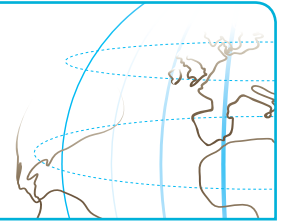


NOMA 2009



NORWEGIAN CENTRE FOR INTERNATIONAL COOPERATION IN HIGHER EDUCATION

Norad's Programme for Master Studies (NOMA) Annual Report 2009

August 2010



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Introduction

During 2009, the NOMA programme has further matured, and the critical initial phase of implementation and running of the Master programmes has been successfully completed. A lot has been achieved in terms of academic and institutional capacity building since the inception of the programme in 2006. The majority of the master programmes receiving support from NOMA, are at this stage, firmly anchored into the regular post-graduate programme portfolio at the partner institutions in the South.

There has been a notable expansion and further strengthening of expertise in running higher-education programmes at Master level at the participating institutions in the South, through improvement of the quality of the graduate programmes offered. Teaching staff involved in the programmes have gained experience in developing the relevant curricula and training postgraduate students, plus they are adapting to international standards.

A NOMA programme established at an institution may be a key development strategy for education and training, helping improve the professionalism of human resources within a prioritised sector of society. It is, however, still too early to assess this contribution in terms of impact on an aggregated programme level.

The institutions report that one of the most important contributions of a NOMA programme may be the public-private partnership which is strengthened by the establishment of particular programmes. Networks and cooperation are built between the

students who can advocate the programme when they return back to their respective working environments. Civil society will thereby benefit directly and indirectly through the NOMA cooperation.

The overall impression from the institutional reports is that the NOMA cooperation has had a very positive impact on internationalisation at the Norwegian institutions. To establish, manage and complete a NOMA project administratively and academically has, for all the institutions, been a challenge, but also a valuable experience for staff. At some institutions, joint research projects have been established and completed as a spinoff of NOMA project cooperation, and academic and administrative staff have gained international and multicultural experiences that will be useful in a future international cooperation context.

In 2009, the first NOMA students graduated. Of the 188 students admitted into NOMA master programmes in 2007 (60 female and 128 male students), 110 completed and submitted their master thesis in 2009. The remaining students due for graduation in 2009 are either delayed in their studies or awaiting the final examination and approval of their dissertation and will formally obtain their master's degree in 2010. The majority of the students return to their previous job environment or are seeking new and better employment opportunities. The graduates are ready to make use of their new knowledge and qualifications and, by this, substantially contribute to capacity development in public and private sectors in their local communities.

The NOMA Programme – General Information

Norad's Programme for Master studies, NOMA, is a programme for providing financial support to develop and run Master's degree programmes in the South through collaboration between local and Norwegian higher-education institutions. The programme is financed by the Norwegian Agency for Development Cooperation (Norad) and managed by SIU. According to the agreement between Norad and SIU for the administration of the programme, Norad is responsible for the overall policy of NOMA and the guidelines to be followed in the management of the programme according to directions given by the Norwegian Ministry of Foreign Affairs (MFA). The NOMA Programme Document 2006-2010 defines the policy and guidelines for the administration of NOMA for the current programme period.

NOMA was established in 2006 after a comprehensive evaluation of its predecessor, the Norad Fellowship Programme (NFP). The total budget frame for the programme period 2006 to 2010 is NOK 343million. In November 2008, an addendum to the agreement between Norad and SIU for the administration of the programme was signed, extending the programme period to 31 December 2014 and the budget frame with up to NOK 180million. Disbursements in the period 2006-2008/9 also cover the previous commitments to the completion of programmes under the NFP.

NOMA-financed Master programmes are open to all students, but only candidates from eligible countries who are employed and receive leave of absence from their employer for the study period may apply for a NOMA scholarship.

Three NOMA 'Main Calls for Applications' have been announced so far, the first in 2006 resulting in allocation of funding to 17 projects (the NOMA I 2006 portfolio) and the second in 2007 (the NOMA II 2007 portfolio) adding another 19 projects to the total NOMA programme portfolio. In November 2008, the third NOMA call for applications for the extended programme period 2010-2014 was announced by SIU. In October 2009 the NOMA Programme Board allocated funding to eight new projects (the NOMA III 2010-2014 portfolio).

The process leading to the change from the NFP to participation in the NOMA programme has been a challenging venture for Norwegian higher-education institutions. However, both the Norwegian institutions and the partners in the South have shown an enduring interest in the NOMA programme and a considerable contribution is made through the allocation of time, resources and professional commitment to the establishment of each of the 44 NOMA Master programmes.

Overall objectives

- To support the development of Master programmes at higher education institutions in the South through close collaboration with higher-education institutions in Norway, in accordance with national needs.
- To achieve, in a longer-term perspective, sustainable capacity of institutions in the South to provide the national workforce with adequate qualifications within selected academic fields of study.
- To stimulate South-South-North cooperation through supporting the development of regional Master programmes.
- To enhance gender equality in all programme activities.
- To strengthen and develop the competence of Norwegian higher-education institutions to integrate global, as well as developmental perspectives, in their professional work.

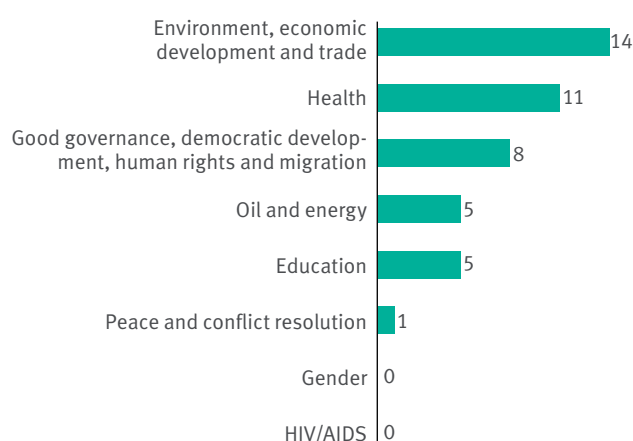
Thematic fields

Based on current Norwegian priorities and identified needs of the cooperating countries in the South, the following are the eligible academic fields for the current programme period:

1. Education
2. Environment, economic development and trade
3. Gender (Modules within some Master Programmes)
4. Health
5. HIV/AIDS (Modules within some Master Programmes)
6. Oil and energy
7. Good governance, democratic development, human rights and migration
8. Peace and conflict resolution

Forty-four Master programmes are established in six of the eight NOMA thematic fields. There are main projects in all fields except two: gender and HIV/AIDS. However many of the projects have Master modules included that address either one or both of these.

Number of NOMA projects within the eight thematic fields



Eligible geographical areas

These are Bangladesh, Bolivia, Malawi, Mozambique, Nepal, Nicaragua, Tanzania, Uganda and Zambia.

Other developing countries may also be included. For the current programme period the following country categories are considered eligible:

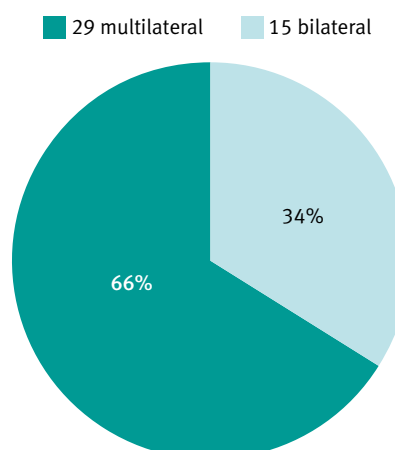
1. Countries that can further the Norwegian contribution to peace and conflict resolution, and have relevance for rebuilding of society after conflict.
2. Countries whose competence and capacity within higher education and research enable them to assist and cooperate with countries within the region meeting the criteria outlined above.

At present, 30 NOMA projects are established in one of the listed NOMA countries, ten projects are in countries furthering Norwegian contribution to conflict resolution and the rebuilding of society and four are within countries of regional relevance.

Master programme categories

1. Bilateral Master programmes are based on cooperation between two higher-education partner institutions, one in the South and one in Norway. NOMA-funding is limited to a maximum of NOK 4.5million for each programme and includes all relevant supportive activities.
2. Multilateral Master programmes involve two main partner institutions, one outside Norway (IoN) and one in Norway (IiN) but may consist of additional partner institutions both outside and inside Norway. It is a requirement for multilateral NOMA programmes to have a minimum of two partner institutions outside Norway; one main partner and one additional partner. NOMA funding is limited to a maximum of NOK 6million and includes all relevant supportive activities.

