of vocational vs. academic future studies; or Universities where vocational subject teachers were being trained and as such their individual objectives, goals and what they achieved varied (see Section 3.2).

Here we examine how prepared the Norwegian and counterparts in the South are to conduct an exchange in the field of vocational training. First, Norway has clear knowledge and skill in this

field. Second, the Norwegian experience, particularly aiming to train secondary school students, can serve, and has in some cases, to expand the horizon (or perceived horizon) of programs in the South (i.e., what can be expected from vocational training). The Norwegian influence can be credited with a far more hands on practical approach to vocational training and with the more active inclusion of females into more often male dominated areas. Third, focusing on vocational training can have an impact both on educational institutions as well as the way certain crafts are designed and developed. The latter can, over time, change particular professions and make their practice more skilled, developed and exact (i.e., woodworking, construction, mechanics, etc.). These are all very positive aspects of vocational training exchange. Fourth, vocational training teachers coming to Norway have been able to introduce crafts which are otherwise not known to students in Norway. Generally the examples of this have not been sustainable as they have been directly tied to the individual teacher on exchange, but they have been welcomed by those who have been able to directly benefit from these efforts.

However, vocational training exchanges are not without challenges. Participants coming to Norway may encounter that the resources available in Norway are ones that cannot be replicated locally and this can serve as a deterrent or a disincentive to implement their learned skills when they return. A second challenge for Norwegian participating agencies is the age restriction imposed by FK. As noted previously, vocational training teachers in Norway are often in their second career and hence, are often older than 35. It is of course notable that in multiple cases FK has relaxed the age restriction in order to facilitate exchanges in this sector. Having noted a number of areas where Norway can contribute to the work of its southern partners, how can southern partners contribute to vocational training in Norway? As noted above, there are some cases where vocational teachers from the South were able to introduce a new craft in Norway, but the impact of this is limited as often the duration of the exchange is not long enough to ensure the new craft is able to become imbedded in the range of subjects covered by Norwegian schools as a matter of course. More often within the vocational training subject the contribution from South participants is largely tied to other efforts in the South; for example, assisting with the creation of relevant curriculum which can then be implemented elsewhere in the South. This may be of particular importance given the need for vocational training more generally. This priority is noted not only amongst the expansion of Norwegian efforts, for example, working with Universities in Sudan; and the recognition of its value in Uganda (see Annex 2), as well as the exchange between Sogn Vgs and the Windhoek Vocational Training Centre. However, this should not be interpreted to mean that vocational institutions in Norway do not have the potential to benefit from exchange participants from the South. The benefit for Norwegian institutions, however, is far more tied to cultural exchange (see Section 3.3.4).

2.3.2 Academic Studies

Here, we refer to academic studies as all subjects in the realm of “traditional academia” - for example science, mathematics, languages, etc. Norway has exchanged teachers with countries in the South that covered all these disciplines. Unlike the case with vocational training where teachers and students from the “South” have less to contribute in terms of the field of study or approach to teaching, in more traditional academic subjects the opportunities for contribution are more extensive. In primary school it is possible for teachers from both Norway and the South countries to fill in each other’s shoes, more or less, without major inconvenience. In some cases South teachers working in primary schools in Norway encountered difficulties associated with the linguistic domain of the children. However, it was also argued that having exposure to a native English speaker, or having a teacher that did not speak Norwegian, served to force younger children to actively use the English language and this in itself was regarded as a clear asset. In short, respondents stated that although English is taught from a young age children are often reluctant to practice the language unless they are in a position that provides them with no alternative. In secondary school, utilizing teachers from Norway was a little more challenging. The two South countries visited have strict secondary school curriculum that are designed to enable students to take a final exam. Therefore, there were fewer opportunities for teachers unfamiliar with the curriculum to actively participate in the teaching.

One of the interesting dynamics, which were noted regarding the use of teachers from the South to teach academic study subjects, was tied to the perceptions of foreigners in Norway which was mentioned earlier in this chapter. A couple of school representatives from Norway noted that having a teacher from a South country teach a “hard” subject like math and science served to clearly and unequivocally show that people from the South can be highly educated, competent and clearly able to handle these subjects with ease. Similarly, as in primary school, having native English speakers teach English required students in Norway to become more active and regular users of the language. In some ways it can be argued that while Norwegian vocational teachers have more to offer directly to students in the classroom setting the opposite is true of more academic subjects.

2.3.3 Information Technology (IT)

In a number of the exchanges visited, as well as cases where only literature was reviewed, IT was one issue which was highlighted as a key component of the exchange. This component was a unilateral effort from Norway to its southern partner, and unlike most of the other FK contributions as part of exchanges, the IT contribution did at times include additional cash contributions to buy equipment or equipment itself. Hence, the IT contribution that resulted from exchanges has a physical longevity (i.e., computers stay behind) that outlives the individual exchange process.

The objectives of the IT contribution have had multiple origins. In some cases it appears that the origin was based on providing IT access to the Norwegian exchange participants to begin with. While in others it was seen as an opportunity for participants to do something, when for example they could not teach in their own subject. In yet other cases the IT contribution was the principal goal itself. The challenge with IT support as part of exchanges is that in many cases it requires infrastructure that is not available locally, and for which there is little local culture. In short, there is no clear understanding of what is required in the long term in order to ensure that the infrastructure outlives the exchange process and hence, turns into a long term asset to the recipient organization.

Some institutions visited were much better able to respond to the challenge of installing IT hardware than others, and this is the key contributor to the impact that an exchange which focus on IT, can have. Moreover, while in some cases FK did provide financial support to purchase IT hardware, in other cases this kind of support was not available or was comparatively small. In such cases the individual exchange participant tasked with supporting IT has been prevented from carrying out his/her activities due to the lacking infrastructure. Of the institutions visited, a number had received IT support as part of the exchange. In one case the IT support is helping the institution flourish as an Internet centre which has opened locally, and is trying to be self-sufficient. In other cases the effort has been quite haphazard, with the school hosting the computers not being able to provide the minimum infrastructure to ensure the computer equipment does not get destroyed due to lack of care (i.e., lack of a dry, clean environment). Lastly, it is important to stress that the degree to which IT support has been resulted in a long term capability locally has much to do with institutional factors including the institutions ability to incorporate IT into its way of working (see Chapter 3).

2.3.4 Cultural Exchange

This particular category applies in a broad sense to all exchange programs and participants. However, it was singled out here because as noted in some of the previous categories in some cases, the principal objective of the exchange itself has been to provide individuals and institutions an opportunity to have exposure to a different cultures or cultural experiences. Clearly, to have the opportunity to experience something new and different is a valuable part of ‘education’ in a broad sense. However, a number of issues are worth considering. First, that exposure to a different culture does not necessarily equate with an ability to adopt or modify ones behaviour based on the experience (see Chapter 4). Second, that while the ‘cultural’ exchange is valuable on its own, combining it with a clear task and aptitude is also important. For example, as noted earlier, school children in Norway who have been exposed to teachers from the South have reportedly had the opportunity to re-evaluate their points of view regarding,

and perceptions of, people from the South by having exposure to them. However, interviewees noted that it is not the exposure alone that assisted in re-shaping their perspectives, but rather having exposure to someone who was able to do something which they had otherwise not expected. In short, the re-examination of foreigners in Norway within schools happens only when the teachers who come as part of the exchange are able to provide an alternative to the previously held conception. The 'previously held conception' according to some interviewees is that children in Norway believe that people from countries in the South have few capabilities to begin with. This view, interviewees noted, is supported by the focus on the plight of Africa, for example, and the image of refugees living in Norway as portrayed by the Norwegian media.

Some exchanges also involved organizations working with refugees in the South. Examples of this included exchanges between Norway and Western Sahara, and Kenya. Here the goal for both the Norwegians going on exchange and the participants coming to Norway was, among other issues, to provide participants with exposure to the realities of the refugee experience. While these exchanges could fall under a category of their own, the 'objective' of exposure to the refugee environment can also be categorized under 'culture' and hence, is highlighted here. In these cases the objective was not to show the similarities between people from different countries, as noted above, but rather the plight of the life of a refugee. This too, of course, can be seen as having a value for children and youth who live in an environment that is far safer and secure as is Norway.

2.3.5 Awareness Raising (Environment, Gender, Democracy, Disabilities, etc.)

The exchanges in the education sector, particularly from Norway to the South, incorporated a series of crosscutting components such as 'gender', 'environment', 'democracy or the democratic processes', etc. The Norwegian exchange participants in many cases championed these issues. In multiple cases the participant, him or her self, led a process aimed at better understanding environmental needs, or creating an environmentally driven project such as a school farm or tree planting etc. Similarly, efforts to include more girls in schools, retain girls, or introduce a stronger sense of equity in the classroom environment were also aspects that were supported by the Norwegian exchange participants. A further example that was often found as an activity of exchange participants was related to the governmental process in Norway and democracy/democratic values generally. All of these issues are important ones where the Norwegian experience has much to offer. These issues are ones that do not lend themselves to reciprocal exchange, but where with the support of a host institution (see Chapter 3), much can be achieved not only within the host institution (i.e., school) but also within the community at large. Raising awareness about disabilities, unlike the other issues, was in some cases the central goal of the exchange. One example was the exchange between the Red Cross Nordic United World College and Ningxia University - although notably the goal of the latter was mainly the building and strengthening of institutional/country networks.

2.3.6 Ways of Teaching: Pedagogics

A final category of exchanges listed here are those that focus on pedagogics or where pedagogics has been a key goal of the exchange. Here, Norway and southern countries have much to offer each other. Norwegian institutions have long established pupil centred approaches that allow students to command, to a degree, their learning process. It also engages and challenges the student in a manner that is more individually oriented rather than uniformly prescribed. All respondents highlighted this approach as a positive one, albeit some felt it was more or less applicable in their own contexts. Moreover, some respondents, particularly those working with younger pupils, noted that in their opinion Norwegian society generally (and children in particular) did not see formal education for young children as a privilege with a clear purpose in terms of 'learning in the long term' (i.e., a clear stepping stone for further education, careers, etc.). Some put it as "We have a spoiled society and some day we will run out of money and our children won't be able to compete because they have not been prepared for it." No one proposed that student centred approaches are bad, but rather that the educational system in Norway can learn from experiences else where and from these, attempt to find a balance that introduces some level of prescriptive structure while remaining

student centred. This, some felt, would ultimately enable children to gain skills which while they may be uncomfortable to learn, may be valuable in enabling them to be competitive in the global market in the future.

Schools in the South often have opposite characteristics where teaching is very top-down, and not at all pupil centric. Hierarchy is at the centre of the teaching approach and teachers/educators command respect and the attentions of pupils in a lecture type format. Education is understood as a stepping-stone towards something else in life, and indeed children see education as an opportunity not afforded to many in their own countries. Still, there is a recognition by some respondents from the South that this very rigid structure may not be the best approach for supporting students in their learning, be it vocational or academic training. This contradiction in systems, many respondents from Norway, Uganda and Malawi argued, enabled organizations involved in exchanges to experience the other approach. Respondents proposed that experiencing such extreme opposites was very helpful to both sides in finding a middle ground that better meets the needs of students as individuals, but also the demands that society at large will make of them as they grow older. Other exchange agreements did not always note which aspect of the “teaching method” they were most interested in learning from, but numerous exchange agreements highlight as a goal “to learn the techniques and practices used in the country visited”.⁶The degree to which exchange participants are able to influence the system itself, however, has varied from one institution to another (see Chapter 3). Still, the exposure to new systems, some respondents proposed, was invaluable even if changes could not be materialised immediately. The very exposure generates a discussion, which may lead to tangible change at some point into the future.

Another specific aspect of pedagogics that some exchanges have focused on has been Information Communication and Technology (ICT). Here, the principal focus of the exchanges was on sharing experiences on distance learning, both the technologies used, but also the approaches taken to impart education using long distance.

⁶One examples is the Acuerdo de Cooperacion between the municipality of AI and FK.

3.0 Exchange – The Institutional Questions

In this chapter we focus exclusively on exchange partner institutions, and their perspectives experiences. Here the focus is on how the different agencies were identified, the role that each partner plays, the experience of each institution, and lastly what factors contribute to attaining the ultimate FK goal - achieving changes in the mind and on the ground.

3.1 Identification of Institutions/Partners

Here we turn our attention to how institutions are selected or come to be exchange participants. We generally found that in most cases the Norwegian agency had identified a counterpart in the South. In some cases, when multiple organizations in Norway were involved in a single exchange, then one of the organizations may have been chiefly responsible for identifying the partner or partners in the South.

How organizations in the South were identified tended to fall into one of three categories:

- a) Organizations were identified by an individual when he or she was visiting the country for a different purpose. In these cases, the identification of the partner led to the exchange.
- b) Organizations were identified after a long-standing relationship between two different institutions (ex: sister communities/municipalities). In these cases, the FK exchange was included as an additional effort to an already existing broader program of exchange/support.
- c) Organizations were scouted out in order to identify a partner for a project that had already been conceptualized.

In the first and second approach the driver for the exchange was to assist a single institution and or organization, while in the latter the effort was driven by a desire to work in a particular field of interest.

The identification of exchange partners, as far as FK is concerned, requires determining whether or not an individual institution has the capacity to deal with an exchange program - the degree to which the institutions involved in the exchange have the ability to fulfil their respective contractual or agreement commitments.

3.2 Role of the Institutions/Partners

Partners/institutions had two general categories of roles and responsibilities. Some roles were generically established as part of all exchange process and others were tied directly to the exchange program and how it was delineated. The generic roles and obligations by partner organizations included aspects such as the ability to administer the financial aspects of the exchange, the ability to identify exchange participants and the ability to support hosted exchange participants during their tenure. In most cases, as noted in Chapter 2, the Norwegian partner holds the contract with FK and is hence, legally responsible for ensuring the exchange is carried out according to plan, and that different roles and responsibilities are met. However, it is important to note that there is also a formal agreement between partner organizations (i.e., the exchange participating agencies) which details the roles and responsibilities of each. The fact that in most cases the financial burden fall upon the Norwegian partner, as the signatory to the contract and hence this partner is responsible for administering the funds, was seen by some exchange organizations in the South as 'inappropriate' because they felt it created a degree of inequality between partners. Other organizations argued that this was not problematic because they felt that the Norwegian partner had been transparent and that this transparency eliminated any sense of inequity between partner agencies.

It is also relevant to note here, particularly in the context of finances, that a number of Norwegian partners noted that at times in the exchange processes they were involved in there had been reason to believe that the local representative had benefited financially from coordinating the exchange. This was either due to funds which did not appear to have been

allocated to the right task or to lack of clarity of how participants going to Norway had been selected. Norwegian partner agencies also noted that in some cases local counterparts failed to adequately support Norwegian exchange participants with logistics (i.e., housing, etc.). This, they found, was a serious oversight of minimum responsibilities and a factor that had caused problems both to the exchange participant, but also to the exchange as a whole as it eroded some of the trust between partner organizations. However, overall it appears that most often organizations did meet their minimum requirements in terms of the broad responsibilities outlined by FK.