44 NOMA Master Programmes, 29 multilateral and 15 bilateral



Higher-education institutions

Institutions in the South

NOMA funding is distributed to a diverse range of accredited higher education institutions in the South, both to central and regional universities and to private universities. From 2009, the NOMA programme involves 28 main partner higher-education institutions located in 18 different countries in Asia, Africa, Latin America and the Middle East.

While most of the institutions are involved in one or two NOMA projects, several participate in multiple projects, such as Makerere University in Uganda and Tribhuvan University in Nepal, each with five projects, and the University of Zambia and the Muhimbili University of Health and Allied Sciences in Tanzania, each with three projects.

Main partner institution in the South	Country	No of NOMA projects
Agostinho Neto University	Angola	1
Bangladesh Institute of Health Sciences	Bangladesh	1
Bangladesh University of Engineering & Technology	Bangladesh	1
North South University	Bangladesh	1
University of Dhaka	Bangladesh	1
Universidad Privada del Valle	Bolivia	1
Arab Academy for Science, Technology, and Maritime Transport	Egypt	1
Addis Ababa University	Ethiopia	1
Hawassa University	Ethiopia	1
Gadjah Mada University	Indonesia	1
University of Malawi	Malawi	2
Eduardo Mondlane University	Mozambique	1
Kathmandu University	Nepal	2
Tribhuvan University	Nepal	5
University of the Autonomous Regions of the Caribbean Coast of Nicaragua	Nicaragua	1
Birzeit University	Palestine	1
University of the Western Cape	South Africa	1
University of Colombo	Sri Lanka	2
University of Moratuwa	Sri Lanka	1
University of Ruhuna	Sri Lanka	1
Ahfad University for Women	Sudan	1
Red Sea University	Sudan	1
Muhimbili University of Health and Allied Sciences	Tanzania	3
University of Dar es Salaam	Tanzania	2
Kyambogo University	Uganda	1
Makerere University	Uganda	5
Nha Trang University	Vietnam	1
University of Zambia	Zambia	3
	28	44

Institutions in Norway

The majority of NOMA projects involve established universities in Norway that were predominant also in the Norad Fellowship Programme (NFP)

Norwegian universities	NOMA Projects
Norwegian University of Life Sciences	4
Norwegian University of Science and Technology	11
University of Agder	1
University of Bergen	9
University of Oslo	9
University of Tromsø	1

Norwegian University Colleges	NOMA Projects
Akershus University College	1
Bergen University College	1
Hedmark University College	1
Molde University College	1
Oslo University College	3
Telemark University College	1
The Oslo School of Architecture and Design	1

Award of degrees

With the exception of three Master programmes within the fields of hydropower, health informatics, and electrical engineering granted support for adapting project activities initiated during the NFP period, the remaining NOMA Master programmes are all located in the South. This means that the educational activities are taking place at partner institutions outside Norway.

A total of 23 South partner institutions will be awarding NOMA Master's degrees during the current programme period. Norwegian institutions will award eight degrees and, of these, three are aiming to establish joint degrees during the current programme period. The remaining five, which depend on access to specialised technology, aim to transfer responsibility to the South over a longer period.

Results obtained in the NOMA Programme in 2009

During 2009 the NOMA programme has matured further, and the first critical phase of implementation and running of the Master programmes has been completed. Important goals have been reached in terms of academic and institutional capacity building within a short period of time, and the majority of the master programmes receiving support from NOMA are, at this stage, firmly anchored to the regular post-graduate programme portfolio at the partner institutions in the South. Plans for securing institutional commitment and long term sustainability of the programmes beyond the NOMA funding period were put into action.

As stated in the NOMA Programme Document, the success of the NOMA will be characterised by the development of relevant competence and capacity at the institutions in the South as outlined in the objectives of the programme. This can be measured both qualitatively and quantitatively and will be reflected in the increased capacity and knowledge production at the respective institutions. NOMA projects should report on both quantitative and qualitative indicators, in which the following elements should be included:

Capacity building: The number of Master programmes established at institutions in the South, including regional Master programmes, of direct relevance to the workforce. The number of candidates educated through the NOMA Master programmes. The number of candidates educated through the NOMA and employed at institutions in the South.

Gender balance: The proportion of female and male students participating in the programme. The proportion of female and male academic and administrative coordinators in the programme.

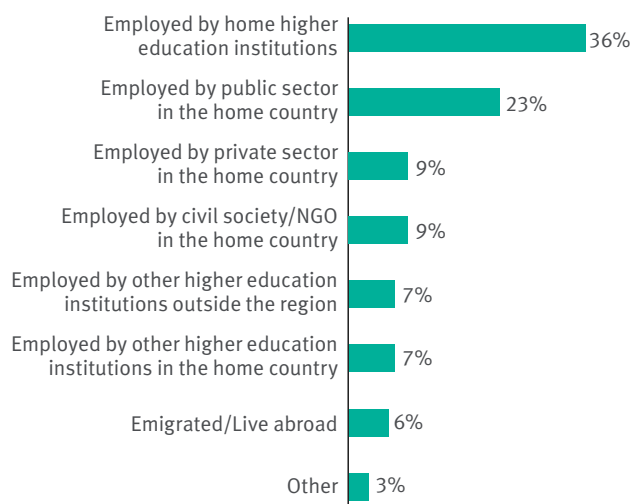
The remaining part of this section will focus on how NOMA is progressing in the light of the stated objectives, including elements such as number of graduated students, student recruitment, gender equality, institutional development and capacity building.

Graduated students

In 2009 the first NOMA students graduated. Of the 188 students admitted into NOMA master programmes in 2007 (60 female and 128 male students), 110 completed and submitted their Master theses in 2009. The remaining 78 students due for graduation in 2009 are either delayed in their studies or are awaiting the final examination and approval of their thesis. These students will formally obtain their Master's degree in 2010, owing to local procedures and regulations at their home institutions. Only two students have dropped out of their studies. About 50 per cent of the graduated NOMA students are reported to return to the same employer they had before they started their studies. None of the graduated students are reported to be unemployed. Thirty-six per cent are employed by higher-education institutions and 23 per cent are employed within the public sector in their home country.

A bibliography containing abstracts of the NOMA Master theses submitted in 2009 is appended to this report.

Employment status graduated NOMA students 2009



“Research is Crucial for Development”

MSc-sandwich program within the petroleum sector in Asia and Africa.

“Advanced research on petroleum is neglected in Bangladesh. I would like to create enthusiasm for research among students,” says NOMA graduate Farhana Akter.

TASLIMA MIJI/ TEXT AND PHOTOS

Farhana Akter, 27, is the only female student from Bangladesh who has enrolled in NOMA’s petroleum study programme since its inception in 2007. She joined the Master’s programme after completing her Bachelor’s degree in chemical engineering at Bangladesh University of Engineering and Technology (BUET). It became an ‘eye-opener’. Despite the lack of skilled human resources within its wide and prospective petroleum sector, a number of private and public universities have opened up petroleum departments in recent years “Very little research is conducted in Bangladesh in the petroleum sector, although it is so crucial for development,” says Akter.



FARHANA AKTER, a young Bangladeshi teacher of petroleum engineering, is convinced that research is crucial for development.

According to her, the NOMA programme has sharpened her knowledge and greatly improved her level of confidence. She works as an assistant professor at the Shahjalal University of Science and Technology, one of the top public universities in Bangladesh. Akter joined the institution upon completion of her MSc from the Norwegian University of Science and Technology (NTNU) in 2009. Now she aspires to promote advanced research among her students.

Akter says: “As a teacher, I can provide realistic guidelines to my students at the introductory level, because it’s important to pick a career track early on. “Research within petroleum subjects has been very limited in Bangladesh, and I feel I have a responsibility to bridge the gap.”

She describes studying in Norway as one of the biggest events in her life. Very few women pursue higher education in Bangladesh and, typically, engineering studies are highly male-dominated. Akter is one of very few women to have achieved an international engineering degree.