As pertains to specific roles and responsibilities tied to the different exchange programs, the experiences appear more varied. These roles and responsibilities include aspects such as the exchange participant recruitment process, particularly the attributes each participant must have, as well as the activities he or she will be partaking in during the exchange. Here the results are varied, as can be expected, with some organizations performing far better than others. This is both a product of how programs are described, some cases are very explicit and others far less so, and of the ability of institutions to implement what they set out to implement. It must be noted that as pertains to the failure to enforce work plans some organizations, with far more ambiguous work plans, are in a better position to implement them; while organizations with very detailed description of activities to be undertaken, for example, may find they are unable to do so. To this end there is a visible shift in what FK demands of reporting during the period under review. The shift is towards, as noted in Chapter 2, a greater degree of details regarding the specific activities that will be undertaken, as well as a description of the start point (baseline). This process has required participating institutions to think more carefully about what they wish to attain through the exchange and what activities will be undertaken in order to achieve the pre-defined goals.

Additionally, the process of how the agreed work-plans, selection of participants, assessments of exchange process, etc. were decided upon by the partners to the agreement is also important to highlight. While the exchanges are supposed to be amongst equal partners, it is unrealistic to expect that equity between partners existed from the start of the program. The very fact that one partner held the contract with FK was one issue, but in addition to that the cultural perception of North-South relationships more generally also played against the sense of equity. Some respondents noted that equity between the different organizations was something everyone wanted to have, but it was important to recognize that given the circumstances, equity could only be a goal that could be nurtured and achieved over time. In some cases, where exchanges ended because one of the partners failed to meet their obligations, it is clear that equity, respect, and trust within the relationship were not achieved. In other cases, relationships developed over many years and have led, or at least it is so claimed by all sides of the exchange, to mutual respect and a relationship amongst equals. This, however, was stressed by respondents as an attribute of exchanges that requires a lot of time.

3.3 Experience by the Institutions

The experiences of the different institutions, unsurprisingly, have varied a great deal from one to another. At the extremes, one institutional survey respondent noted that the exchange had ended early because the partner institution did not meet their minimum requirements; others noted that administratively the exchanges had more less worked without problem, but they were unable to point to clear impact that was unequivocally tied to the exchange experience - yet another institutions could point to multiple tangible changes that had resulted from the exchange process. Still, according to the FK 2011 survey 95% of organizations were satisfied with how the participant contributed to their own organization.⁷ This satisfaction needs to be understood, however, as inextricably tied to individual institutional expectations and not necessarily to the FK overall objective/goal. The reason for such diverse experiences, particularly in terms of outputs, outcome and impact is discussed in Section 4.4; however, here it's important to mention some of the positive experiences as well as some of the challenges

⁷ Source : <http://www.fredskorpset.no/Global/Evalueringer/The-FK-Partner-Survey-2011.pdf>

faced by institutions.

First, we turn our attention to the positive experiences tied to exchanges. Generally speaking all institutions interviewed stressed that the exchange had been a positive experience. It enabled institutions to create networks and test their own abilities to interact with an institution from another country. It also enabled institutions to learn about the challenges faced by 'similar' organizations/institutions in other countries. Some respondents noted that hosting exchange participants from other countries made them re-examine their processes and procedures and enable them to see how these processes may be perceived or understood by non-Norwegians. This was seen as a good lesson learned because some communities in Norway are hosting an increasing number of foreigners (i.e., guest workers and refugees). The exchange experience was also credited with enabling organizations to create a network with organizations from other parts of the world. How active these networks are tends to vary and be linked to the relationship between the different individuals to begin with. In some cases it was noted that the networks serve a personal goal (i.e., keeping in touch with new friends), while in others it serves a professional goal (i.e., share new views or perspectives on how to handle different challenges). In a number of cases exchanges have preceded other forms of cooperation with the same institutions, while in other cases the exchanges followed existing cooperation. This appears to show that once a Norwegian institution has partnered with an organization in the South - if the relationship is generally a positive one - efforts to continue the relationship are made. To this end the FK effort can be credited as having been the seed for future cooperation, while in others it has been the agent that allowed continued cooperation.

Second, we turn to the challenges that were experienced by organizations involved in exchanges. One of the key challenges seems to be tied to managing expectations and recognizing the intrinsic value of 'exchange'. Organizations in the South often have limited resources and opportunities hence they welcome any chance that may be put before them. This in turn has meant that in many cases it is not the 'exchange' itself what they are after, but rather what the exchange may mean for individuals from their staff or alumni (i.e., a trip to Norway) and how the exchange may lead to other support that is cash based. This means that in some cases the 'exchange' itself is not appreciated or taken advantage of because it is not seen as a value or as having a clear benefit to anyone other than the individual participant. Since FK's goal is to influence change through exchanges, the aforementioned is a clear challenge to achieving change. Aside from this general challenge, other aspects include the inability of some institutions to provide the support required by exchange participants. This seemed to most often apply to Norwegian exchange participants placed in an organization in the South.

In terms of results at the institutional level there are a number of examples of what can be achieved. The examples seen from the cases examined in Malawi and Uganda broadly include aspects such as the bullets listed below. In addition, we have added examples from the reports where noted.

- a) A more active involvement of students in the school's decision-making process through the creation, and active participation, of student government. This could be, for example, achieved under the goal of "a more transparent organization" as was noted in the documentation of the exchange between Stavanger School of Culture and the Department of Music and Dance and TaSUBa.⁸ Another example is as described in the Skien commune and ECCO in Congo Brazzaville documentation which lists "...better knowledge of the educational system working in the country of the participants, as well as the principles on which the educational plans are founded."
- b) The creation of sustainable income generating activities at the school level.
- c) The introduction of mechanism to the enrolment of other underserved groups such as

⁸ Is a semi autonomous government institute that provides training, research and consultancy service in arts and culture in Tanzania.

girls. This included a school club in Malawi but could also include, for example, “[promotion of the] legal responsibility towards school drop outs, orphans and vulnerable groups” as was noted in the contract between FK and Skodje Community for the latter’s work in Kenya.

- d) The introduction of environmental awareness and approaches to respond to environmental challenges within the schools. Examples of this include “To give children and teachers knowledge and improve their competence in environment” as noted in the contract between FK and Skodje Community.
- e) The introduction of mechanisms to ensure/document teachers’ exchange experiences and are actively engaged in the modification of teaching approaches.
- f) The introduction of mechanisms to enforce better time management and more effective and efficient work procedures.
- g) The introduction of administrative structures more easily accessible to interested parties. In Flora commune, for example, they noted that they have an ever-increasing number of guest workers, but that their administrative system was cumbersome and inaccessible. The exchange at the administration assisted in highlighting the shortcomings.
- h) Increase understanding of a different perspective/country/culture or approach. For example, the **Vestfold University College** and Multidisciplinary Regional Faculty aimed to expand the knowledge of understanding of countries of the South and expand the knowledge and perspectives of vocational training particularly in relation to solidarity work, or the ARC Aid foundation in its exchange with SANA and Care Kenya aimed to improve approach’s on how to work with refugees and build ”competence on Somali communities and cultural patterns, and Somali peace-building and democratization.”

As pertains to competences specifically, the following can be listed areas where the exchange contributed to strengthening local competence:

- a) More active use of the English language, as a second language. As noted in the exchange document from Skien commune and ECCO in Congo Brazzaville where the opportunity for “...pupils and teachers... to improve their knowledge of a foreign language” was made available. This was also true in Norwegian schools where it was noted that having English-speaking teachers improved the active use of English amongst pupils as they were ‘required’ to use the language in order to communicate with the exchange participants.
- b) More active use and domain of computers.
- c) Ability to implement aspects of a more student centred approach to pedagogics.
- d) Ability to turn outputs from educational activities into income generating activities.

What is generally notable in the reporting is the broad nature of the language used in the listing of goals and objectives. This enables organizations to achieve their general objectives without necessarily achieving FKs general objective of changing the minds and on the ground. More importantly, the organizations do not note whether or not they envisage that what they will learn will be useful to generate any change or indeed if they wish to change in any way. To the contrary most documents speak loosely of exchange of information, experiences, and do not delve into what this is intended to mean in terms of change in the mind and on the ground.

It is also important to highlight that the FK surveys (2011)⁹ reports high levels of positive outcomes. For example: 70.5% improvement in staff language skills, 69.1% improvement in technical skills, 55% in better trained staff, etc. However, there are two challenges associated

⁹ <http://www.fredskorpset.no/Global/Evalueringer/The-FK-Partner-Survey-2011.pdf>

with this type of statistics. First, that it is unclear what the starting point is (baseline); and second, it is unclear how this improvement actually assists in generating change. Clearly the improvement as such must be commended, but it should not be assumed to automatically ensure the achievement of FK's overall goal.¹⁰

Box 1: Bambino School and Partners

This exchange included a school in Norway (Fredrskstad) and three schools in Lilongwe. The schools in Lilongwe came together to both benefits jointly from the two teachers that came from Norway as well as from the two teachers that went to Norway (annual exchanges). The schools in Lilongwe are not wealthy schools; in fact they are located in low-income areas of the city. In these particular cases the schools in Lilongwe decided early on in the process that they would utilize the exchanges as a way to generate ideas for how they could improve themselves as well as other schools. Each school as part of the exchange partnered with a further 5 schools in an attempt to impart whatever knowledge they gained through the exchange. This created an environment that was not only welcoming to exchange participants from Norway as well as to returning exchange participants, but also an environment that was actively seeking out opportunities for improvement. Improvement in this case was not prescribed, but rather a blank canvas to be filled. Unsurprisingly, the Bambino school and its partner schools today are quite unlike other primary schools in Malawi. Examples of the aspects they have incorporated include: numerous clubs that have specific purposes such as time management, girl inclusion/retention, environmental issues, student government, etc. The schools already had a 'club' system, which facilitated the conduct of extra curriculum activities and/or were established as ad hoc to fill a particular short term need. Hence, the schools decided to include a series of new clubs that were based on lessons learned through the exchange process. The time management club for example is designed to identify both teachers and students who are tardy to class. The existence of the club has served to improve the timely start and end of classes. This in turn has created, according to two school head masters interviewed, a more efficient system and a degree of mutual respect between teachers and students. This club, together with the student government club that gives students the ability to voice their concerns to the head master at regular intervals (i.e., monthly), has facilitated a more student-centered approach to teaching. Additionally, the schools have been able to successfully include the more active participation of parents in school activities, this they tie directly to seminars held by a Norwegian exchange participant who actively shared the Norwegian parent-school relationship. In turn, the more active inclusion of parent participation has enabled schools to build halls that they can rent as an income generating activity, and they have enabled the building of walls around the schools to make the school grounds safer for the pupils, etc. The Bambino school is a good example of how the active pursuit of opportunities to improve by an institution can lead to great results from an exchange program.

3.4 Becoming the Change

Generally, all exchanges are expected to have an impact both at the individual level as well as the institutional level. However, the expectations of institutional change resulting from the youth exchange program are less because this program tends to be shorter (i.e., limited time exchanges – 3 months) and the individuals are younger, often students, and hence not expected to return to their home institution for the long-term. It is important to stress that all institutional representatives interviewed noted that through the exchange they had

¹⁰ <http://www.fredskorpset.no/Global/Evalueringer/The-FK-Partner-Survey-2011.pdf>

seen/experienced things that could have been incorporated to their home institutions in some format. Despite this view some exchanges have led to clear and tangible progress, while others less so. Hence, the question is what are the factors that have enabled this success or failure?

The case studies in Malawi and Uganda showed stark contrast between some institutions which had clearly developed as a result of the exchange and other which had not. When attempting to categorize institutions by how they had or had not been able to introduce lessons from the exchange process into their post-exchange experience, we found that there were four different experiences:

a) **Institutions that incorporated change have kept the change process dynamic and made the change process sustainable:**

The two institutions which have been most successful at adapting themselves based on knowledge gained through the exchange were Bambino School Group in Malawi and Mengo School in Uganda. These soared above the rest with clear tangible examples of what had been incorporated or adapted as a result of lessons learned through exchange (see Boxes 1 and 2). These efforts had led to changes that were embedded in the way the institution operates and hence likely to be sustainable.

b) **Institutions that have instituted change during the exchange, the changes have remained but the change process is not dynamic:**

Kasungu Teachers College in Malawi and St. Josephs Technical College in Uganda are two examples where some changes have been made, but they don't seem to be clearly institutionalized and appear to have been largely driven by exchange participants. In the case of St. Josephs some changes were made to the way technical training is conducted - for example, a more hands on program was instituted.

However, the changes introduced have not become the starting point of a longer more dynamic process. Rather each change has constituted a single step driven by a single exchange program. Similarly, at St. Josephs the inclusion of girls into the program is also credited to the FK exchange, but again, the active engagement with the population to promote the inclusion of girls into all areas of vocational training, for example, has not continued as a dynamic effort by the school. In Kasungu, the exchange led to the creation of a school farm and a system to support more disadvantaged students. These efforts have developed over years but appear largely driven by the Norwegian exchange

Box 2: Mengo School

Mengo School is regarded to be amongst the best secondary schools in Uganda. It is based in Kampala and caters to students in secondary school, as well as middle school. Mengo is unique in that as one of the few schools which combine both academic and vocation training approaches it has come to see itself as a pioneer. The pioneer self-perception of the school makes it very open to new ideas, and innovation. While on the one hand the school does not have a clear and organized approach to introducing new ideas, on the other it allows for new ideas to be generated in an on-going basis. For Mengo, the exchange with Norway, through FK, is one of many different programs with partners. Each program that Mengo is involved with is intended to support the schools ability to think innovatively and progress. Therefore, the FK exchange supports change, but does not drive it. Rather Mengo School drives its own development and seeks nourishment for this development. Fk has been one type of nourishment that Mengo has benefited from.

participants whereby the Kasungu Teachers College is a welcoming host, but not a driver of innovative ideas and approaches to respond to their existing challenges.

- c) Institutions that incorporated change during the exchange, but where sustainability post exchange is unclear:** In Nkhota-kota (Malawi), for example, the youth organization has introduced changes into the way they work as a direct result from the exchange process. However, the institution is young and it is uncertain whether or not the structure currently in place will remain when exchange participants are no longer present. Similarly, in Katwe it is unclear if any of the efforts made would survive if Re commune discontinued their support. The survival of changes that were introduced by exchange participants, such as IT classes for students at the school, is unclear.
- d) Institutions that have introduced little if any of the lessons learned through the exchange process:** Kings College Buddoand Kyambogo University, as well as Chancellor Teachers College and Lilongwe Teachers College, appeared to show the least change all together. In all of these cases exchange participants may or may not have introduced new approaches, but these were not readily taken up by the host organization. Similarly, returning exchange participants were not invited to work with the institution to examine if anything they had experienced or learned could be adapted to meet a local need. In the case of Kyambogo, there have been great efforts in the development of a new curriculum which included both Norwegian and Ugandan teachers, but while the efforts to institute a new course has been successful (i.e., the course exists), the institution itself has not changed its way of operating. Hence, on the one hand they teach new modules of pedagogics which promote a more participatory approach, but at the same time they have not introduced a more participatory approach to the way they teach pedagogics (i.e. they teach a module on participatory approaches in a non participatory way). This in and of itself is a contradiction that seems at odds with the goals of the exchange. In the case of Chancellor College and Lilongwe Teacher's College, the exchange was geared towards the students and who left the institution soon after their exchange program finished. Therefore, unsurprisingly the impact at the institutional level has been minimal.

In an effort to identify what factors promoted or hindered institutions from gaining as much as possible for the exchange experience we turned to the factors that are the drivers of change and the enforcers of sustainability. From an FK perspective the contracts are standard, and the project plans and reporting have become more and more detailed. However, the examination of documents was not able to attest to why some projects were highly successful in achieving solid change while others were less so. Based on initial discussions a model to explain the drivers of change was presented during the inception period. Further review of material and interviews led to the modification of the original model. We found that there are two key factors that appear to be the most influential in determining whether an organization will or will not be able to change based on what it has learned during an exchange program. These factors are:

- a) An institutional ability to change within the existing structure.
- b) An agenda for change, which serves to house the new experiences or knowledge.

First, what characterizes institutions which are able to change within their existing structures? This can include a variety of factors and agents in and of itself. However, overall it is the ability the institution has to incorporate knowledge gained. To give two examples: the experience of Bambino school on the one hand, and Fredrikstad on the other. Bambino and the other Malawian schools found a series of aspects that were learned through the exchange could be beneficial to them (see Box 1). These changes were ones that could be made at the school

level without the approval of the Ministry of Education and hence the only structure that could have hindered the change was within the school itself. On the other side, in Fredrikstad the school found that their school could learn something from the Malawian approach to education, which is far more top-down than the Norwegian one. It was noted that perhaps one approach would be to moderately modify the “child at the centre” model to a marginally more hierarchical system in order to provide children with more structure which could be helpful when competing in non-Norwegian environments. Interestingly, however, the Fredrikstad School is not in a position to implement any such shift in their approach because these kinds of changes within the educational system in Norway require approval at the ministerial level. At Kings College Buddo School in Uganda, change has also proved difficult. Here, however, some interviewees noted that the school itself is understood as a pillar institution. An institution that should keep to its long traditional past and therefore, the board of the school limits its ability to be innovative and hence, they were not able to modify at all based on the exchange process even though they may have found some lessons useful.

Second, institutions which were able to incorporate lessons learned through the exchange process and make these changes sustainable were institutions that had a clear agenda for change, and a mechanism to implement said agenda. Hence, the exchange process was one way by which they ‘fed’ their own agenda for change. At the Bambino School in Malawi, and partner schools, their agenda for change included a very pro-active role by the principals of all schools involved in the exchange. School principles came together during the exchange and continue to do so today at regular intervals (i.e., often every month) to discuss how the schools could be improved, and what type of action such an improvement would require. Similarly, at Mengo School in Uganda there is also a mechanism to foster development and change. While this process is less clear than the one implemented by Bambino, as there is no monthly meetings that are specially designed to discuss change, the school administration actively fosters development and change and encourages staff and students to identify new ways of doing things, and to submit relevant proposals to the administration. This approach has also lead to clear changes in their way of working, including for example, Mengo participated in an arts fair which required initial financial assistance by the school. For a school arts program to participate in an art fair where art was primarily for sale was unprecedented, but was supported by the Mengo administration as a possible approach to generate income for the arts program in the long term. While participation at the arts fair itself was not a direct result from the exchange, the art that was displayed and sold was a new form of art which utilized techniques and approaches that had been learned though the exchange process. The art form developed through the exchange process was understood by the teachers and the administration of Mengo School as having the potential for becoming a marketable good.

It is important to recognize that ability to create change and an agenda to do so are not necessarily tied to one another. The absence of either factor, in the examples we saw, served to prevent the possibility of creating sustainable change at the institutional level.

This relationship between these two factors is depicted in the diagram below:

Institutional capability to institute change	Institutional agenda for change and a mechanism	Long term (sustainable) organizational change resulting from the exchange
Institutional capability to institute change	No institutional agenda for change	No long term organizational change resulting from the exchange
Institutional incapability to	No institutional agenda for	No long term organizational change

institute change	change	resulting from the exchange
Institutional incapability to institute change	Institutional agenda for change	No long term organizational change resulting from the exchange

All respondents were able to identify things they had learned from the exchange process that could have an institutional value, but in the majority of cases few if any lessons learned were implemented. When asked, through the online survey, if institutions had implemented concrete action resulting from the exchange (Q: Have you implemented any concreteactions/activities/etc. at your institution as a result of the exchange?), 9 organizations answered yes, 1 no and 3 skipped the question. However, when asked to provide examples of the concrete actions taken (Q: Can you list what concrete changes have been implemented in your organization as a result of the exchange?), none of the responses were of clear practical actions taken. Rather they focused on improvement of English by the pupils and staff, or on the creation of web pages or even the termination of the exchange contract. These types of responses are not dissimilar from what was experienced during the field visit interviews. However, in cases where clear structural changes had taken place as a result of the exchange process, organizations were able to point to examples easily (mainly Mengo and Banbino and Partner schools).

Moreover, it was noted that the ability any one institution has to generate change in its wider environment depends largely on its ability to change itself and the degree to which they self identify as having a catalytic role at the societal level. This self-perception enabled the institution to actively pursue sharing its own experience. The only clear example of this, which we found, was the Bambino School and its partners. These schools, unlike all other examples in Norway, Uganda or Malawi, took it upon themselves to share their experiences and views of the exchange process with other schools. This exchange of experiences initiative led to a school fostering system that was designed to share experiences in a more formal manner and serve as a multiplier of the lessons learned through the exchange, as well as other experiences relevant to the improvement of any one school. Mengo, on the other hand, saw itself as an example school, but seemed to not self identify this role as one that should be replicated elsewhere, or that such a replication could be fostered by themselves in a partnering to other schools.

3.5 Concluding Remarks

Exchanges between institutions have the potential to generate substantial change that can be long lasting. However, this demands that the institutions involved approach the exchange with the view of utilizing it as a “means to a better end” (i.e., a means to support their own institutional evolution). Currently, the reporting required does not ensure that organizations are committed to supporting changes on the ground or in the minds. Indeed, the goals and objectives they tend to list are broad and focused on activities and on ‘learning’ exchange of information as their final goal.

4.0 Exchange – The Individual Questions

In this chapter we focus exclusively on exchange participants and their perspectives and experiences during the exchange. Here we include aspects such as how participants are included, their roles and experiences, and how participants can influence change.

4.1 Identification of Exchange Participants

One key aspect of the exchange process is how individuals are identified to participate in an exchange. Here there was some degree of variance between institutions. In Norway, all those interviewed noted that they had identified people through an advert. The advert was either at the school or targeting the region. Amongst the interviewees, often the people that participated in the exchange were from the institution or the general geographical area. However, according to the FK 2011 survey only 15-25% of exchange participants fell into this category.¹¹

Recruitment from outside the institution or general area seems to be resulting from the difficulties encountered in identifying someone from the area or institution, who met the FK criteria and had the required skills. Due to issues mentioned earlier in this report, such as the difficulty in identifying people that met the FK requirements, as well as given the low stipend given to participants, most organizations in Norway noted that it was often difficult to find volunteers for the exchange. This difficulty serves to explain, at least in part, why according to some interview respondents some participants did not meet the criteria laid out by the exchange partner institution in the South. For example in some cases South institutions noted that they had specifically asked for exchange participants with certain skills, but that the people who arrived did not have these skills. In addition, in many cases South institutions seemed quite disengaged, and even uninterested, in the skill set that the Norwegian exchange participant had. While in other cases the South institution was very clear on what skill set would be an asset to them and demanded that exchange participants meet the skill set - the latter case was tied to institutions that had a clear understanding of what they intended to achieve through the exchange. An example of this was the Youth Organization in Nkhota-kota which specifically asked for someone with entrepreneurial skills as they are currently trying to establish themselves as a self-sustainable institution.

Organizations in the South were more varied on how they identified their exchange participants. Some institutions had open adverts that delineated the minimum requirements for applicants and which had a very in-depth selection process including, at times, multiple interviews. Other organizations had a far less transparent process whereby exchange participants were 'selected' by the exchange program coordinator and/or other members of the organization. This second approach was noted by some organizations as better for them as it enabled them to identify the person that would best serve the institution upon their return. However, the approach was also criticized by some respondents as being unclear and potentially leading to a system of patronage. It was also noted that the second approach lends itself to possible corruption with potential exchange participants paying to be picked. It is important to note that while this approach may be more susceptible to corruption and/or nepotism, we found no solid evidence to suggest either had taken place. Organizations in the South appear to have often had much flexibility regarding who they could send on exchanges however, some minimum requirements applied including those imposed by FK and ability to command English well. In addition, in some cases organizations were asked to send participants that were of the same sex in order to be able to house them jointly in Norway. In cases of organizations in the South, according to the 2011 FK survey, between 55-64% of the institutions recruited exchange participants from their own organization or community. All the institutions visited noted that all exchange participants came from their institution or area.

While some institutions were very clear on the skill sets they needed other were far more lax. In the case of Norwegian institutions, the laxness is very much tied to the fact that Norwegian institutions tended to see exchange participants as individuals that were first and foremost sharing their culture and perspectives rather than supporting their host institution in more

¹¹ <http://www.fredskorpset.no/Global/Evalueringer/The-FK-Partner-Survey-2011.pdf>

technical matters. General subject areas appear to have been encouraged by non subject specific exchanges as these are easier - for example math, science, English, African history, sports, and art are examples of subjects where teachers could more easily be introduced into the Norwegian teaching schedule. In the case of organizations from the South, the relaxed approach can be attributed to two factors - either that the exchange itself was not understood as a main asset but rather what the exchange could mean in terms of future programs (i.e., programs with monetary contributions) or for the participants (i.e., trips to Norway), or that institutions felt that any exchange participant from a very broad perspective would be an asset. This view is supported primarily by the interviews conducted. It is also worth noting that some exchanges focused specifically on a subject area such as performing arts and hence, the skills of the participants were more clearly delineated. It is also worth noting that a large number of agreements placed emphases on the 'personality' or 'personal attributes' of the individual that would go on exchange. This was also highlighted during the interviews. It seems that exchange institutions were keenly aware that the person participating would need to be someone open and adaptable to the challenges they might face during the exchange. Anecdotally, one interviewee noted that the very attributes that made her ideal for an exchange (open mindedness, culturally sensitive, flexible, etc.) meant that much of what she found through the exchange she was aware of, but of course the exchange served to consolidate and legitimize her views on issues such as gender equity, working culture (i.e., importance of reliability and accountability).

4.2 Role of the Exchange Participants

Exchange participants have had multiple roles depending on the type of institution they were involved with, their individual skill set and the goal of the project. The majority of participants who responded to the survey were based in Norway during the exchange (59%, n=49); other respondents were based in Algeria, Cambodia, China, Guatemala, India, Kenya, Madagascar, Malawi, Namibia, Nicaragua, South Africa, Western Sahara, and Zambia. Most, 54.8%, were teachers at the time of the exchange (n=46), 39.3% were students (n=33), and only 5 respondents identified their position as managerial. Today, 61.4 % (n=43) are teachers, 18.6% (n=13) are managers and 20% (n=14) are students. Twenty nine of the respondents identified their current position as other, but in about half of these cases the activity they currently undertake is either a form of education (University, graduate school) or linked to education (headmaster, etc.); in the other half of the cases activities appear to be unrelated to education in any way. For these individuals, particularly those who have remained in the education sector, the experience of the exchange can be credited with having given them a different perspective of the education process. In some cases teachers were able to modify, unilaterally, some of their approaches to teaching and share their exchange experiences with their pupils in an active manner as part of the lessons they otherwise impart.

In the online survey forty (58%, total n=69) respondents stated that they implemented, upon their return home, something which they had learned during the exchange. When asked what they implemented, the following were listed: better time management, more environmentally friendly approaches to life/work, more democratic approaches to teaching, student centred teaching, information about the realities experiences in other countries/schools. Thirty-three respondents (82.5%, total n=40) stated that they implemented something new in their work place. Of these, 16 respondents noted that their employers had been supportive of the change, while 2 noted that their employers has been unsupportive and even sanctioned them. In nineteen (47.5%, total n=40) cases exchange participants noted that they had implemented something they learned during their exchange in their personal life, while twenty (50%, total n=40) respondents said nothing they learned during the exchange was implemented in their personal life. Of those who did implement something they learned during the exchange to their personal life, seventeen noted that their families and friends had been supportive. None spoke of any documentation (i.e., pictures or publications) that they used to show life in the other country upon their return, but when interviewed respondents did mention the use of pictures.

For its part, the interview data suggest that participants from Norway focus their attention on the general experience (i.e., culture) as the key asset while participants from the South are able to note skills such as vocational crafts, IT, as well as aspects such as time management, as key skills they learned during their exchange. This is repetitively reflected in program documents. Since for Norwegian participants the “experience” of the exchange seems to be the key to their learning and development experience, it is difficult to imagine how this could be replaced by something else. However, in the case of participants from the South it could be possible to examine ways by which IT or different types of vocational training could have been imparted locally. One element that was mentioned often by respondents, and is also highlighted in responses to the survey, is the importance of the exchange “experience” and how experiencing a different culture enables individuals to look at their own world in a broader way. This element from the exchange cannot be simply replaced by a class or workshop.

The degree to which individual exchange participants are able to transfer their knowledge and/or experiences to their institution vary a great deal and seem to be largely dependent on whether or not the institution is willing and able to accept and incorporate knowledge gained by exchange participants (see Chapter 3). In most cases exchange participants carry out, at the very least, a seminar on their experience upon their return, but there was little evidence to suggest that these events have any long lasting impact.

4.3 Experience by Exchange Participants

One of the key aspects of the exchange is its length. Interview respondents noted that exchange periods were generally short because the adaptation period before they can each participate more actively in tasks independently is relatively long, hence by the time they are able to work more or less independently their time to return has arrived. This is despite the fact that they are assigned someone who looks after them and supports them while doing the exchange. While exchanges amongst those interviewed were between 9-14 months (including the 3 week preparatory training and one week debriefing), the literature reviewed noted some projects lasting as long as 19 months.