“Women are rarely encouraged to leave the country to study. I am lucky that my family raised me against the social customs. I would not have been able to come this far without inspiration and support of them,” she says. Now, Akter says, Bangladeshi society is gradually changing and women are moving out of stereotypical roles in every sphere. She did her Master thesis on reserve estimation in gas fields. She wants to strengthen her capacity in production optimisation through further research to ensure maximum economic benefit.

“In-depth and advanced research can give engineers more precise ideas of reserve estimation and production optimisation.“At the moment, I am also applying my knowledge and international exposure in preparing the upgrade of my department at the university. I have already made recommendations in the faculty meetings on how to improve our infrastructure, lab, reading materials and so on.”

Akter intends to stay in the Bangladesh. She says: “I am happy on my current track. As an academic I would like to do further studies abroad, but my ultimate goal is to serve my country.”

“In Need of Engineers”

“NOMA is not only a cooperation initiative, it also gives us tremendous development prospects,” says Professor Mohammed Tamim of the Bangladesh University of Engineering and Technology (BUET).

TASLIMA MIJI/ TEXT AND PHOTOS

BUET is one of four institutions cooperating within NOMA’s Master programme, ‘MSc-sandwich programme within the petroleum sector in Asia and Africa’. In Bangladesh the petroleum sector is still developing and lacks sufficient skilled human capital. “For us, participation is not only contributing human resources, but is also creating important academic liaisons,” says Mohammed Tamim, BUET Professor and Bangladeshi petroleum expert.

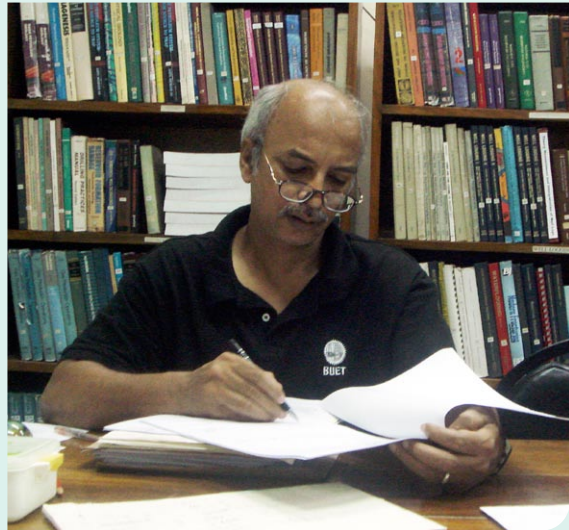
The country’s petroleum and mineral resources are considered to have huge potential but, because of the acute shortage of human capital, it has so far had difficulties carrying out surveying, as well as exploration and production of these resources. Today the industry is, for the large part, operated and run by people with little knowledge of petroleum engineering. Typically mechanical and chemical engineers fill the gaps.

Handling ‘brain drain’

Professor Tamim, who heads the Petroleum and Mineral Resource Engineering Department (PMRE) of BUET, is happy to see programmes such as NOMA increase the university’s international collaboration within research and development. The aim is that the graduates, who are required to finish the degree within a tight time frame, will serve in the country’s petroleum sector.

PMRE was established through a collaborative project between BUET and the University of Alberta, Canada, in 1985, while academic activities came into effect in 1995. Professor Tamim says that since the department’s inception, it has been observed that students usually do not come back to Bangladesh after completing their degree abroad. According to him, the ‘brain drain’ issue was addressed while designing this NOMA Master programme by joint consensus of all the partner institutions. Professor Tamim says: “We set certain conditions for enrolment so that students are bound to return home and serve their country for at least two years. “Even if just 40 per cent of the NOMA students came back to serve their country, it would bring great benefits.”

Since BUET joined NOMA in 2007, six Bangladeshi students have completed their degree at the Norwegian University of Science and Technology (NTNU) and the University of Stavanger. One of them has joined a public university in Bangladesh as a teacher and another student is doing his PhD at NTNU. The rest of the students are serving the petroleum field in the private and public sectors. According to Professor Tamim, cooperation with the Norwegian universities seems to be going smoothly. “Now that we have been introduced to Norwegian faculties, their research, methodology and data, we can apply the knowledge to our local research projects,” he says.



Out of dependency

PMRE has recently initiated an application for petroleum funds from the Norwegian Government, aimed at petroleum engineering students of developing nations.

“In the new proposal we have consolidated the experience from the NOMA programme so that students complete their degree in a tight academic environment and contribute to their country’s own sector,” Professor Tamim says. The goal of the new programme is to further experiences in international collaboration. It is intended to include a wider syllabus, involving more local resource personnel. Most of the students of PMRE are employed and the new project will have room for part-time students so that their class schedule does not conflict with their working hours.

Mohammad Mojammel Huque enrolled in the NOMA MSc programme in 2008. He is now working on his thesis, ‘Production Optimisation of Rashidpur Gas Field’ in Bangladesh. Before joining the programme he was employed by an oil company. In the future, Huque would like to do more in-depth research. He says: “I hope that the new generation of engineers will help the Bangladesh petroleum industry out of dependency on foreign resources.” Apart from BUET, the Shahjalal University of Science and Technology, Jessore University of Science and Technology and Chittagong University of Engineering and Technology have opened their own departments of petroleum studies on Bachelor level in recent years in Bangladesh. BUET are looking forward to continuity of the project and they have applied for NOMA’s fourth cohort for 2010.

Student recruitment

According to the general agreement for the administration of the NOMA projects, the recruitment process of students should be open and transparent and based on the principle of equitable access. The NOMA Programme Board has expressed concern regarding the degree of equitable access to NOMA Master programmes and scholarships for academically qualified under-privileged students, although no clear criteria for securing this objective has yet been defined on programme level.

So far, a broad recruitment of NOMA candidates from the whole country or region where the Master programme is located is ensured by the following means:

- Public announcement of the NOMA master programme in national media.
- An open and transparent process of selection of qualified candidates from diverse backgrounds.

Based on information received in the annual project and institutional reports, transparent and fair procedures for student recruitment have been established at the institutions. Call for NOMA scholarship applications are made public through advertisements in national daily newspapers, on internet pages at partner institutions, through NGOs and INGOs offices and related departments of higher-education institutions and government departments.

In most cases, entrance examinations are scheduled for the NOMA applicants and shortlists prepared. Written examinations are followed by interviews and the final selection of NOMA applicants is made by the cooperating partner institutions.

There were 1,196 applicants to the NOMA master programmes in 2009. This includes applicants to all the 36 NOMA I and II master programmes. There were 398 female applicants and 798 male applicants, which gives a gender distribution of 33 per cent female to 67 per cent male. This is approximately the same number of applicants and gender distribution as for 2008.

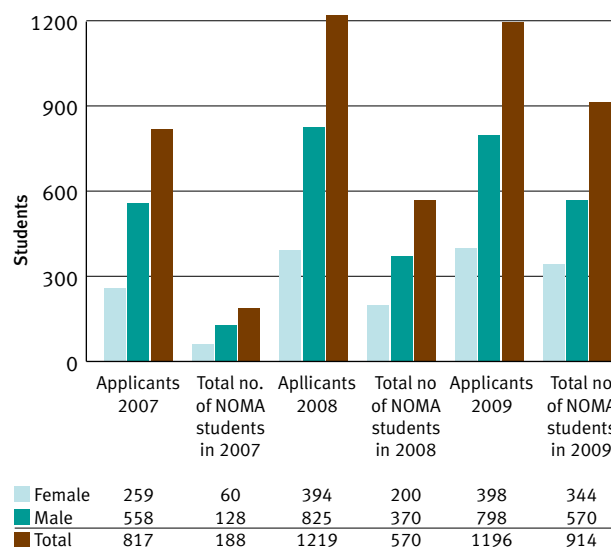
In 2009, a total of 914 NOMA students were pursuing their Master's degree in 16 different countries. This includes students admitted in 2007, 2008 and new students admitted in 2009. A total of 344 new NOMA students were admitted in 2009. Of these, 144 or 42 per cent of these were female. This is an increase of five per cent on the proportion of new female students from 2008.

Given the lower number of female applicants to male, –are female applicants treated more favourably in the selection process? If we look at the proportion of female applicants admitted, 144 of the 398 female applicants, or 36 per cent, were admitted. Of the male applicants, 200, or 25 per cent of the total application number, were admitted.