As pertains to networks, there appears to be a great variety of mechanism/approaches to networks which are generated from FK exchanges (see Chapter 3). Most participants mentioned that a key asset of the exchange were the personal relationships that can emerge from exchange processes. In some cases these relationships have also served to foster professional exchange and learning - the degree to which the relationship is personal or professional, and the professional utility of the relationship, varies a great deal from case to case. It was not possible to identify a trend as regarded networks as it appears that most participants stay in contact with other participants, if they are able to do so. However, from the interviews conducted it appeared that these connections often are with one or two other participants, and not with a broader group. Additionally, in some cases the networks have been useful to exchange participants as stepping-stones to new opportunities. For example, a number of exchange participants from the South have returned to Norway to complete their graduate studies. This type of opportunity has been a direct result of the exchange.

The degree to which the experience of exchange participants is utilized to inform the exchange process is also important to note. As it was noted earlier (section 2.1.2) partner institutions must approach FK together, which means they know each other prior to the exchange. The relationship between partnering institutions vary from institutions that have linked up for the exchange to institutions that have long-standing relationships spanning many years. Exchange participants have a contact person in both organizations, as well as a contact person in FK in Norway. These contact people are important both as assets/resources to the exchange participants, but also as “go-to” individuals in case exchange participants feel it is important to communicate any exchange related matter. Having said all that, it was noted by some exchange participants that the “close relationship” between exchange partners made it difficult for them to voice concerns about the counterpart institution (ex: explain to the Norwegian counterpart that the local counterpart is not meeting their obligations or vice versa). It was

added that many issues are delicate of nature and hence contacting the FK representative, with whom they have only a distant relationship, is difficult. Overall this dynamichas most probably meant that some exchange participants have desisted from providing information to either the partners to the exchange and/or FK which could have been key to improving the exchange experience as well as the output and impact.

4.4 Becoming the Change

The FK exchange processes in the education sector seem to focus much of its attention on the inherent impact that participating in an exchange can have. Exposure to another culture and society is undoubtedly an unforgettable experience. In the case of South country participants it was highlighted on numerous occasions that opportunities to leave the country are few and hence, the exchange provided an opportunity that many participants would have never had otherwise. However, aside from being exposed to other cultures, ways of living and viewing the world, what else was gleaned from the experience? Or did the exposure result in any impact at the broader level? In keeping with the FK goals of creating change in minds and on the ground, the latter questions are of key importance in the context of this review.

Through the interviews and survey of FK participants we came to conclude that much of what can be gained from the participants at the broader level (institutions) is lost unless their home institution is active in ensuring that knowledge brought back by participants is integrated into the institution's way of working (see Chapter 3). One of the aspects that we pursued in the online survey to participants was the degree to which they were able to institutionalize lessons learned through the exchange. While 65% (n=52) of participants claim their host institution had a clear goal for the exchange program, when asked what the goal was the majority of respondents note that the goal was to share experiences and cultures, improve teaching and/or derivatives of this sentiment. The most concrete example provided stated that the objective was to try to see how the Norwegian approach to teaching could be implemented in an African environment. Aside from this response, other examples were even more vague regarding what was to be achieved. No example delineated how the objective was to be pursued in practical terms. When asked how each individual was to attain the goal ascribed to them, most respondents also provided very broad answers, although some did point to clear tasks like teach English or IT. Similarly, when asked if their home institution had a clear goal 72.4% (n=63) thought they did. When asked what these goals were, these were much more similar to those mentioned above.

Again, these examples generally included aspects about gaining from each other's experience as well as helping with the conduct of daily activities. For example, in relation to the exchange with China to support disabled children the goal noted in the survey was similar to that in the project documents - supporting the work done locally, conducting classes with the children, etc. To this end it was difficult to see how new approaches to working with disabled children were being introduced, however it is possible that this was indeed the case. We know from the Malawian case that currently the leading expert in Malawi working with disabled children started her work with disabled children through a FK exchange and has since gained further training, knowledge and skill as a result of the initial contact. Hence, the lack of detail should not be understood as a lack of impact or of concrete activities, but rather the loose conceptualization within documents and of how goals may be explained to participants. This means that each participant is in both a position to influence their own role, but may also mean that they accomplish less than they could because their goals are unclear to them.

Also important to note was that the majority of respondents (70.7 %, n=53) stressed their requirement to stay with their home institution for a pre described time period after the exchange. However, of those who were required to return to their home institution 43.6% (n=24) were only required to stay for a period of less than 1 month. A further 12.7% (n=7) were required to stay for up to 3 months and 20% (n=11) for 1-2 years of time. It's undeniable that longer stays have the greatest possibility of having an impact, particularly when there is no clear policy/mechanism to support change. When asked is there was an objective to returning to their home institution, the grand majority (88.9%, n=48) thought there was. When asked to

elaborate on what exactly their contribution upon returning should be, only three respondents highlighted that they should work with their home institution to identify things that have been learned during the exchange to find ways to introduce these to their home institution. The rest of responses were far less clear and focused primarily on the need to provide lectures or seminar on their experiences abroad. While 90.3% (n=65) of respondents stated that they had met the previous exchange participant who had been placed where they were scheduled to go, none mentioned having to mentor a future participant as one of their post-exchange tasks.

Most notable was that 71.4 % of survey respondents (n=50) thought that they had learned things during the exchange which they would want to incorporate into their daily life. However, only 61.2% (n=30) of the respondents felt that it would be possible to introduce something they learned into their daily life/work. Of those who chose to elaborate on why it may not be possible to do so, all respondents came from the South and all noted some form of lack of resources or institutional willingness as the reason for why change could not be implemented.

Overall, the figure that is perhaps most relevant is that a little over half of the participants (58%, n=40) introduced a tangible change into either their work or their personal life, or both, as a result of the exchange. Also, interesting to the survey process was that while 94.4% of respondents (n=67) thought that the exchange had been beneficial to them, none wished to explain how. However, when asked if it had been beneficial to family or employer, again the majority felt that it had. When respondents elaborated on the ways that the exchange was beneficial, most of the answers turned around general aspects of exposure to other cultures and ways of life. While this is an undeniable benefit, it does call into question what more could be achieved if institutions were better prepared to incorporate lessons learned into their approach to working with/gaining from the exchange process (see Chapter 3). In line with the aforementioned findings when asked if they wished to participate in exchanges in the future, again the majority (82.9%, n=58) responded in the affirmative. But when asked why, most of the answers had to do with individual development or broad societal development, and not with supporting clear and tangible development at their home institutions.

Overall, these findings suggest that while participants gain knowledge and skills during the exchange and are willing to support a process of incorporating these into their home institutions their ability to do this is often hampered. Given the review of factors that contribute to the successful assimilation of new knowledge at the institutional level it seems the knowledge of individuals is there, but often lost because individuals are not in a position to ensure their experiences are actively used (see Chapter 3).

4.5 Concluding Remarks

This chapter focused on the role of individual exchange participants. Here, it is clear that the exchange experience is a beneficial one to the individual participants. However, this is a very broad goal. What is also noted through the review (interviews and literature) is that there are multiple opportunities for exchange participants to have, through their own experience and activities, an influence on the institutions that host them as well as their home institutions. However, this requires that the institutions identify the individuals as sources of potential change, as agents of discovery of possibilities for change. Overall, the loose understanding of what is to be achieved by exchange processes can be understood as an asset as it provides individual participants with flexibility. But it can also translate into limited achievement because the individual is not in a position to exert power and promote change, and/or because the individual does not understand what type of tangible actions he or she may take that may lead to change.

5.0 Exchange – The Community and Society

This review also aimed to capture the output and impact that exchanges have at the broader level: the community and society at large. Given the limited data available we have combined these two areas here. Since this area of influence of FK exchanges is not systematically documented, we rely heavily on the programs visited.

In large urban areas it is difficult to see how a single exchange participant can have an impact on the community or society at large. However, in smaller communities where people know each other a single individual from another country can be noticeable and influential. This was highlighted by respondents from different communes in Norway (i.e., Flora, Re) as well as Malawi (i.e., Nkhota-kota) and Uganda, Katwe alike. All of these places are not only relatively small, but they also have long standing relationships with their exchange counterpart.

Example of the influence of exchange participants in Norway was noted earlier in connection with providing pupils a new perspective of people from the South when they encountered qualified teachers from South countries. Similarly, having individuals working in a school and ‘mingling’ with the community can also help in shifting biases and enabling a community to be more tolerant, understanding and welcoming of foreigners. While there is no evidence to confirm that exchanges substantially contribute to a more open society, the respondents interviewed believed this was the case. One respondent specifically noted that Norway was resorting to more and more foreign labour, from eastern Europe for example, and therefore needed to become more welcoming of foreigners both informally (i.e., daily interaction with people that were not from the areas) as well as formally (i.e., administrative systems that understand the challenges faced by foreigners living in Norway). He contended that the FK exchanges have provided his community with such an opportunity.

Communities that have partnerships with other communities, such as Flora, Re, are cases where the exchange itself happens within a broader partnership or relationship. In these cases the exchange is one of many efforts that may have been established over many years. As such, there is a broader understanding at the community level of the partner community. In these cases the communities seem to be far more vested into the relationship and this enables exchange participants, and the FK exchange more generally, to fall within a broader effort. However, this has not always meant that these exchanges were more successful. The very fact that relationships were long standing, and in some cases born from an idea of “helping the South partner” rather than “learning from each other”, has led to a dynamic where the Norwegian partner tends to be relaxed in its demands of the South partner and this in turn can lead to less than stellar outcomes. It should be noted that the FK exchanges are based on the principle of reciprocity and hence in order to achieve change in both sided it requires that both partners are actively invested and are demanding of each other. Some respondents noted that exchange partners in the South had become accustomed to being supported and saw the FK effort as one more way by which support arrived.

Furthermore, institutions such as schools can occupy a key role at the community level and therefore exert a great degree of influence locally. In some cases, while the “change” was within the school per se, its implication can be far broader, for example efforts to improve girl retention in schools. Similarly, efforts in the field of vocational training can lead to the solidifying or improving of a skill set that can have benefits for the local community. These types of efforts can be either visible or invisible. The former is an approach that actively engages the community itself, for example when vocational training support the local community during its practical classes (i.e., provides mechanical or building skills to the community at a reduced rate) - or invisible, meaning that the training will at some point lead to making a skill available to the community. Other efforts include, for example, the creation of subsidiary programs that aim to benefit the community as a whole both directly and through knowledge creation. An example of this is the community farm that has been established by the Kusungu Teachers College. While

the farm itself resulted from an initiative by an exchange participant, and the effort is not part of the exchange program as such, the effort does stand to impact the community by providing nourishment to pupils at the primary school and by creating a source of income for less advantaged children. To this end, there are multiple opportunities for exchange programs to become active within the community environment.

If we turn our attention to how individual exchange participants are trained, their understanding of their own role is very important in relation to community involvement. It was noted that respondents from Norway going to the South, in some cases, seemed to feel that their ability to contribute was hampered by their lack of available project funds. The position of Norwegian exchange participants appeared to be largely focused on the existing vulnerabilities in their host location/institution, rather than the local capacities. This calls attention to the way development aid is envisaged and also on how aid is most successful. Extensive work has been conducted exploring issues such as **do no harm and capacities and vulnerabilities**. The latter focusing extensively on the need to understand that all populations, despite what ever may have befallen them, have capacities and that it is these capacities which require fostering in order to mitigate their shortcomings. These concepts and ways of working lend themselves well to exchange processes as exchange participants can, though their skills and knowledge, support existing capacities. However, communities that have suffered aid dependency or the like may be reluctant to highlight their own strengths. This is compounded by the exchange participant's inability to see local capacities to begin with. To this end, enabling participants to better understand the dynamics of development aid would be an asset to the exchange effort.

Aside from the presence of exchange participants and activities they are involved in and how these may or may not directly affect the community, returning exchange participants can also play a key role. Again, if the community is small the knowledge that an individual has been away will generate curiosity and this in turn may lead to sharing of experiences and views which could serve to alter the views and opinions of other people within the community. The degree to which returning exchange participants have an impact in their own community depends both on their role, their own personality and the degree of interest by the community on their experience/knowledge. Aside from being a single agent for change, former exchange participants can also come together as a group and increase their influence at the community level in this way. In the case in Katwe, former participants who reside in the area have recently created a club of former FK exchange participants as a way to share opinions, views, and exert influence at the community level. This club is supposed to have a community role and serve as a catalyst for change. While the possibilities appear interesting, the group has yet to be fully established so what they do and how influential they become remains to be seen.

While it is difficult to document, based on the material gathered during this review, the extent of impact that exchanges have at the community and society at large, it is clear from the examples provided here that there is an opportunity for change to be generated at the larger level based on the participation of single individuals or key institutions within the community.

6.0 General Conclusions and Lessons Learned

The overall goal of FK exchanges is to generate change **in the mind and on the ground**. To this end FK expects that there will be impact both at the individual and institutional level - although FK's expectations of institutional change are greater of the North-South exchanges than of the youth exchanges. This difference in expectation is tied to FKs recognition that youth exchanges tend to be shorter and include individuals, often students, who are not likely to return to their home institution for long periods of time or to positions of authority or influence.

There are multiple opportunities for impact to result from exchange processes. Indeed, the FK exchanges in the education sector have the potential to generate, or jump start, development chains at the community level (Chapter 5), at the individual level (Chapter 4), and at the institutional level (Chapter 3). However, ensuring that the exchange benefits as much as possible and leads to the greatest degree of sustainable impact at the individual level, the community level, and within the institutions involved, requires that a number of factors be in place:

- a) At the community level much can be accomplished from exchanges if either individuals or institutions drive forward the impact at the community level. Otherwise, change is likely to permeate the community structure, but this will take a considerable amount of time. It was notable that the level of influence an exchange can have on a community, which is small and more isolated, is far greater than the impact it can have on a large community that is less cohesive. A village vs. a University in a city, for example, can have very different experiences in terms of what they gain from the presence of exchange participants and returning exchange participants.
- b) At the individual level exchange participants can utilize the opportunity of exchange not only to experience new things, but also as a way of defining themselves further and/or their area of work. This requires that they be supported, however. In most cases those who chose to make changes in their personal lives were supported by their families and friends, although notably a large number of individuals felt that nothing they learned/experienced from the exchange was useful to them personally. Another way by which individuals might feel empowered to embrace their new learned skills is if their institution and/or community support's this process.
- c) At the institutional level changes can be substantial if: a) the institution is able to change the way they work (i.e., has the authority to do so), and; b) is willing to utilize the exchange process as a mechanism to generate ideas on how to improve their own institution. In the absence of these two factors the degree of impact will be reduced. The role institutions play in affecting change is also tied to the community at large as institutions can have a great degree of influence in their broader environment.

More specifically, exchanges have the potential to:

- a) Introduce IT into schools and communities which otherwise did not have access to it.
- b) Introduce new environmental concepts and ways of working at the school level as well as at the community level.
- c) Introduce new approaches to education, including for example a more student centric approach to pedagogics.
- d) Introduce new approaches to support girl retention in schools - this in turn can lead to the re-examination of gender roles more broadly.
- e) Enable students to utilize their English skills in a more active way
- f) Contribute to student openness and better understanding of the capacities of people in countries of the South.

- g) Contribute to enabling Norwegian communities to better cater to the needs of foreigners residing in their municipalities.
- h) Enable children and adults to be exposed to some of the cultural practices from the exchange participant's home country.
- i) Facilitate new friendships and exchanges of information (personal and professional) not only during, but also after the exchange. This may lead to new opportunities for further employment and/or education.
- j) Enable individual participants to experience a different culture.

Aside from the impact that can be gleaned from exchanges, there are a number of challenges that should be noted.

- a) The ability to have programs last for a 5-year period is seen as a positive aspect as it allowed partner institutions to plan and structure a program over a long period.
- b) All partners regarded a support structure as a very important component of the exchange. Institutions needed to be able to provide exchange participants with the support they needed during their exchange tenure. General support to exchange participants as well as logistic support (i.e., housing, etc.) is essential to making this a positive experience. In some cases logistic support was not provided as per the agreements and this caused difficulty. Some respondents posed that being able to ensure that both parties met their obligations, may at times demand that the exchange participants have a stronger link to FK directly as a third party and possible arbiter. This is particularly important since in many cases the partners to the agreement have pre-exchange relationships and hence may not be able to look at the other organization objectively.
- c) Exchanges, particularly those which have emerged from long standing relationships, make it difficult for exchange participants to highlight any problem with the partners directly because they may feel like they are infringing on a "friendship". For such cases, being able to approach FK directly was seen by some exchange participants as a positive idea.
- d) A clear ability to measure the impact of exchanges is lacking. The majority of the studies and final reports exclude a control group and are largely based, as is this review, on perceptions and personal experiences. This approach precludes the possibility to compare communities that have experienced exchanges with those which have not in order to see the degree to which exchange can be credited with the changes that were seen.

Generally, as regards the exchange process, it is important to underscore that over the last 11 years (2001-2012) a few trends are noticeable. These include:

- a) The reporting has increased in detail and an effort to identify indicators has been made. This is a very positive step - although reporting could still benefit from further refinement in order to include a clear delineation of the abilities and willingness institutions have of generating change.
- b) Partner institutions have responded to threats and challenges, and reported on the measures taken in subsequent reports.
- c) FK has been flexible with their age restrictions, but this appears to have been done on an ad hoc basis as opposed to as a result of recognizing and understanding how the rule was sub-optimal for the program (i.e., vocational training).
- d) A clear process to select participating agencies is lacking. While it is important and valuable that organizations find each other in a variety of ways, more clear guidelines

would assist in determining the degree to which institutions are willing and able to utilize the FK exchange as a catalyst for change.

- e) Exchange participant selection processes varied. In some cases the used approaches could lead to a system of patronage. While FK does have clear rules about corruption and is known to act on them, it is important to underscore that selection processes could benefit from a more transparent approach.

The SWOT figure below takes a broad look at the whole effort and summarizes some of the most apparent issues.

SWOT	
Strengths	Weaknesses
<ul style="list-style-type: none"> • Ability to generate change at the institutional level • Provision of technological hardware, such as computers, to support the development of IT programs • Ability of institutions to learn and adapt based on the experiences they have and face during exchanges processes • More solid and detailed reporting which has emerged over the last 10 years 	<ul style="list-style-type: none"> • Unstandardized mechanism to identify participants/possibility for a system of patronage • Lack of a focal point within FK that can serve as a direct conduit (in country) to respond to concerns experienced by individuals during their exchanges • Inadequate mechanism for ensuring equal/balanced participating of South partners in the exchange process • Absence of institutional arrangements for monitoring outcomes post exchange period
Opportunities	Threats
<ul style="list-style-type: none"> • Exchange participants gain knowledge and experience which can be highly valuable to their home institution • Enable participants to be part of a broader network of peers, which in turn can open opportunities for employment and or further education • Enable organizations to feel empowered through the process of exchange by supporting a strategy to exchange based on capacities. This requires that exchange participants be well versed with this approach to development aid. 	<ul style="list-style-type: none"> • Lack of a solid administrative support system to support participants • Partnership with exchange institutions which do not have a strategy for change and/or are unable to support change within the structure they operate within • Lack of viable arrangements within mainstream programs for monitoring exchanges outside North-South partnership arrangements

7.0 Recommendations

targeted to FK, but can be applicable to partner institutions as well. Recommendations are divided into efforts that could contribute to improvement in the ability for individuals, institutions and the community at large to benefit from or maximize the impact that can be generated by the exchange.

Individuals:

- a) Consider having a person designated to serve as a contact person for participants in the event of visible challenges on the ground where the participant him/herself feels it is not adequate for them to contact the organization directly. This would be most useful if the person was available locally (in country of exchange) because although a person is assigned to the project in Oslo, participants felt that reaching out was cumbersome, and the limited contact under the current system does not allow for a strong trust-relationship to be built.
- b) Ensure that exchange participants, particularly the Norwegian ones, are very well versed on issues of **do no harm and capacity vulnerability analysis**.
- c) Adapt the pre-requisites for exchange participants so that age is not a restriction particularly in the field of vocational training. While currently it is possible to have exchange participants outside the pre-defined age group, this is an exception rather than a rule. The FK strategy to increase the Vocational Training/Education element is challenging, as vocational training institutions in Norway have found it difficult to identify qualified participants who meet the age requirement

Institutions:

- a) Ensure/enforce that institutions identified to be part of exchanges are both willing and in a position to implement change in order to maximise the benefit of the program. Hence institutions should be able to document both their willingness and ability to grow through the exchange process.
- b) Utilization of staff from exchanges that have been successful at the institutional level to show other organizations/individuals how they achieved their success (peer promotion of exchange impact maximizing). This approach can also be used at the individual and community levels.
- c) Formulate a system of follow-up after the exchange is completed to be able to document changes that have resulted from the exchange.
- d) Conduct assessments that include **control studies** and do not solely rely on perception data. It is important that a distinction be made in reporting between the conduct of an activity and whether or not this activity leads to the expected outcome. Control studies should include the assessment of a community/school/institution that is similar in character to the one where the exchange took place, but where no exchange participant has been present. Such studies can be single time interventions or longitudinal in nature.
- e) Ensure that organizations which receive tangible goods such as computers, etc. are ready to work with the tools in a long term and sustainable fashion. This must ensure, for example, that they have the facilities and trained and committed staff, and have the utility for the tools provided.

Community:

- a) Promote individuals and institutions to work with the community at large and involve them in the exchange process. This can include inviting the community to exchange related events (i.e., cultural events) or the provision of services for the community through vocational training, for example.

- b) Promote FK exchange networks at the community level. That is to say the networks that can be built within a community that has hosted exchange participants. This can serve as a longer-term mechanism for the community to continue to benefit from the exchange.
- c) Promote the systematic use of previous exchange participants through “show and tell” sessions in classrooms, at parent-teacher meetings and community meetings.

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1. Annex: ToR



INVITATION TO TENDER

PURCHASE OF CONSULTANCY SERVICES

Review of FK Norway's projects within education 2001-2012

DATE: 18.04.2012

This procurement is regulated by the Public Procurement Act of 16 July 1999 No 69 and the Public Procurement Regulations of 7 April 2006 No 402 Part I. For procurements up to a value of NOK 500,000 exc. value added tax.

PART 1: TENDER SPECIFICATION

1. GENERAL INFORMATION

FK Norway (Fredskorpset), hereafter termed the contracting authority, hereby invites a selection of qualified suppliers to take part in a competition not involving negotiation for a contract to provide consultancy services in connection with conducting a review of FK's projects within education 2001-2012.

2. ABOUT THE CONTRACTING AUTHORITY

FK Norway (Fredskorpset) facilitates mutual exchange of young people and professionals between partnering institutions in Norway, Africa, Asia and Latin America. FK's mission is to promote reciprocal learning and development in organizations and communities. During

the last 10 years, more than 5000 people have volunteered to live and work in a foreign country through FK Norway, thus contributing to positive change, development and increased intercultural understanding on individual as well as institutional level.

FK Norway is a tool for official Norwegian development cooperation and is fully financed from the National Budget. FK represents a unique international program, in that the exchange of young people is bilateral and is implemented through institutional partnerships.

By giving young people in Norway and in developing countries the opportunity to experience each other's realities, FK believes that the world becomes a little more just when people get to know one another and create values together. Approximately 550 participants are exchanged every year through numerous organizations on all continents. These partnering organizations work in a variety of sectors, ranging from business development, environment and governance to health, culture and young leadership.

More information about FK Norway can be found in Part 2 of this document, and on www.fredskorpet.no and www.fk-world.com.

2.1 Contact person at the contracting authority

Any queries relating to this invitation to tender may be addressed to the contracting authority's contact person: *Live Bjørge*, at e-mail address live.bjorge@fredskorpet.no, office phone 24145708, mobile phone 90165005.

3. ABOUT THE PROCUREMENT

3.1 Object

FK Norway wants to gain more knowledge about the results from FK projects within the area of education.

3.2 Description of needs

FK is searching for a consultant that can do a study in the defined field, as an independent consultancy.

3.3 Schedule for implementation of the service / size of contract

Expected start: August-September 2012

Expected end: October-November 2012

Estimated size of contract: 300.000-400.000 NOK ex. VAT

3.4 Contract

The following contract type will be used: Standard Government Agreement (purchase of independent consultancy services)

4. DEADLINES AND PROGRESS PLAN

The contracting authority has set up the following time frames for the procurement process:

Activity	Date
Dispatch of invitation to tender	18.04.12
Deadline for receipt of tenders	21.05.12 12.00 hrs
Period for evaluation of tenders	21.05.12 – 08.06.12
Announcement of contract award	08.06.12
Contract signing	18.06.12

The right is reserved to make changes in the progress plan.

4.1 Deadline for tenders

Tenders must be received by the contracting authority's contact person by e-mail by the expiry of the deadline for tenders.

4.2 Tender validity period

The tender is binding for 45 days reckoned from the expiry of the deadline for tenders.

5. QUALIFICATION REQUIREMENTS

Paid tax and VAT

Norwegian suppliers are required to present a VAT certificate issued by the collector of taxes and a tax certificate issued by the chief municipal treasurer (Form RF-1244) in the municipality where the supplier has his head office. The tax certificates must not date back more than 6 months reckoned from the expiry of the deadline for tenders.

Declaration on health, safety and environment (HSE declaration)

Any supplier intending to perform work (i.e. services) in Norway will be required to present a declaration to the effect that he meets or, if awarded a contract, will meet statutory requirements in Norway relating to health, safety and environment. The HSE declaration must be enclosed with the tender and must be received by the deadline for receipt of tenders and no later. If the declaration is not received by the deadline, the tender may be rejected.

Legally established enterprise

The supplier must enclose a certificate of registration or (in the case of a sole proprietorship) a register printout from the Central Coordinating Register for Legal Entities.

Good conduct

The contracting authority will maintain a rigorous approach to suppliers who can be linked to malpractices. The supplier must confirm that the business has not been convicted of an offence listed in the appendix “Declaration of good conduct”. The appendix shall accompany the tender in a fully completed and signed state.

6. GENERAL REQUIREMENTS

None

7. AWARD CRITERIA / SUPPLIER'S TENDER REPLY

The tenders will be ranked on the basis of an overall assessment of compliance with the award criteria in order to determine which tender is the most economically advantageous. A scoring scale of 1-10 is used.

Tender replies should be drawn up in accordance with point 8.2 and the table below:

Award criteria	Weight in % (total sum is 100%)
Solution-specific competence <ul style="list-style-type: none">• Academic qualifications, knowledge and experience with evaluation/research• Knowledge and experience of applying relevant methods for doing this study in accordance with the ToR• Knowledge about Norwegian development cooperation and the development cooperation debate• English and Norwegian language skills• Ability to enter into a learning dialogue with FK	30%
Proposed solution <ul style="list-style-type: none">• Understanding of the purpose, role and subject matter of the assignment• Proposed design for the study, methodological choices, strategy with respect to concretisation of the issues, study design	50%
Price	20%

8. REQUIREMENTS ON TENDERS

8.1 Submission of tenders

Complete tenders must be delivered electronically to the following e-mail address:
live.bjorge@fredskorpset.no.

E-mails' subject field should be marked: FK evaluation 2012 on education.

8.2 Tender structure

Tenders must be written in English. They must be structured as shown below, divided into the chapters shown and in the sequence stated:

0. Tender letter

- Firm's legal name
- Address, enterprise registration number
- Contact person with postal address, e-mail address and telephone number
- Confirmation of tender validity period
- List of all reservations elaborated on in point 3 in the tender
- Confirmation of compliance with the general requirements in point 6

1. Documentation of fulfilled qualification requirements; see chapter 5

- VAT certificate issued by the collector of taxes and tax certificate issued by the chief municipal treasurer
- HSE declaration
- Certificate of registration
- Declaration of good conduct

2. Reply to tender documents' chapter 7 – award criteria

- Solution-specific competence
- Proposed solution
- Price

3. Reservations

- Any reservations are to be described and priced to enable the contracting authority to analyse and quantify their implications.

9. TREATMENT OF THE TENDERS

9.1 Opening and negotiation

Opening will not be public. The tenders are expected to be opened immediately after the expiry of the deadline for tenders.

After opening, the contracting authority will evaluate the tenders received against the award criteria set out in chapter 7.

There will be no opportunity to negotiate on terms and prices in the agreement, and all suppliers are urged to present their best offer by the expiry of the deadline for tenders.

9.2 Return of tenders

FK Norway will not return the tenders of tenderers who are not selected.

9.3 Award of contract

The decision on who is to be awarded the contract will be notified in writing by e-mail to all suppliers. The notification will give reasons for the selection made.

The agreement is binding once it is signed by both parties.

FK Norway hopes that this invitation is of interest and looks forward to receiving your tender.

PART 2: TERMS OF REFERENCE

Background

FK Norway (Fredskorpset or only FK) contributes to change through global exchange of young people and professionals. FK Norway facilitates exchange between partnering institutions in Norway, Africa, Asia and Latin-America. Individuals and institutions share competence and experience across cultures. Development and change is not only expected to happen in developing countries, but also in Norway.

FK Norway is a tool for Norwegian development cooperation, and is fully financed from the National Budget. For the year 2011, the budget allocation was NOK 186,7 million, and 577 FK participants were exchanged between 380 organizations in 50 countries. These organizations work in a wide variety of sectors, ranging from business development, environment and governance to health, education and culture. FK Norway represents a unique program globally, facilitating mutual, reciprocal exchange between organizations and institutions in Norway and developing countries. Over the past 11 years, more than 5000 FK participants have been exchanged.