The fact that the proportion of female applicants admitted is higher than the proportion of male applicants admitted can be interpreted as an effect of the affirmative action and recruitment strategies the institutions are following to enrol more female students.

Based on the information in the annual project reports for 2009, about 40 per cent of the new students enrolled in 2009 have leave of absence from the employer during the study period. The rest had to resign from their jobs, are working part time or are recently graduated students without an employment background.

Applicants and NOMA students admitted 2007, 2008 and 2009:

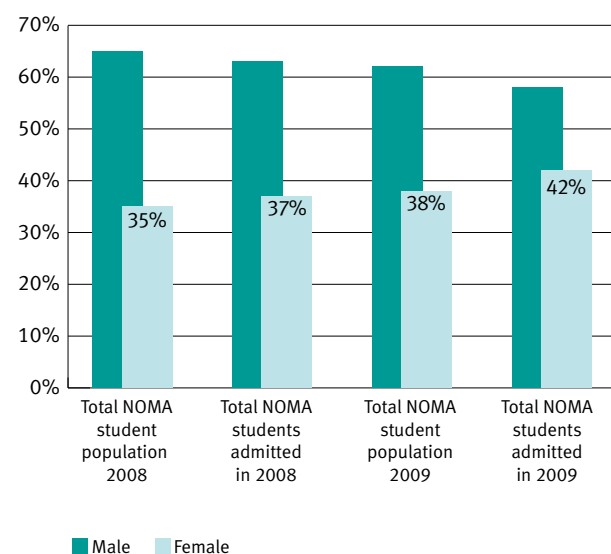


Gender equality

One of the main objectives of the NOMA Programme is to contribute to gender equality in education and the empowerment of women. The NOMA Master programmes should pursue the enrolment of female candidates in order to reach 50 per cent female student participation through active recruitment strategies, gender perspectives, 'gender mainstreaming' and gender-relevant Master programmes.

Gender mainstreaming in the NOMA programme includes a wide variety of activities such as engendering the curricula, working to enhance gender equality among students and staff members, establishment of Master programmes with gender focus, etc. Based on the reports and contact with the projects, there are indications that more could be done in all of these areas, and the NOMA programme will continue to encourage the institutions and the projects to focus on gender mainstreaming in their work.

Gender balance NOMA students 2008–2009



“Timely degree”

“Some students receive job offers even before they have finished the degree, Head of the NOMA Master’s degree in political science,” Dr. Asiyati Chiweza says.

TERESA GRØTAN/ TEXT AND PHOTO

The NOMA programme at the University of Malawi has attracted a large number of applicants. When the first cohort started in 2007, students came from the Ministry of Foreign Affairs, the Anti-Corruption Bureau, media institutions, local government and civil society organisations. “We had one student who was a Member of Parliament, who discontinued, but the 19 others have now finished,” Dr. Chiweza says. There are also 20 students in the second cohort, all of them on schedule. The Master’s degree in political science is a collaborative project with the University of Bergen, Norway. The programme grew out of a previous NUFU-collaboration between the University of Malawi, The University of Bergen and the Christian Michelsen Institute, also located in Bergen.

“A key outcome of the NUFU-collaboration was the first textbook on political science in Malawi. As we were winding up the research, we talked about the need to address democratisation and governance issues in key institutions in the country,” she says. The University of Malawi already offered a Bachelor’s degree in political science, and the researchers decided a Master’s degree in the same field was needed.

The programme has already started receiving applications for the third cohort – the first one not being supported by NOMA. These students will not receive a scholarship, and will have to pay a fee to attend.

“I don’t think the fees will affect the number of applicants. Often the workplace will pay the fees, and we also have flexible payments arrangements at the university,” Dr. Chiweza says.

According to her, one of the main challenges with the programme has been lack of infrastructure. “The university was built for undergraduate studies only. There are not enough classrooms or computer labs. Initially we also had a staffing problem, but now we are expecting two more lecturers. Meanwhile, two Master graduates have been holding lectures.”

Dr. Asiyati Chiweza wants to bring more female students to postgraduate studies. The initial goal of the NOMA programme was 50 per cent, but Dr. Chiweza says this was impossible, as the pool to recruit from is limited. Only about 20 to 30 per cent of the students at the university



DR. ASIYATI CHIWEZA is the head of the NOMA Master’s degree in political science at the University of Malawi. She puts particular efforts into the recruitment of female students. “I realised that in Malawi, as a lady, if you want to achieve, you need not only the will and the interest, but also the opportunity,” she says.

are female. Dr Chiweza is happy to say that the eight female students in the programme have done very well. “We have all the beautiful strategies on gender issues in Malawi, but they don’t fully translate into real life. We have to take practical steps to improve the situation of women, and we are trying to create that environment here at the University,” Dr. Chiweza says.

In 2009, 38 per cent of the total NOMA student population was female candidates. This is an increase of one per cent on 2008 to 2009, and an increase of six per cent on 2007.

This indicates that the development is heading in the right direction. Measures have been taken to increase female participation, both by the participating institutions and from the Programme Board. Some institutions have introduced affirmative action, such as gender quotas. In the call for applications in 2008, the Programme Board introduced a waiver for the requirement of being employed when applying for participation in the NOMA programme. The Board will, in 2010, explore the possibilities for the introduction of an incentive system to close the gender gap in the NOMA Master programmes. However, for some projects the challenge of recruiting 50 per cent females/males may be so overwhelming that one might expect that the introduction of a bonus will have no effect. In that case, one can envision an incentive system that will inspire the least gender-equal programmes to raise themselves to an acceptable level.

The levels of female/male participation in the different NOMA Master programmes vary considerably. Only eight of the 36 NOMA I and NOMA II projects (22 per cent) have a gender balance of 50 per cent or more female students. Some of the projects with female dominance are the following:

Seventy-five per cent of the students in Community Psychology Master Program at Birzeit University are female students. This is due to very few applications from male candidates and thus it is anticipated that this trend will continue also for future cohorts.

The programme Strengthen and Deliver Cooperative Masters Level Programmes in Higher Education Studies, at the University of the Western Cape, has to date 28 NOMA students enrolled, of whom 18 are female (64 per cent). In order to enrol a high number of female candidates, female students with good grades and relevant backgrounds have been given priority. As the number of female candidates now outnumbers the male students, the aim for the next admission round is to increase the number of male students in order to achieve gender balance.

In 2009, 63 per cent of the students in the Master of Science in Clinical Neuropsychology - Building expertise to deal with the Neuropsychological challenges of HIV-infection - at the University of Zambia were female students. According to the institutional report through the affirmative action at the University of Zambia, a gender bias may be adopted during admission of students. Gender issues have also been included as a part of the curriculum. Both male and female members of staff have been actively involved in the programmes.

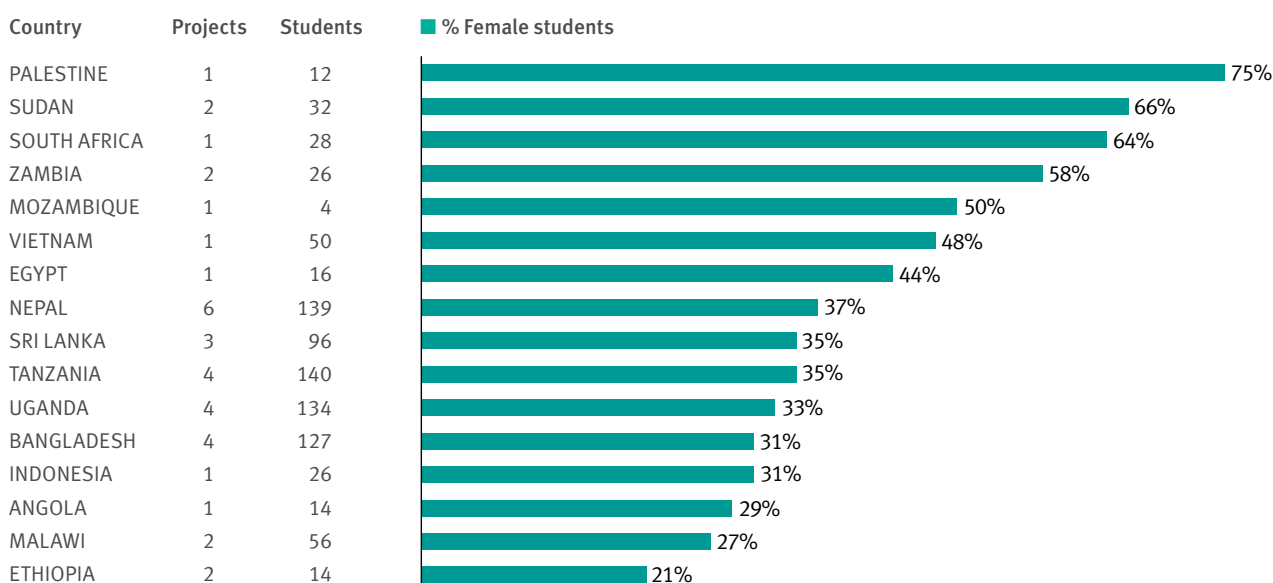
The Master of Science degree programme in Development Management between the University of Agder, the University of Ruhuna and a network of partner universities in Africa, has a participation level of 55 per cent female students. According to the annual project report, the reason can be found in the fact that the programme is, to a large extent, internet based and may therefore be easier for women to attend.