FK's core business is to contribute towards creating changes “on the ground” and “in our minds”. We have developed a “Theory of Change”; an explanation of and assumption as to how the FK exchange programs contribute towards these changes on the ground and in our minds. *Changes on the ground* are assumed to be created through facilitating the development of skills, knowledge, and technical capacity in institutions, which in turn shall enable these institutions to deliver better services and benefits to people and communities where they operate. *Changes in our minds* are created by promoting a set of values and relationships with individuals where there is equity in the relationships— both on an individual and institutional level. An important principle in this regard is reciprocity, meaning there should be preparedness to both give and receive, to both learn and teach, amongst all parties within the partnerships. Changes on the ground always correlate to, and may impact changes in the mind, and vice versa. Furthermore, by being a part of the FK exchange program, the partner organisations and their participants also become “a part of a web of new relationships and network”.

Most other studies about FK have focused on technical capacity development rather than on changes in values and relationships. A study from 2011 explores “Changes in the mind” in Norway. In the current review that we are commissioning now, we want both aspects to be explored, as integrated processes of change.

FK operates four different programmes:

North-South programme: Exchange of professionals aged 22-35 between organisations in Norway and developing countries.

South-South programme: Exchange of professionals aged 22-35 between organisations in developing countries.

FK Health Exchange programme (Esther): Exchange of health professionals between organisations in Norway and developing countries.

FK Youth Programme: Exchange of young people aged 18-25 between organisations in Norway and developing countries.

Since 2000, within the field of education, almost 40 partnerships involving several partners in Norway and in cooperating countries have been involved in exchange through Fredskorpset. The majority of projects belong to the north-south programme, while some belong to the FK-youth programme.

Currently, a number of FK's former projects within education have run over the expected maximum of about five rounds of exchange, and are being phased out as part of the ordinary project cycle. In FK's new programme strategy, the focus of educational projects will shift from traditional pedagogical institutions towards education within health, and vocational training and entrepreneurship.

Purpose of the study

We wish to document results from FK's projects within education.

We also want to use this opportunity to learn from the experiences, from both successes and failures. We expect some of the findings in this evaluation to be relevant for FK projects within education and within other sectors.

Intended users and uses of the study

FK Norway is the **main user** of this study:

- We need documentation of results from the projects, in the South and in Norway
- We would like to learn from concrete cases, to improve the ability to advise partners in designing and running projects for achieving results

Partner organisations in the field of education can also be users of this study:

- The partner organisations also have a need for documentation of results achieved (as seen from somebody from the outside)

Partner organisations in other sectors, as well as future partners can also be users of the evaluation:

- The evaluation can help partners to improve the ability to design and run relevant projects for achieving results

Scope

Close to 40 partnerships working within education, have taken part in FK over the last 11 years. The partnerships involve several partners in Norway and in cooperating countries. Some partnerships have done repeated exchanges over a long period of time, while others only have done one or two rounds of exchange. A list of projects is attached.

- We would like this study to explore and document results achieved in the South, as well as in Norway.

- We would like the main focus to be on institutional level. We assume that to see change on institutional level, results on individual level also will have to be explored. If possible, results also on community level should be looked into.
- We would like an approach where results both “on the ground” and “in the minds” are reflected, seeing the two as integrated aspects, in line with FK’s Theory of Change.
- We would like the consultant to focus on results on outcome level, and if possible also try to identify results on impact level.

We do not expect the consultant to be able to cover all these projects in depth, but to select some cases for field studies. We expect fieldwork outside Norway to be part of the data collection. We suggest fieldwork in one or two countries with a certain volume of projects, where the majority of projects that have run over a longer period of time, and that are of newer date. Uganda and/or Malawi seem to be in line with these criteria. However, we leave it to the consultant to make the final choice.

Key Questions

The following questions are not exhaustive, but are expected to contribute to starting off the study. Relevant questions may be added by the consultant, and some of these questions may be less relevant than other.

- Institutional change: What are the results in the institutions that have been involved in the FK projects? Planned and unplanned. Bearing in mind that the objectives stated in the project documents not always have been “SMART”, see below.
- Institutional change: What kind of results to look for? Concrete traces of what has been created because of the exchange, either by receiving participants on exchange or by receiving back participants that have been on exchange. New routines, new practice, new way of thinking, new attitudes, new mindset, new networks that are used for improvement and change, changes in the way that colleagues relate to each other or to the students.
- What kind of competence is left behind in the institutions by participants on exchange?
- Where are former participants? How have they contributed to their institutions after coming home?
- Individual change: All studies on FK and on similar programmes show that individuals develop positively as a result of the exchange. They gain competence and new perspectives. Is this also the fact here?
- From individual to institutional development: The challenge seems to be to move from individual to institutional development. What are the success factors for this to happen?
- Networks, web of relationships: Are there still relations between the collaborating institutions? What are these relations used for?
- Have the FK cooperation lead to other forms of cooperation? Unintended results, not planned for but that can be attributed to the FK project.
- Have these projects contributed to results that are sustainable?
- What have been the success factors/good practices/lessons learnt?

Approach and Methodology

A variety of methods can be used in this study, both quantitative and qualitative. Generally, from our experience, qualitative methods are useful for exploring the kind of change that take place as a result of FK projects.

Desk study of relevant background documents: FK has project documents and reports, and the partners in most cases have additional documentation (participant reports, testimonials by participants, etc) that we expect that they are willing to share.

Qualitative interviews of a selection of stakeholders (partners, former participants, FK staff?) can provide information. We expect that fieldwork in one or two selected countries in the south will be part of the data collection.

Quantitative data: FK has conducted questback surveys every second year since 2005, and we can grant the consultant access to the data. The consultant could see whether these data cover needs, or if an additional data would have to be collected.

Former evaluations and reviews may add interesting background information, and are available on www.fredskorpset.no.

We would recommend having an open approach, looking at results from a broad perspective. From experience, we know that the objectives stated in the formal agreements not always have been “SMART”. Many evaluations have pointed at weak goal formulations, but at the same time they have identified valuable results. We think a good approach would be to identify results by starting with the present situation and trying to attribute to the FK project, rather than starting out with the objectives and looking only for results referring directly to the objectives. Or maybe a good approach would be to go both ways, forward and backwards. Documenting what has actually happened can also help others to set more realistic goals in the future.

Deliverables/Reporting and dissemination requirements

- Report with generalized findings, and
- A summary of the report
- A seminar with FK staff (and, if considered relevant by FK, other stakeholders) to discuss preliminary findings, before concluding
- A seminar with FK staff and external audience invited by FK when the report has been finalized

The report should be written in English.

The results may be freely published once FK has cleared the report for release. FK decides time and channel for first publishing the report.

Attachment 1: FK projects within the field of education 2001-2012

Partner in Norway	Country	Programme	When	Type of collaboration
Agder folkehøgskole	Thailand/Burma	FK youth	2003-2008	Folkehøgskole-informal educational institution for Burmese refugees
Det Evangelisk-Lutherske Kirkesamfunn	Madagaskar	North-South	2005-2011	Primary school
FAIR	Zambia	North-South	2007	Making IT material available for schools
Flora videregående skole	Malawi	North-South	2011-2012	New project, secondary school
Flora kommune	Malawi	North-South	2004-2011	Primary school
Fredrikstad kommune	Guatemala	North-South	2003	Primary school
Kulturskolen i Fredrikstad	Zimbabwe, Mozambique, Kenya	North-South	2004-2012	Music School
Høgskolen i Akershus, avd for yrkespedagogikk	Uganda	North-South	2007-2013	Teacher training, vocational
Høgskolen i Tromsø, avd for lærerutdanning	Zambia	North-South	2006-2011	Teacher training
Høgskolen i Vestfold, avd for lærerutdanning	Libanon	North-South	2002-2004	Pre school
Høgskolen i Vestfold, avd for lærerutdanning	Nicaragua	North-South	2007-2012	Teacher training, Pre school
Høgskolen i Volda, avd for lærerutdanning	Malawi, Namibia	FK youth	2004-2008	Teacher training
Hånd i Hånd Uganda	Uganda	North-South	2002-2004	Cooperation with Gran municipality, Primary School
Nabbetorp, Kjølberg, Rød, m.fl skoler i Fredrikstad	Malawi	North-South	2003-2010	Primary School
Namibiaforeningen	Namibia	North-South	2002	Arts
Nord-Østerdal videregående skole og Tynset ungdomsskole	Malawi	North-South	2005-2012	Upper Secondary School and Teacher training

Telemark fylkeskommune, Notodden ressurscenter, Rjukan videregående	Uganda	North-South	2005-2011	Upper Secondary School
Oslo kommune, skoleetaten	Zambia	North-South	2002-2003	Secondary School
Re kommune	Uganda	North-South	2007-2012	Primary school
Red Cross Nordic United World College	Kina	FK youth	2003-2009	Upper Secondary School + college
Red Cross Nordic United World College	Algerie, flyktninger fra Vest-Sahara	FK youth	2008-2012	Upper Secondary School + education in refugee camp
Samnanger kommune	Kenya	North-South	2004-2009	Primary school
Skien kommune, skole og barnehage	Kongo (Brazzaville)	North-South	2002-2005	Primary school
Skodje kommune	Kenya	North-South	2005-2012	Primary school
Sogn videregående skole	Namibia	North-South	2002-2003	Upper Secondary School, vocational
Stiftelsen Arc-Aid	Kenya (somaliske flyktninger)	North-South	2004-2005	Teaching refugees
Studentenes og Akademikernes Akademiske Hjelpfond (SAIH)	Nicaragua	North-South	2002	Student politics
Sund Folkehøgskole	Guatemala, India	FK youth	2002-2010	Folkehøgskole-informal educational institution-college
Thor Heyerdal videregående skole	Tanzania	North-South	2005-2007	Upper Secondary School
Tønsberg kommune, utviklingscenteret	Libanon	North-South	2004-2005	Pre school
Tønsberg kommune, utviklingscenteret	Nicaragua	North-South	2007-2012	Pre school
Universitetet i Agder, avd for pedagogikk	Kambodsja	North-South	2002-2009	Teacher training
Universitetet i Agder, fakultet for kunsthøgskolen	Palestina, Zanzibar	North-South	2007-2012	Music School
Universitetet i Agder, fakultet for kunsthøgskolen	Nepal	North-South	2009-2013	Music School
Universitetet i Stavanger, lærerutd.	Sør-Afrika	North-South	2004-2008	Teacher training
Utdanningsforbundet	Sør-Afrika	North-South	2002	Upper Secondary School
Ål kommune	Guatemala	North-South	2004-2011	Primary, Secondary and Upper Secondary School

2. Annex: Case Study Country Backgrounds

2.1 Malawi

In Malawi we visited four different locations. These included five different projects. The projects listed below covered a whole range of exchanges including primary school teacher exchanges, secondary school teacher exchanges, teachers college student exchanges and University teacher training students. The projects were based in four different geographical locations and also varied in length from a minimum of 3 months and to almost a year. In some cases, participants had/or intend to prolong they stay.

Partner in Norway	Location	Program Type	Years	Description of Project
Flora videregående skole	Nkhota-kota Youth Organization	North-South	2011-2012	New project, Secondary school
Flora kommune	Nkhota-kota Local Administration	North-South	2004-2011	Primary school
Høgskulen i Volda, avd for lærerutdanning	Zomba, Chancellor College, Faculty of Education and Lilongwe, Teacher Training College	FK youth	2004-2008	Teacher training
Nabbetorp, Kjølberg, Rød, m.fl skoler i Fredrikstad	Lilongwe, Bambino School and partners	North-South	2003-2010	Primary school
Nord-Østerdal videregående skole og Tynset ungdomsskole	Kasungu Teachers College	North-South	2005-2012	Upper Secondary school and Teacher training

Given the range of institutions and programs that have been involved in the exchange, we felt that providing a general background to the country is relevant.

2.1.1 Geography and History¹²

Malawi is located in Central Africa. It attained its independence from Britain in 1964 and adopted a multiparty democratic system of government in 1994. The country borders with the United Republic of Tanzania to the north and northeast; the People's Republic of Mozambique to the east, South, and Southwest and the Republic of Zambia to the west and northwest. It has a total area of approximately 118,484 square kilometres of which 94,276 (about 81.8%) square kilometres are land.

Malawi is divided into three administrative regions, namely, the Northern, Central, and southern Regions with a total of 28 districts distributed as follows: Northern Region (6), Central Region (9), and southern Region (13).

¹² Source: NSO (2010). *Malawi Demographic and Health Survey*, pp. 1-2 at <http://www.nso.malawi.net/>

2.1.2 Economy

Malawi's economy is agro based. Agriculture accounts for 30% of the gross domestic product (GDP) with tobacco, tea, and sugar accounting for approximately 85% of the country's domestic exports. In 2008, 32% of national budget was spent on agriculture related activities. In 2007, the share of agriculture imports on total merchandise was 11.6% while the same for agriculture exports on total merchandise was 53%. The country's GDP (2008) was US\$ 2,920,000,000 with percentage of Agricultural related GDP on total GDP (2008) at 34.7%. An average of 40% of Malawi's annual budget is financed through grants from Britain, the United States of America, Norway, China, Japan and Germany; and as well as from cooperation agreements with bilateral and multilateral agencies. In 2009, Malawi's Gross National Income per capita was estimated at \$810 USD.¹³ Unemployment as percentage of total labour force was estimated at 6% in 2008. According to UNDP Human Development Report (2011), Malawi with an HDI value for 2011 of 0.400 is ranked at 171 of 187 countries

In 1994, the country adopted a National Population Policy to reduce population growth to a level compatible with Malawi's social and economic goals. In the same year, the country adopted the Malawi Growth and Development Strategy (MGDS), a five year overarching development strategy. Phase 1 of strategy was launched in July 2007. Currently, Malawi is implementing Phase 2 of the strategy.

2.1.3 Demographics and Health

According to the 2008 Malawi Population and Housing Census¹⁴, the country's population grew from 9.9 million in 1998 to 13.1 million in 2008, representing an increase of 32% or an intercensal population growth rate of 2.8 % per year. This has meant a population density increase from 105 to 139 persons per square kilometre in the same period. Rural population comprises 84% of total population. The number of males per 100 females is 94.7. However, there are more males than females in the four cities (i.e., Lilongwe, Blantyre, Mzuzu and Zomba) while the population of females is higher in the rural areas of the country.

A total of 2.8 million (20.3%) of the population comprise persons under-five years, about 6.0 million (43.47%) are aged 18 years or more, 7% are aged less than 1 year, 22% are aged under-five years, and 4% are aged 65 years or older. The median age of the population in Malawi is 17 years reflecting a predominantly young population.

In 2009, life expectancy at birth was 44 years for males and 51 years for females. Total expenditure on health per capita was estimated to be \$50 USD while total expenditure on health as a percentage of GDP was at 6.2%¹⁵. HIV prevalence rate among the population aged 15-24 years averaged 3.6 % in 2010 (5.2% for females, 1.9% for males).¹⁶

The country has a relatively significant population of orphans. Of persons aged below 18 years, 12.4% are orphans.¹⁷ Orphan hood is higher in urban areas at 13.6% compared to 12.2% in rural areas. There are no major differentials by sex: male and female orphans comprise 12.5% and 12.3% of total orphan population, respectively.