As for previous years, the programmes facing the biggest challenges in recruiting enough women are within technology and natural science, especially energy-related issues. The Master of Engineering in Electrical Power Engineering at Kathmandu University, Nepal, had a total of ten students in 2009 and none of them were female. KU reports that they have been unable to find female candidates willing to join the programme, and also the recruitment of qualified female faculty members is still an ongoing process.

The MSc Programme in Hydropower Development at Tribhuvan University (TU), Nepal, had one female student out of a total of 12 students. TU reports that it has given due emphasis to maintain gender balance in the programmes offered, although it is perceived to be difficult to maintain gender balance while selecting competitive candidates.

The MSc-sandwich programme within the petroleum sector in Asia and Africa at Agostinho Neto University also had difficulty with the recruitment of female students. However, the situation has improved. A total of 14 NOMA students have been enrolled into the programme and four female applicants were admitted in 2009. They were the first female students in the programme.

Gender balance – NOMA students pr. country



“Moving out of the comfort zone”

“Women in Malawi are so used to the men having all the power. Both men and women are uncomfortable with change,” Anne Sainala Kalebe says.

TERESA GRØTAN/ TEXT AND PHOTO

Anne Sainala Kalebe was one of only two female students in the first cohort of 20 students in the NOMA Master’s degree in political science at the University of Malawi. “I am a good example to others,” Kalebe says. “I am the only one with a Master’s degree in my family. People look up to me, and I help others with their studies.”

Kalebe was the recipient of the first gender award of 210 000 kwacha (about NOK 8000/ USD 1400) from the NOMA-programme, close to five times the monthly scholarship received by all NOMA-students. The goal is to create awareness of political science amongst women and encourage the study of gender issues in Malawi. “Receiving the gender award was extremely important. With the extra money, I could travel and conduct research in three different districts,” Kalebe says.

In her thesis, Anne Sainala Kalebe looked at the formal and informal rules preventing women from entering politics. Specifically, she investigated the nomination process in the UDF-party during the 2004 primary elections. Kalebe conducted interviews, group discussions and analysed newspaper reports. “For example, the UDF-rules for entering the nomination process say that the candidate should be ‘well-behaved’. What ‘well-behaved’ means is not specified, and it is up to the governor to make that decision,” Kalebe explains. Kalebe presented her findings at a NUFU-conference and is planning to write an academic paper on the basis of the thesis. Anne Sainala Kalebe graduated with a bachelor’s degree in public administration in 2004. She was doing well in her PR-job, but she wanted more.

“When I saw the ad for the NOMA-programme in the paper, I thought this would be my chance.” Kalebe applied for a leave, but was refused. This is a common challenge for the NOMA-students – and many are forced to resign. After finishing the Master’s degree, Kalebe got a job in a bank in Malawi. She does not want to leave her home country, but hopes to pursue her studies. “I would like to do a PhD in political economy. Maybe I can become a lecturer at the university one day.”



“IF I MAKE A COMMENT in discussions, people ask me what my background is. I was nicknamed the feminist in my class,” says Anne Sainala Kalebe, the first recipient of the gender award at the NOMA Master’s degree in political science at the University of Malawi.

Institutional development and capacity building

One of the objectives of the NOMA programme is to achieve, in the long term, sustainable capacity of higher-education institutions in the South to provide the workforce with adequate qualifications within selected fields of study.

Based on the impressions from annual reports at institutional level, it is evident that the NOMA cooperation in 2009 has contributed to institutional development and capacity building at the partner institutions in the South in a multitude of ways.

Teaching, supervision and curriculum development

There has been a notable expansion and further strengthening of expertise in running higher-education programmes at Master level at the participating institutions in the South, through the improvement of the quality of the graduate programmes offered. Teaching staff involved in the programmes have earned experience in developing the relevant curricula and training of postgraduate students and, through these processes, are adapting to international standards. The Southern partner institutions have, through joint collaboration with their Norwegian partners, been exposed to advanced academic and administrative knowledge and are applying the new knowledge to run the NOMA master programmes.

For most of the programmes, selected books and other reading materials as well as library, laboratory and ICT facilities have been available for the teaching and learning processes, enabling the students to produce their master dissertations. Equipment acquired for a programme remains to be utilized beyond the end of NOMA project period.

Staff development

As one of the institutions reports, the most important aspect of capacity development is the development of human resources.

Capacity building of the staff involved in the Master programmes has been achieved through the exchange of ideas and knowledge in the course of south-south-north collaboration and through international workshop and conference attendance. As a result of the NOMA cooperation, lecturers and students have improved their professionalism in coordinating international academic activities, plus the development and enhancement of research capacity and research methodology.

The establishment of a NOMA programme has, in many cases, led to collaboration between specialists resulting in capacity building within an academic discipline that, prior to NOMA, was none-existent at the institution in the South. The funding available through a NOMA project has enabled such collaborations to be more meaningful and useful for the partners involved by exposing them to global best practices and quality standards. Also, when staff members from the Norwegian partner institution visit the South partner institution to conduct modules which need special expertise, this contributes to furthering the knowledge of South staff members in analytical techniques and research methods.

The institutions have, in many cases, appointed visiting professors and visiting lecturers to facilitate the teaching in a NOMA programme. This is an example of a long-term capacity building strategy strengthening the cooperation and the sustainability of a Master programme.

Another important factor contributing to capacity building, as reported by the University of Dar es Salaam (UDSM), is the retention of some of the students benefiting from the NOMA scholarships who take permanent employment contracts with UDSM upon their graduation. This helps to reduce the shortage of qualified staff as an increasing number of staff members at UDSM are nearing retirement age. UDSM hopes that once the NOMA students have successfully defended their Master's degree, some of the students from the first cohort can be appointed as mentors for the next cohort of NOMA students.

As all the projects funded by NOMA are research based, staff members are often trained within these projects, which directly contributes to capacity building at an institution.

NOMA students are participating in national and international research projects, many of which are useful for their Master theses and job opportunities after graduation. Some of the first NOMA graduates will be employed as teaching staff in a programme, which will take advantage of the experience they gained from participating in such a context.

Administrative development

At some institutions, the NOMA programme has been running for close to three years. As a result, the institutions involved have acquired additional experience in cooperating in an international training programme. Some new Master programmes have been established with NOMA support in 2009. The NOMA cooperation has therefore enabled administrative staff to enhance their capacity to combine skills both in starting and running a Master programme.

Local adjustments to systems of administration of higher-education programmes, such as reporting and evaluating, and management procedures recognized by cooperating partner institutions and SIU, have in many cases been part of this process. This ensures the enhancement of institutional capacity to respond to requirements for international cooperation, such as within the framework of the NOMA programme.

In many cases, administrating a NOMA programme has also made an indirect contribution to the development of an institution by improving its international image and credibility, resulting in increased enrolment of foreign students and the generation of alternative sources of income through tuition fees and self-paying students.