¹³ Source: <http://www.who.int/countries/mwi/en/>

¹⁴ Source: National Statistical Office. (2010). *Report on the 2008 Population and Housing Census* at <http://www.nso.malawi.net/>

¹⁵ Source: <http://www.who.int/countries/mwi/en/>

¹⁶ Source: NSO (2010). *Malawi Demographic and Health Survey*, p. xxiii at <http://www.nso.malawi.net/>

¹⁷ An orphan is defined as a person aged below 18 years who has lost at least one biological parent.

The population of persons with disabilities has declined from 4.18% in 2003¹⁸ to 4% in 2008. Of the 4%, 90.1% live in rural areas. In terms of distribution per main disability categories, 26.7% have problems with sight, 21.9% with walking, 16.5% with hearing problems while less than 1% have speech problems.

Malawi's unadjusted Crude Birth Rate (CBR)¹⁹ is 39.5 births per 1,000 population rate. The rate is higher in rural areas (40.4) compared to urban areas (34.6); unadjusted Total Fertility Rate (TFR)²⁰ stands at 5.2 children per woman, while Crude Death Rate (CDR)²¹ at 10 deaths per 1000 population. CDR is comparatively higher among males at 11 than females at 10 deaths per 1000 population. It is also higher in rural areas at 11 death compared to urban areas at 9 deaths. In terms of religious affiliation, 10.8 million (83%) of the population comprise Christians, 1.7 million (13%) Muslims, 2% represents other religions while 2% do not belong to any religion.

2.1.4 Educational²²²³

The official primary school age in Malawi is 6-13 years. Most of the children enrol at primary school at age 6 and study at that level for 8 years before being able to progress to secondary school. Secondary school lasts four years. Students are awarded an equivalent of a General School Certificate of Education (GCSE) upon successful completion of secondary school. Tertiary education consists of public and private universities and technical colleges.

A total of 6.8 million representing 64% of the population aged 5 and above are literate. Of these, 74% are aged 6-13 years, 20% are in the 14-17 year age bracket while 6% are aged 18 years and older. 59% of literate Malawians are women while 69% are men. More men than women have attended and/or completed secondary education (17%) compared to women (11%). About 21% of the women in rural areas have no education compared to 9% of women in urban areas. A similar trend is evident for men (13% in rural areas and 5% in urban areas, respectively). The proportion of persons with no education increases steadily with age for both men and women. The proportion of women who have never attended any formal schooling shows an upward trend from 11% among those aged 25-29 years to 60% among those aged 65 years and older while for men, the trend is from 7% for those aged 25-29 years to 31% for persons aged 65 and older.

2.2 Uganda

The second country visited during this review was Uganda. While also an African country, the experience in Uganda was somewhat different. The contextual information to better place the programs in Uganda is delineated below.

In Uganda we visited three different locations, where six different schools were part of four different programs. The projects listed below covered a whole range of exchanges including primary school teacher exchanges, secondary school teacher exchanges, teachers college student exchanges and University teacher training students. The projects were based in three

¹⁸ SINTEF. (2004). *Living conditions among people with activity limitations in Malawi: A representative study* at <http://www.safod.org/Images/LCMalawi.pdf>

¹⁹ Crude Birth Rate (CBR) is defined as number of births that occurred in a particular year per 1,000 population.

²⁰ Total Fertility Rate (TFR) is defined as the number of births a woman would have if she survived to the end of her childbearing age, which ranges from 15-49 years, and experienced the current observed age-specific fertility rates.

²¹ Crude Death Rate (CDR) is defined as the number of deaths that occurred in a given calendar year per 1,000 population

²² Sources: National Statistical Office. (2010). *Report on the 2008 Population and Housing Census and National Statistical Office. (2010) Malawi Demographic and Health Survey Report*, pp.11-12 both at <http://www.nso.malawi.net/>

²³ Literacy is defined as ability to read and write in any language

different geographical locations. The average length of participation seemed to be 10-12 months. Although in some cases programs were reduced or extended due to specific case to case reasons. The Table 1 below delineates the projects visited and their location.

Table 1: Programs That Will Be Focused Upon During Case Studies

Partner in Norway	Location	Program Type	Years	Description of Project
Telemarkfylkeskommune, Notoddenressurscenter, Rjukanvideregående	Ministry of education and 3 individual schools in Kampala	North-South	2005-2011	Upper Secondary school
Re kommune	Katwe Town Council	North-South	2007-2012	Primary school
Høgskolen i Akershus, avd for yrkespedagogikk	Kampala-Kyambogo University	North-South	2007-2013	Teacher training, vocational
Hånd i Hånd Uganda	Mukono - Hand in Hand Uganda	North-South	2002-2004	Cooperation with Gran municipality, Primary school

2.2.1 Geography and History

Uganda is a landlocked country in East Africa. The country lies across the equator and covers a total land area of 241,038 square kilometres (almost the same size as Britain). Uganda has an approximated population of 31 million (UBOS, 2009) people with a population growth rate of 3.3%. The total population of Uganda is expected to hit the 50 million mark by 2023.

Uganda is endowed with significant natural resources, including ample fertile land, regular rainfall, and mineral deposits. The economy of Uganda has great potential, and it appeared poised for rapid economic growth and development. However, chronic political instability and erratic economic management has caused persistent economic decline and has left Uganda among the world's poorest and least-developed countries with a Human Development Index ranking of 161st out of 182 (UNDP Human Development Report 2011). However, since 1986, Uganda has posted considerably high economic growth averaging 6% per annum – thus reducing poverty levels from over 60 percent to 31.1%.²⁴

2.2.2 Economy

In recent years Uganda has risen in the HDI ranking, even though 37.7% of the population live below the national poverty line. The increased ranking is attributed to the government's initiative to provide free primary and secondary education. Uganda has one of the highest fertility rates in the world at 7 children per woman. The infant mortality rate stands at 65 children per 1000 live births and a maternal mortality of 506 per 100,000 mothers. Life expectancy averages 51.9 years and the HIV prevalence is at 5.4%. 31% of the total households live on less than 1 US Dollar a day and the national income per capita is estimated at 510 US dollars.²⁵ Table 2 below describes selected development indicators for Uganda.

Table 2: Selected Development Indicators for Uganda

Total Population (2010)	32 million
Under 15 years (%) (2004)	50.4%
Urban population (%) 2005	13%
Population Growth (2008)	3.3%

²⁴UBOS, 2006: 61

²⁵Atlas method World Bank, 2011 (<http://data.worldbank.org/country/uganda>)

Infant mortality rate (2009)	65/1000
Under five mortality (2005)	136/1,000
Life Expectancy (2008)	53 years
Probability of not surviving to age 40 (%)	31.4
Children under weight or age (% age under 5 year olds)	20
Population not using an improved water source (%) 2006	36
Adult HIV / AIDS prevalence (%) (2007)	5.4%
Malaria death as percentage of all deaths	28.5%
Government expenditure on health as a percentage of total government expenditure	10
School enrolment, primary (% net)	94.6
Combined gross enrolment ratio in education (%) 2009	62.3
Education Index 2007	0.698
Adult illiteracy Rate (% aged 15 and above) 1999 -2007	26.4
Female combined gross enrolment ratio 2007 (%)	61.6
Male combined gross enrolment ratio 2007 (%)	62.9
Public current expenditure on primary education per pupil (PPP USD)	110
Public expenditure on education as percentage of total government expenditure	18.3
GDP (current USD) in Billions (2008)	14.5
Gross National Income (GNI) per capita Atlas method (USD) (2008)	420
External debt stocks (% of GNI) (2007)	14%
Human Poverty Index (HPI-1) Rank (2007)	91
Population living below USD 1.25 a day (%) 2000 – 2007	51.5
Population living below the national poverty line 2000-2006	37.7
Unemployment rate ²⁶	3.5%
Population living on agriculture	85%
Total agriculture as ratio of GDP ²⁷	56%

A. *Compiled from various Government Official Documents*

2.2.3 Demographics

Ugandans can be classified into several broad linguistic groups: the Bantu-speaking majority, who live in the central, southern and western parts of the country. These include the Baganda (which is the biggest), Banyankore, Batoro, Bakiga, Banyoro, Basoga, Bagisu and a few others. Other linguistic groups include the Nilotic and Central Sudanic peoples who occupy the eastern, northern and northwestern portions of the country. These include the Iteso, Kumam, Langi, Acholi, Alur, Karamajong, Madi, and Lugbara in the north and a number of other smaller societies in the eastern part of the country.²⁸

The 1995 Constitution puts the number of ethnic groups to 56.²⁹ However, recent debates put the number at 65. The biggest ethnic group in Uganda is the Baganda, which constitutes 17.3% of the population, followed by the Banyankole (9.8%), the Basoga (8.6%) and the Bakiga (7%). The smallest ethnic group is the Vonoma, with only 128 people at the time of the census: 60 males and 48 females. Other groups with fewer than 10,000 people include Mvuba (870), Mening (2,227), Bahehe (3,403) and Batwa (6,738). The biggest eight ethnic groups make up 70% of the population, while the remaining over 40 ethnic groups constitute 30%.

²⁶ 36% of the Ugandan labour force is working poor

²⁷ Most agriculture in Uganda is subsistence production for household consumption.

²⁸ Kurian, George Thomas 1992. pp. 2009-2010

²⁹ The Constitution of Uganda- Schedule 3.

There also exist non-indigenous communities in the country. Some are a result of intermarriages between some indigenous people with foreigners while others are foreigners who live in Uganda. The majority of these are Indians, Somalis, Chinese, Europeans, and those from neighbouring countries such as Rwanda, Democratic Republic of Congo (DRC), Sudan, and Kenya. According to the Housing and Population Census, 2002, the non-indigenous population (mainly, Europeans, Asians and Arabs) constitutes about 1% of the population.

Although Ugandan's official language is English the majority of the population use their local mother languages such as Luganda, Runyankole in their day to day interactions. Linguistics has put the number of languages spoken in Uganda at around 30.

In terms of religious diversity, Catholics constitute the biggest religious group at 41.9% of the population, followed by the Anglican Protestants at 35.9%, Islam 12.1% and Pentecostals 4.6%, and others including traditionalists and atheists constitute 5.5%.

2.2.4 Education³⁰

Uganda's education system has been in place since the early 1960's. It consists of seven years of primary education following which students have a wide range of options for both public and private education institutions depending on their aptitude, ambitions and resources. Primary education is still considered the first level of formal education in which pupils follow a common basic curriculum, although there is a general acceptance of pre-primary education, which the Ministry of Education and Sports is beginning to standardise and regulate. Primary education is followed by a secondary school which lasts six years (four at lower secondary and two and higher secondary) before proceeding to University education for three to five years depending on the duration of the course undertaken.

On successful completion of primary school, the pupils can go either to traditional secondary education which focuses more on academic style training; or take a three-year crafts course in a technical school. Those who successfully complete the Uganda Certificate of Education, which they gain after the four years in lower secondary school, have four possible options if they wish to continue education:

- i. Proceed with an advanced certificate of education;
- ii. Join a two-year advanced crafts course in a technical institutes;
- iii. Join a two-year grade III primary teaching programme; or
- iv. Join any of the government's departmental programmes such as agriculture, health, veterinary, and cooperatives.

After the completion of the advanced certificate of education the students can either:

- i. Proceed to university; or
- ii. Join a two-year course leading to ordinary diploma in teacher education, technical education; business studies or join a government departmental programme.

Uganda has made significant progress in increasing literacy and access to education at all levels in recent years. Access to Universal Primary Education (UPE) has increased from 2.5 million children in 1997 to 7.5 million in 2008 accounting for 82% of all school age children.

The introduction of Universal Secondary Education (USE) and Universal Post Primary Education Training (UPPET) in 2007 has increased secondary school enrolment by 25% from 0.8 million to 1.1million in 2008, with girls constituting 46% of all enrolled children. Between 2006 and 2008, enrolment for Business Technical and Vocational Education and Training

³⁰Most of this and the following sections have been extracted and edited from:
http://www.ugandainvest.go.ug/index.php?option=com_k2&view=item&id=335:education-sector-profile&Itemid=197#startOfPageId335

(BTVET) almost doubled from 25,682 to 47,298. Overall adult literacy rate improved from 69%³¹ to 73.6% in 2009³²

As at end of 2010, gross enrolment at primary school was 8,645,583 pupils with girls accounting for more than 50 percent (i.e., 4,326,013 pupils). During the same period, 519,246 candidates sat for Primary Leaving Examinations (PLE), an increase of 8% on the number who sat the exam in 2009. The promotion rate to senior one for 2010 was 64.5%, these statistics show that not all who finished primary level of education in 2009 proceeded to secondary school. At the secondary level, the transition rate to senior 5 was even lower, i.e. at 50.7%. There were 264,635 candidates who sat their Uganda Certificate of Education (UCE) Examinations after four years of education at this level, over 46,000 students more than the number that sat in 2009. The next level in secondary is the Uganda Advanced Certificate of Education (also referred to as Higher School Certificate). In 2010, 98,219 candidates sat for the Uganda Advanced Certificate of Education, an increase of 10% over the number that sat the exam in 2009. The promotion rate at this level is approximately 35%, implying that only about 35,000 students are able to join university education.

There are currently 32 universities in Uganda which jointly account for about 110,000 students in total, and graduating over 30,000 students annually. There are also technical and commercial business colleges that enrol some 20,000 further students studying various disciplines, some of these are of particular relevance to the needs and development of the private sector. For instance, Technical colleges enrol about 2,000 offering disciplines such as metal works/foundry; carpentry, IT skills, hotel and tourism, agriculture, fisheries, and forestry; etc. There are efforts currently geared at fostering cooperation between the training institutions and the private sector which will ensure that courses and graduates are relevant to the need of the private sector.

The government of Uganda attaches great importance to the improvement of education services since education plays a vital role in promoting sustainable development through improving the people's skills as well as raising awareness on various issues of national importance including improving general standards of living. There has been a remarkable change in this sector over the past years, especially since the inception of the Universal Education Programmes where more schools, teaching institutions, colleges and universities have been established, and enrolments in all these institutions has exponentially increased. The private sector participation in the education sector has also been remarkable to the extent that education is increasingly being seen as an export sector.

Among many other priorities the vocationalization of the curriculum features prominently. The reasons for this include: a) changing the negative attitudes towards technical and vocational education programmes; and b) ensuring, through the vocationalization of the curriculum of both primary and secondary school, the provision of useful and employable skills at the end of each stage of the educational cycle. Despite the efforts made thus far, the implementation of the vocationalization of education has not reached its full potential yet.

³¹ UBOS, UDHS 2005/2006

³² HDR, 2009.

3. Annex: List of Respondents

A number of the respondents in Malawi, Uganda and Norway were interviewed jointly. This was particularly the case when multiple exchange participants were interviewed, for example.