Capacity development in public and private sectors and civil society

The training of graduate students specialised in academic fields relevant to national development and in research, undeniably serves as capacity development in public and private sectors in a country. The qualified and skilled human resources generated through the Master programmes are expected to contribute substantially to capacity development in public and private sectors as well as civil society.

A NOMA programme is often also one of the key development strategies for education and training at an institution, improving the professionalism of human resources within a prioritised sector of society. It is, however, still too early to assess this contribution in terms of impact on an aggregated programme level.

The first 110 NOMA students graduated in 2009 and are now returning to their previous job environment or seeking new and

better employment opportunities. The graduates are ready to make use of their new knowledge and qualifications and, with these, substantially contribute to capacity development in public and private sectors in their local communities.

The student population in the majority of NOMA Master programmes are civil service officials, NGO practitioners or staff at higher-education institutions, private-sector institutions and companies. The Master programmes are of high relevance and tailor-made for developing the students' knowledge to meet challenges in their local environment, within their selected academic fields.

According to one of the institutions, the graduates are able to better present their ideas as a result of comprehensive presentation exercises during the programme. They can deliver better while public speaking and their analytical skills have developed, meaning they are able to generate better solutions to governance-related problems. The writing of a Master thesis empowers students by allowing them to get field level experience and direct contact with social realities. This learning will enable them to cope with challenges of governance.

The most important contribution of a NOMA programme at one institution is said to be the public-private partnership, which is strengthened through the establishment of the programme. Networking and cooperation is formed between the students, who can advocate the programme when returning back to their respective working environments. Civil society will thereby benefit directly and indirectly through the NOMA cooperation.

Commencement of a new Master programme within a given field at an institution often creates special attention among government agencies, plus local public and private industries. The graduates from a particular programme are in high demand since they are recently educated and possess the latest knowledge and skills within their particular field of interest. A NOMA Master programme is also often the only course catering to the development of personnel needed for improvement of a certain sector of society and is, as such, serving both a national need and service.

Many of the graduates are already employed by public and private sectors, local government and civil society institutions. Both the public and private sectors have spill-over influence on the civil society. This represents a significant contribution of a NOMA programme to capacity development. In addition, private candidates joining a programme will be potential employees in these sectors, thus their capacity will be enhanced.

Impact of the NOMA cooperation at the institutions in Norway

One of the objectives of the NOMA programme is to strengthen and develop the competence of Norwegian higher education institutions, integrating global as well as developmental perspectives in their professional work.

The overall impression from the institutional reports is that the NOMA cooperation has had a highly positive impact on internationalisation at the Norwegian institutions. To establish, manage and complete a NOMA project administratively and academically has, for all the institutions, not only been a challenge but also a valuable experience.

At some institutions, joint research projects have been established and completed as a spin-off of NOMA project cooperation,

and academic and administrative staff have gained international and multicultural experiences that will be useful in a future international cooperation context.

According to NTNU, all project coordinators report positive effects of the various NOMA programmes. And as stated in the institutional report from NTNU, North-South cooperation through the NOMA programme has added significantly to the internationalisation of the academic environment. The fact that the programme creates the possibility for staff and student exchange, network building and research opportunities in a regional context is seen as vital. Moreover, the NOMA programme has enhanced the regional knowledge and understanding of the project coordinators for both IiN and IoN.

The University of Oslo points out that the NOMA programme offers an important contribution to UiO by enabling and supporting North-South Cooperation on a broader scale.

At UiO, North-South cooperation is seen as an essential and meaningful part of internationalisation as, by being involved in NOMA projects, the departments, academic staff and students are exposed to new knowledge, new ways of solving problems, interdisciplinary study programmes and research projects, intercultural communication, network building and possibilities for future research cooperation.

According to the Oslo School of Architecture and Design (AHO), NOMA cooperation has contributed to strengthening and formalizing the academic cooperation between AHO and the participating East-African universities. This is part of AHO's long-term East-Africa strategy, and has had positive synergy effects. These are related to AHO's strategic emphasis on development studies and sustainable development within architecture and urban planning. Furthermore, it is stated that the NOMA programme represents one of the most remarkable international ventures of their university and that the programme has become an attractive place to both teach and study.

At the University of Agder the NOMA programme has contributed substantially in linking its development study centre, as well as faculty departments, to foreign universities. The NOMA cooperation has contributed to the internationalisation by academic involvement with the partner universities in the South through staff exchange, curriculum development and programme evaluation.

Synergies between the NOMA programme and other Norwegian funded initiatives in the field of higher education

As stated in the NOMA programme document; all NOMA partners have a responsibility to seek synergy through project partnership with other relevant Norwegian-funded initiatives, such as the NUFU programme, the Quota scheme and Norwegian bilateral activities in the respective countries. Collaboration should also be sought with Norwegian embassies, other international donors and actors in the field of higher education.

Some of the Norwegian institutions point to substantial synergy effects between the Quota Scheme and the NOMA programme. For instance, at Telemark University College, available Quota Scheme positions have supplemented scholarship means under the NOMA programme, and master students under both programmes have been recruited for PhD studies. At the University of Life Sciences, Quota PhD students have participated in data collection and the findings were later made available for the NOMA students.

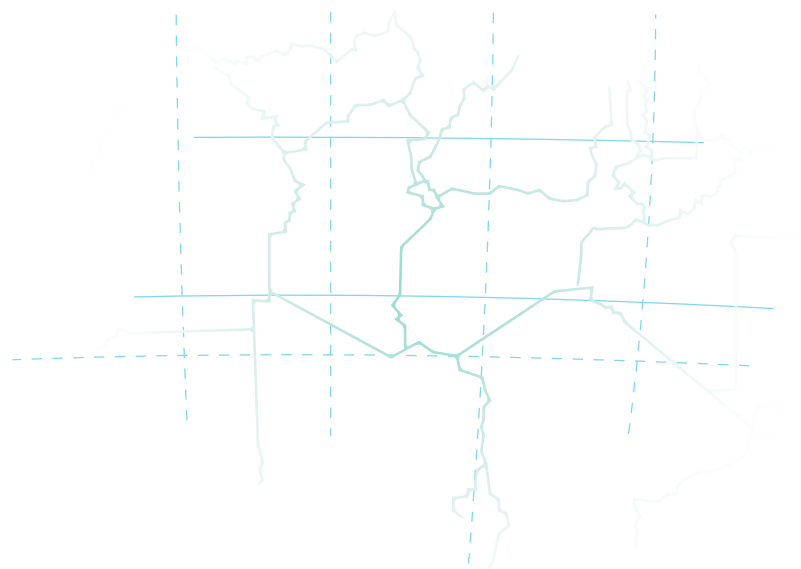
Also the University of Oslo reports strong synergy effects between NOMA and the Quota Scheme as Quota places are used to support PhD candidates linked to NOMA projects.

At the University of Bergen, the Quota program is an avenue for newly graduated NOMA students to receive further research education. Students, having finished their doctoral studies through the Quota Scheme, are later employed as teaching staff for NOMA students at their home institution. Some of the former Quota students are appointed as either institutional contact persons or programme coordinators for a NOMA programme.

With regard to synergies with the NUFU programme, the University of Oslo reports some present between NOMA and NUFU, either through project coordinators under NOMA projects having previously coordinated a NUFU programme (or vice versa), or that a project academic staff member has both a NOMA and a NUFU project simultaneously.

At the University of Bergen (UiB), NUFU and other research-funded programmes are closely linked to the NOMA programs. Several of the NOMA programmes at UiB are the results of earlier NUFU projects, for instance the Master of Arts in Political Science at the University of Malawi. According to UiB, one of the advantages of this is that the project coordinators already know each other well and have previous experience in cooperating prior to taking on the challenging task of developing a Master's programme. Synergies between concurring NOMA and NUFU projects further strengthen the research component of the NOMA programme and allow the NOMA students to experience working with trained researchers. NOMA projects have been developed after the implementation of NUFU projects, which has strengthened the relationship between the academic staff involved.

The University of Bergen also perceives similarities between the NOMA programmes and other joint degree/joint study programmes at the institution. As the NOMA programmes are getting more established, the NOMA partners also become more attractive as an international collaboration partner in UiB's European joint degrees. This is perceived to further strengthen the programmes in the South and to contribute to long-term sustainability.



“The politics of water”

“This Master’s degree, especially the research part, has widened my understanding of issues, and how to have a problem-solving approach,” Emma Bello says.

TERESA GRØTAN/ TEXT AND PHOTOS

“In my job as a land district officer in local government, I work with settling disputes concerning land, and what I have learnt in this degree will help me a lot in the work,” Bello says.

Emma Bello is one of six female students in the second cohort of the NOMA-programme. She will graduate with a Master’s degree in political science in July 2011. Bello’s research started with her wondering why some places had plenty of boreholes and others not. She looked at the statistics of Malawi, and it seemed that the country was doing very well on the issue of water-security. But why did villages in dire need not have water? It’s political who gets water and who does not, Bello claims. Some Members of Parliament make sure boreholes are located in areas where they have affiliates, while development agencies set up boreholes close to the road so it will be easy to show foreign visitors. Those that live very remote simply do not get.

“I always wanted to continue with my education, Bello says. But she had not found out just how yet, after taking a bachelor’s degree in public administration and started her job in the local government in 2004. She was married, had two small children and expecting her third at the time when she saw the NOMA-programme advertise in the local paper. Emma Bello was very unsure of what to do. On the one hand, this could be her great chance, on the other hand, how would she cope?

“The head of the programme, Dr. Asiyati Chiweza, told me that it was possible. I just had to work hard, and it would be fine. If it weren’t for her understanding and telling me I could do it, I would never have tried,” Emma says. But there were challenges conducting the research. While the monthly NOMA scholarship was sufficient during the course-work, it did not cover expenses in connection with the research. “I had to walk long distances to gather data, and my husband had to take time off from work to escort me to some of the most remote areas of Blantyre district,” Bello says. Emma Bello wants to continue with a PhD in a while, but right now, she has enough with raising three small children. She does not want to move from her home country “I need to be here and assist the rural people of Malawi,” she says.



EMMA BELLO is a second year student in the NOMA programme at the University of Malawi. She visited six villages without access to water. “Rural people are so vulnerable. When I came from the field, I felt so bad. It was really pathetic how these people lived.”

“Education for Change”

“The petroleum industry is operated by non-technical manpower in Bangladesh. We must change this,” says Gazi Mohammad Mahbubul Huq.

TASLIMA MIJI/ TEXT AND PHOTOS

Gazi Mohammad Mahbubul Huq, 37, an assistant manager of Bangladesh Petroleum Exploration and Production Company Limited (BAPEX), joined NOMA’s MSc programme in 2008. Although he had a degree in mechanical engineering, Mahbubul felt he lacked the knowledge and skills needed in his job. He wanted a Master’s degree in the subject of petroleum but found it difficult as a full-time government employee. “When I learned about the opportunities through this programme, I didn’t think twice about applying. It was really perfect for me and my employer agreed to provide me with the study leave”, Mahbubul says.

Petroleum engineering studies in Bangladesh are still at the primary stage. According to Mahbubul, the country’s petroleum sector is run by the chemical and mechanical engineers. “The need for skilled human resources is acute. If more engineers with a petroleum background emerge, the industry will see a positive change,” he adds. Mahbubul has just finished the first year of his Master’s. The experience has greatly boosted his knowledge. “I feel more confident and fit for my job now,” he says.

After finishing his first academic year in Norway, Mahbubul is now working on his thesis titled ‘Pressure drop optimisation in surface equipments of gas processing plants’. While sharing his learning experience, he remembers the exchange of opinions with classmates from different countries around the world. He says: “It was exciting to learn different opinions and experiences of different students. It’s a powerful way of learning new things.

“Studying in a different society and environment gave me great exposure and scope to enrich myself. This was also a big chance for me to experience the Norwegian petroleum industry and its relevant machineries.” He hopes to be conducting advanced petroleum research in the future. “As a government employee, I will hardly find any scope for advanced research. I will try to find a scope for the research and development sector in future, when I’m hopefully in a decision- making role,” Mahbubul says. He wants to stay in Bangladesh and work in the petroleum sector when he finishes his degree.

“We are committed to serve at the workplace that granted us leave for at least two years after completion. My plan is to go abroad for a PhD after that. But, finally, I want to stay in my home country,” he says.



Gazi Mohammad Mahbubul Huq, NOMA academic batch 2008.

NOMA Activities at Programme Level

Call for Applications and allocation of funding

The NOMA agreement 2006–2010 has a financial frame of NOK 343million. An addendum to the agreement was signed in November 2008, prolonging the programme period to 2014 and expanding the budget frame with up to NOK 180million.

In November 2008 the NOMA Programme Board decided to announce three calls for applications with allocation of funding to be made in 2009:

- Start-up funds to facilitate preparations for applications for main funding for Master programmes to be started in 2010.
- Call for applications from main partner institutions approved for NOMA funding in 2006 for one additional student cohort, commencing in 2009/2010.
- Call for applications for new Master programmes, commencing in 2010, to be completed within 31.12.2014.

Allocation of start-up funds

Before the deadline of 9 January 2009, SIU initially received 14 applications for start-up funds. Cooperating higher-education institutions in the South and in Norway were to confirm their support for the applications in January 2009. SIU was subsequently informed by one applicant that their project did not receive institutional support and the application was not assessed for funding. Finally, 13 applications was reviewed by SIU and presented to the NOMA Programme Board.

The maximum budgetary frame per proposed start-up project was NOK 200,000 inclusive of administrative costs. Applications for start-up funds were limited to the following preparatory activities:

- Study visits
- Workshops/seminars - Curriculum development
- Limited staff and administrative support

Of the total 13 applications eligible for support, four applications were supported with or without revision of the proposed budget. Nine applications were not supported, either because given the ongoing collaboration a main application to NOMA could be submitted even without start-up fund support, or the proposed project was too preliminary or not deemed suitable in the NOMA context.

Allocation of funding for an additional student cohort 2009/10 for NOMA 2006 projects

The call for applications for an additional student cohort 2009/2010 for NOMA 2006 projects was made as a response to requests from institutions participating in the NOMA Programme. The additional cohort funding was intended to act as a bridging arrangement awaiting the result of the evaluation of the NOMA Programme in 2009.

From the total NOMA budget frame, excluding prior commitments for ongoing NOMA projects, the amount available for an additional cohort in 2009 was NOK 44,625,000. For bilateral NOMA programmes, funding was limited to NOK 2.25million for each project. For multilateral NOMA programmes, funding was limited to NOK 3million.

Before the application deadline of January 2009, SIU received 16 applications for funding of an additional student cohort in 2009, from NOMA projects that had received funding in 2006 and started their activities in 2007/2008. Cooperating higher education institutions in the South and in Norway were to confirm their support for the applications by 16 January. Only one of 17 eligible projects did not apply for a third cohort.

Of the 16 projects applying for funding and presented to the NOMA Programme Board, the majority proved to be progressing according to plans. There were challenges to be seen in both consolidation and implementation of some of the master programmes. However, few projects had made major deviations from their planned time schedules for activities, with the exception of one project being delayed by more than one year. The Board also expressed some concern about one project, and allocation of additional funding to this project was made subject to the submission of a satisfactory Interim Report from the project.

Of the total number of applications for an additional cohort, eight were to be supported by the Board without any revision of the proposed budget and eight were supported subject to a revision of the budget.

Allocation of funding to new NOMA III projects 2010–2014

SIU received 21 eligible project applications to the NOMA programme in June 2009.

All together, nine bilateral and 12 multilateral Master programme applications, with a total production of roughly 578 NOMA graduates for a period of four years, were presented to the NOMA Board. All applications were submitted jointly and online by the staff members of the proposing institutions in the South and Norway. Four of the applications had received start-up funds for the preparation of the main application.

For the period 2010–2014, applications for Master programmes were limited to the following categories:

- Bilateral Master programmes for a period of either two years (one student cohort) or four years (two student cohorts). NOMA funding is limited to a maximum of NOK 2.25million for one student cohort and a maximum of NOK 4.5million for two student cohorts, including all relevant supportive activities.
- Multilateral Master programmes for a period of either two years (one student cohort) or four years (two student cohorts). NOMA funding is limited to a maximum of NOK 3million for one student cohort and a maximum of NOK 6million for two student cohorts, including all relevant supportive activities.