3.1 In Malawi

Name	Position	Institution
Virginia Chavula	College Principal	Lilongwe Teacher Training College
Goodson Kamodzi	Project Coordinator	Lilongwe Teacher Training College
Benadina Safuli -	Assistant Project Coordinator	Lilongwe Teacher Training College
Lenai Wester Mtukumula	Exchange Participant	Lilongwe Teacher Training College
Ambilile Mwaungulu	Exchange participant	Nkhota-kota District Assembly
Charles Thombozi	District Commissioner	Nkhota-kota District Assembly
Julia Sekeleza	Data entry and M&E clerk	Nkhota-kota District Assembly
Malani Moyo	Exchange program coordinator	Nkhota-kota District Assembly
Daniel Huph	Exchange participants	Nkhota-kota Youth Organisation
Robert Mbaya	Executive Director and Project Coordinator(Non exchange participants)	Nkhota-kota Youth Organisation
Stephen Sakhama	Coordinated the exchange program at Nkhota-kota District Assembly before he was transferred to Kasungu District Assembly in 2009	Kasungu Teacher Training College
Noah Chirwa		Kasungu Teacher Training College
Staliko Chibwe	Program Coordinator	Kasungu Teacher Training College
Yamikani Chitete	An exchange participant of Nkhota-kota District Assembly transferred to Kasungu District Assembly	Kasungu Teacher Training College
Loveness Chidothi	- An exchange participant of Lilongwe Teacher Training College now teaching at Chipbola Primary School in Zomba.	Chancellor College, Zomba
Andrew Mchessie	An exchange participant of Kasungu Teachers Training College currently at Chancellor College pursuing studies towards a Masters Degree in Education Science	Chancellor College, Zomba

Mathews Chilambo	Exchange project coordinator	Chancellor College, Zomba
Dr. Mc Jessie Mbewe	Non exchange participants	Chancellor College, Zomba
Belinda Chimenya	Exchange participant	Chinkhandwe F.P School, Likuni, Lilongwe
Christon Pondakwao	Chatuwa Primary School	Coordinator Chatuwa Primary School.
Angela Chimadzuwa	Current head teacher	Chankhandwe LEA School
Dr. Maluwa Banda	Director of Higher Education	Was Dean of Education at Chancellor College within the period of the exchange program. Currently works for the Ministry of Education in Lilongwe as Director of Higher Education

3.2 In Uganda

Name	Position	Institution
Margaret Komuruti	Councillor	Katwe Town Council
Martin Muhindo	Focal Person	In-charge of Admin. Katwe T.C
Bright Saidi	Teacher / Participant	Katwe Quaran Primary School
Nuriat Adams	Teacher / participant	Katwe Boarding School
Kebirungi Doreen	Teacher / participant	Katwe Boarding School
Khasim Rajab	Teacher / participant	Katwe Quaran Primary School
Anne Maria Wideroe	Participant (present)	
Mugisa Patrick	Teacher / participant	Katwe Boarding School
Edward Kasimaggwa	Coordinator (former)	Ministry of Education
Agole David	Teaching Assistant	Kyambogo University
Chris Serwaniko	Teaching Assistant/mentor	Kyambogo University
Tenhwa Florence	Ag.HoD HN &NE	Kyambogo University
John Mugisha	Ag.HoD AID	Kyambogo University
Grace Muhoozi	Lecturer	Kyambogo University
Ojera Gertrude	Lecturer	Kyambogo University
Dr.William F. Epeju	Assoc. Prof	Kyambogo University
James Burenzibutto	PRO	Kyambogo University
Evlyne Isingoma	Asst Lecturer	Kyambogo University
Sarah Nambozo	Asst. Lecturer	Kyambogo University
Kekimuri Joan A	Lecturer	Kyambogo University
Robert Mulebeke	Ag.HoD Agric	Kyambogo University
Prof Isaiah Omolo Ndiego	Vice Chancellor	Kyambogo University
Geoffrey Kizito	Participant/Teacher	Kings College Buddo
David Balaba Ssenkungu	Participant/Teacher	Kings College Buddo
Godfrey Kasamba	Participant/Teacher	Kings College Buddo
Daniel Ssenkubuge	Youth Pastor / Coordinator	Mukono Deliverance Church
Butare Bernard Buteera	Teacher	Mengo SS

Kajubi Mark William	Teacher	Mengo SS
Kafeero Victoria Ssimbwa	Teacher	Mengo SS
Banda Lucy Eva	Teacher	Mengo SS
Mbaziira Kawumi F	Teacher	Mengo SS
Jane Nansubuga	Teacher	Mengo SS
Lule Emmanuel	Teacher	Mengo SS
John Fred Kazibwe	Head teacher	Mengo SS
Kiberu Edward	Teacher BCP	St.Joseph's Tech Institute
Ssonko Harriet	Secretary	St.Joseph's Tech Institute
Etoke Rao Vunison	Teacher MV	St.Joseph's Tech Institute
Margaret Mulamba	Teacher IT	St.Joseph's Tech Institute
Charles Kalema Kayondo	Participant / Teacher BL	St.Joseph's Tech Institute
Bukenya Godfrey	Teacher Carpentry	St.Joseph's Tech Institute
Musoke Sarah	E/I Dept Store Keeper	St.Joseph's Tech Institute
Namazzi Annet	Institute Nurse	St.Joseph's Tech Institute
Nassolo Grace	Teacher EI Dept	St.Joseph's Tech Institute
Kajumba Edaward	Participant / Teacher BCB	St.Joseph's Tech Institute
Sempebwa Kizito	Teacher MV	St.Joseph's Tech Institute
Ngolobe Francis	Teacher Electrical	St.Joseph's Tech Institute
Kasozi Daniel	Teacher Construction	St.Joseph's Tech Institute
Kabunga Peter	Teacher Plumbing	St.Joseph's Tech Institute
Magala Joseph	Teacher Carpentry	St.Joseph's Tech Institute
Waako Stephen	Teacher MV	St.Joseph's Tech Institute
Kasumba Mathias	BR C/J	St.Joseph's Tech Institute
Wasswa John	Participant/Teacher Plumbing	St.Joseph's Tech Institute
Othieno Francis	Teacher Electrical	St.Joseph's Tech Institute
Kasozi Charles Bukonya	Teacher Carpentry	St.Joseph's Tech Institute
Iga David	Head teacher	St.Joseph's Tech Institute

3.3 In Norway

Name	Position	Institution
Arild Melvaer	Coordinator	Flore Commune
Ingrid Kjelsnes	Coordinator	Rjukan videregående skole
Jarle Gullbraken	Coordinator	Tynset ungdomsskole
John Grover Luwalaga	Exchange Participant	Akershus University College
John Pedersen	Coordinator	Re Kommune (commune)
Julia Trochez	Youth Program	FK
Leif Smedbakken	Head teacher	Trosvik Primary School
Live Bjorge	Senior Advisor	FK
Magusto Gilbert	Exchange Participant	Akershus University College
Marit Stenberg		Akershus University College
Roger Bakken	Coordinator	Akershus University College
Susanne Brovold Hvidsten	Program Advisor Health and Education	FK
Vigdis Holm	Program Advisor	FK
Wycliff Edwin Tusiime	Exchange Participant	Akershus University College

4. Annex: List of Interview Questions

Questions for Institutional representatives:

Here the focus was on the degree to which participating institutions have changed/grown as a result of exchange. The key questions which were asked and for which corroboration (ex: documentation) will be sought after includes:

1. How did your organization become involved in exchanges?
2. What are the results (planned and unplanned) that have occurred within your institution as a result of the FK project?
3. What kind of results do you attribute to the FK project?
4. Why do you attribute these changes to the FK project?
 - Has any/What kind of competence has been left behind by the participants of the exchange?
 - Where are former participants today?
 - If they have left, why was this so?
 - What contribution have exchange participants made to the institution/community/beneficiaries etc.?
 - Do you network with other organizations involved in exchanges?
 - Have people that have not participated in exchanges benefit from the exchanges? If yes why/how.

Questions for Individual exchange participants and focus group ideas:

Here the focus was on the degree to which individuals partaking in exchange have grown or changed as a result of participating in the exchange. This is not an exhaustive list, but rather a loose guideline of the type of information which was pursued.

- How did you become involved in the exchange?
- Describe the exchange experience?
- Do you have (after the exchange) competences and/or new perspectives which can be attributed to having been an exchange participant?
- Why do you attribute these to the exchange?
- What type of positive competence did you gain from the exchange experience and could this competence have been developed through other means?
- Do you think you have changed the way you work after the exchange (how/why)? If

yes have your new ways of doing things influenced the way the organization works (how/why?)

- Have you developed an active network as a result of the exchange? If yes, what does it consist of and what is its utility?

Questions for Individual non-exchange participants:

Here the focus was on the degree to which individuals not partaking in exchange have grown or changed as a result of being in an institution which is part of the exchange. This is not an exhaustive list, but rather a loose guideline of the type of information which was pursued

- Do you think that your organization has benefited from exchanges? If yes, how?
- Have exchange participants in any way changed the way you work? If yes, how?
- Would you like to be part of an exchange? Why?

5. Annex: Survey Questionnaires

Fk Education Evaluation

Personal information on you and your exchange process

Hello: You are invited to participate in our survey for the Fredskorpset evaluation of the Education Sector. In this survey, approximately 600 people will be asked to complete a survey that asks questions about your FK exchange experience. It will take approximately 15-20 minutes to complete the questionnaire.

Your participation in this evaluation is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn your opinions.

Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. If you have questions at any time about the survey or the procedures, or if survey times out and you are unable to finish, please contact Ananda Millard at ananda.millard@ncg.no and a word version of the survey will be sent to you and any question you may have answered. Please respond as soon as you have time and by the 21st of September.

Thank you very much for your time and support.

Personal information on you and your exchange process

1. What age group do you belong to?

Under 25

26-30

31-35

36-40

41-45

46-50

51-55

56-60

61-65

Above 65

Don't want to answer

2. What gender are you?

Male

Female

Don't want to answer

3. What is your civil status?

Single

Married/ Coniugal

Divorced/ separate

Widower

Don't want to answer

4. What is your professional status level today?

Teacher

Manager

Student

Do not want to answer

Other (please specify)

5. What was your professional status level at the time of the exchange?

Teacher

Manager

Student

Do not want to answer

Other (please specify)

6. Which organization contracted you during the exchange?

The norwegian exchange partner

The south exchange partner

Fredkorpset

Do not want to answer

Other (please specify)

7. Which organization contracted you during the exchange?

The norwegian exchange partner

The south exchange partner

Fredkorpset

Do not want to answer

Other (please specify)

8. Which institution were you based at during the exchange?

Fk Education Evaluation

9. What year were you involved in the exchange? (you can choose multiple)

2001

2002

2003

2004

2005

2006

2007

2008

2009

2010

2011

2012

Do not want to answer

10. What country were you based in during the exchange?

Norway

Algeria

Burma

Cambodia

China

Congo (Brazzaville)

Guatemala

India

Kenya

Lebanon

Madagascar

Malawi

Mozambique

Namibia

Nepal

Nicaragua

Palestine

Somalia/Somaliland

Tanzania

Thailand

South Africa

Western Sahara

Zambia

Zanzibar

Zimbabwe

Do not want to answer

Other (please specify)

11. How long was your exchange for?

less than 3 months

3-5 months

6 Months

7 to 11 months

1 year

Between 1 and 2 years

2 years

More than 2 years

Do not want to answer

12. Had there been exchange participants before you?

Yes

No

Don't Know

Refuse to Answer

13. Did you meet the previous exchange participants before you started your exchange?

Yes

No

Do not want to answer

14. Were there any other exchange participants at the same time as you?

Yes

No

Do not want to answer

15. Were there clear expectations of you as part of the exchange?

Yes

No

Not sure

Do not want to answer

16. What were the expectations?

17. Did you meet the expectations?

Yes

No

Some of them

Not sure

Do not want to answer

18. Why not or only some?

Your knowledge of the different institutions involved in the exchange

19. Do you know who/which institution pursued/ initiated the exchange?

Yes

No

Do not want to answer

20. Who?

21. Do you know if the organization you came from had a clear goal of what it wanted to achieve from the exchange?

Yes

No

Do not want to answer

22. What was it?

23. How was your work supposed to feed into the institutional goal?

24. Do you know if the organization you were hosted by had a clear goal for what it intended to achieve from the exchange?

Yes

No

Do not want to answer

25. What was it?

26. How was your work supposed to feed into the institutional goal?

27. Were you expected to stay at your home institution for a specified amount of time once you returned?

Yes

No

Do not want to answer

28. For how long?

1 month or less

1 to 3 months

3 to 6 months

6 months to 1 year

1-2 years

2-5 years

More than 5 years

29. Was there an objective for you staying?

Yes

No

Do not want to answer

30. What was the objective?

31. What were the 5 things that most impressed you about your host institution/country?

32. Do you think the 5 things you mentioned above are things you would like to incorporate into your daily life or work?

Yes

No

Some of them

Do not want to answer

Fk Education Evaluation

33. Do you think it is possible?

Yes

No

Maybe

Do not want to answer

34. Why not?

35. Once you returned to your home country, did you try to implement anything which you had experiences while on exchange?

Yes

No

Some of them

Do not want to answer

36. What did you try to implement?

37. Were the things you implemented linked to your job ?

Yes

No

Do not want to answer

38. Were your employers aware that you were trying to implement something new?

Yes

No

Maybe

Don't want to answer

Fk Education Evaluation

39. What was their reaction? (pick as many as apply)

Supportive

Unsupportive

Indifferent

They sanctioned you

They encouraged you

They encouraged other people at your institution to also implement the same changes

40. Were the things you tried to implement personal?

Yes

No

Do not want to answer

41. Did your family or friends notice your change?

Yes

No

Do not know

Do not want to answer

42. What was their reaction? (pick as many as apply)

Supportive

Unsupportive

Indifferent

They isolated themselves from you

They were critical

They adopted your way of doing things

Here we just want some general impressions about the survey from you -

43. If relevant name one thing in the exchange that made a difference to you.

Fk Education Evaluation

44. Do you think that the exchange was beneficial to you?

Yes

No

Maybe

Do not want to answer

45. How was it beneficial or maybe beneficial to you?

46. Do you think the exchange was beneficial to your family and/or friends?

Yes

No

Maybe

Do not want to answer

47. How do you think it was beneficial or maybe beneficial to your friends and/or family?

48. Do you think the exchange was beneficial to your institution/employer?

Yes

No

Maybe

Do not want to answer

49. How do you think it was beneficial or maybe beneficial to your institution/employer?

Fk Education Evaluation

50. If you had an opportunity to be part of an exchange in future, would you take part in one?

Yes

No

Maybe

Do not want to answer

51. Why?

52. What would be the things you feel could be improved in future FK exchange?

Thank you very much for your time and effort. Your information will be very useful to this project. Have a nice day! (The evaluation team)

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