The total amount available for allocation of funding to new bilateral and multilateral Master programmes was NOK 44,047,549. The Board decided, in 2008, to use external experts in the assessment of the applications for new Master programmes. As part of this procedure, each applying institution was required to assess and rank their application(s) with reference to an external evaluator's assessments.

The applications were categorised under application category and eligibility criteria. Having confirmed that the applications

fulfilled the eligibility requirements according to the call for applications and guidelines, SIU provided the external experts online access to the applications.

Each application was assessed by a minimum of two experts, one from the South and one from the North. The completed external assessment forms were submitted online to SIU. The external evaluation was then made available for the applying institutions.

SIU assessed the applications on the basis of the selection criteria specified in the call for applications, guidelines and NOMA Programme Document. SIU's administrative assessment was based on the external evaluation of the applications, the institutional assessment and ranking and formal criteria for eligibility, conformity to NOMA programme's aims and objectives and budget feasibility.

The role of the Programme Board as regards the academic assessment and selection of the applications is specified in the Rules and Regulations for the NOMA Programme Board. The panel of external experts functioned as a supplementary scientific reference group for the Programme Board in their decision-making processes. It is, however, important to note that the external expert assessment of an application was advisory in the Board's final selection of the NOMA III programme portfolio.

All the applications, including external evaluations, one from the South and one from the North, institutional assessment and ranking and SIU's assessments of the applications were presented by SIU to the Programme Board with a proposal for decision.

Each Board member was designated a number of applications for assessment and assumed the responsibility for presenting a total assessment of these applications.

Nicaragua was added to the list of NOMA countries in 2007, together with Bolivia. However, no applications involving Nicaraguan higher-education institutions were received by SIU during the 2007 Call for applications. This time, SIU received one application proposing to establish a Master Programme in Intercultural Communication and Media Studies in Nicaragua, a bilateral project of cooperation between the University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN) and Oslo University College. The application was approved for start-up funding in 2009. SIU also received an application for the establishment of a NOMA master programme in Bolivia: Master in Educational Technologies and Digital Resources (M.Ed.Tech.), a multilateral project with Universidad Privada del Valle and the University of Bergen as main cooperating partners, with Universidad EAFIT (Economía, Administración, Finanzas, Ingeniería y Tecnología) in Colombia as network partner.

The Programme Board discussed and agreed that, due to the inclusion of countries in Latin America in the NOMA listed countries, in future the language used in calls for applications for funding to new Master programmes should no longer be restricted to English. The language of application and reporting for NOMA, however, is still English.

The Programme Board approved eight new projects totalling NOK 40,672,459 for support from the NOMA programme for the period 2010–2014.

NOMA III 2010–2014				
Project	Country	IoN	IiN	Bilateral Multilateral
Develop and deliver cooperative regional Master Programmes in "Nutrition, Human Rights and Governance"	Uganda	Makerere University	University of Oslo	Multilateral
Master in Educational Technologies and Digital Resources (M.Ed.Tech.)	Bolivia	Universidad Privada del Valle	University of Bergen	Multilateral
Master of Science in Epidemiology	Zambia	University of Zambia	University of Bergen	Multilateral
Master of Science in Innovation and Industrial Development - Uganda	Uganda	Makerere University	Norwegian University of Science and Technology	Bilateral
Master of Science in Technology and Innovation Management - Nepal	Nepal	Tribhuvan University	Norwegian University of Science and Technology	Bilateral
Master Programme in Intercultural Communication and Media Studies	Nicaragua	University of the Autonomous Regions of the Caribbean Coast of Nicaragua	Oslo University College	Bilateral
MSc Medical Genetics	Sri Lanka	University of Colombo	University of Oslo	Multilateral
Regional master in nursing	Tanzania	Muhimbili University of Health and Allied Sciences	Bergen University College	Multilateral

Call for Applications in 2009

In the Programme Board meeting in May 2009, the NOMA Programme Board decided to announce two Calls for applications in 2009, with allocation of funding to be made in 2010: a call for applications for funding for an additional student cohort for NOMA II 2007 projects and a call for applications for funding of new NOMA IV projects.

The Board emphasised that, in relation to the scheduled calls for applications, it was important to ensure NOMA 2006 projects could possibly continue beyond 2011.

As mentioned above, 16 NOMA I 2006-2010 projects were granted additional funding to enrol an extra cohort of students during the period 2009 to 2011. The NOMA I 2006 projects started their activities in 2007, and the first NOMA candidates from these projects graduated during 2009. All project activities for these should, according to the tripartite contract between the cooperating institutions and SIU, be completed by the end of 2011.

This raises the question of sustainability of the NOMA master programmes in general. The academic and administrative responsibilities for the courses supported by NOMA shall gradually be the sole responsibility of partners in the South. However, the transition process has to take place over a period of years. The issue of sustainable capacity building was also discussed during the 2008 NOMA Project Coordinator Seminar in Dhaka. Based on these considerations and the need to further define strategies for securing the sustainability of the NOMA projects, the Programme Board discussed and decided in the Board meeting of 20 October 2009 that the announced calls for applications in the NOMA annual plan 2009 should be earmarked to further consolidate and strengthen the established NOMA I and NOMA II project portfolios. As a consequence, the current financial framework of the NOMA programme 2011-2014, did not allow a call for applications for the establishment of new NOMA master programmes (NOMA IV).

NOK 43,562,211 of the NOMA budget frame 2011-2014, was reserved for a call for applications from NOMA I projects 2006 in November 2009, for an extension of the project period beyond 2011 to 31.12. 2013.

The Board emphasised that the sustainability of a project with defined exit strategies should be specified in the application to secure the long-term sustainability of the master programmes after termination of NOMA funding in 2013.

In November 2009, SIU announced two calls for applications based on the Board's decision.

1. NOMA main partner institutions, approved for funding in 2006 and 2009 (NOMA I projects).
2. NOMA main partner institutions, approved for funding in 2007 (NOMA II projects).

The call was limited to applications for funding for one additional student cohort commencing in 2010/11, with graduation of students by, 31.12.2013.

Institutional visits to NOMA Higher Education Institutions in the South

In 2009 three countries, six higher-education institutions and ten NOMA projects were visited. The visits to Nepal, Tanzania and Uganda were conducted according to the NOMA Annual Plan 2009. The visits took place in May/June and October 2009 respectively. Unfortunately Norad was not able to participate in any of the institutional visits.

The major objectives of the visits were:

1. To establish and maintain a good relationship with the leaderships and institutional coordinating units for NOMA financed activities.
2. To meet with academic project coordinators and students involved in the implementation of the NOMA projects.
3. To gain knowledge about the content and form of the Master programmes, including the scheduling of the programmes and the degree of satisfaction with the Master programmes among staff and students in Nepal, Tanzania and Uganda.
4. To gain information about the administrative organisation of the projects, procedures and processes around student intake, course delivery and study progress.

Institutional visit to Nepal

Deputy chair of the NOMA Programme Board Professor Gitiara Nasreen, the NOMA Programme Coordinator Adviser Sidsel Holmberg, plus Adviser Trude Haugsdal from SIU, working with the NOMA programme, visited partner institutions in Nepal during the period of 28 May to 3 June 2009.

Meetings with universities in Nepal

The programme for the visits encompassed meetings with senior university staff of the two partner universities in Nepal; Tribhuvan University and Kathmandu University. Also visits to the departments which have received support from NOMA, as well as general meetings with the project coordinators and NOMA students involved in the NOMA Programme, were part of the programme.

Tribhuvan University

Tribhuvan University (TU) is the oldest and largest university in Nepal with more than 60 campuses around the country and more than 200,000 students. TU has had NUFU-financed projects since 1991 and NOMA projects since 2007. At the time of the visit, TU was the main partner in four NOMA-supported projects and also an additional partner in several other NOMA network projects.

NOMA projects visited at TU:

- MSc in Hydropower Development, a bilateral project between Norwegian University of Science and Technology and TU.
- Master programme in Sustainable Water and Sanitation, Health and Development, a multilateral project with the Norwegian University of Life Sciences and TU as main partners and COMSATS Institute of Information Technology, Pakistan as additional partner.
- Master programme in Conflict, Peace Building and Development, a multilateral project between the Norwegian University of Life Sciences and TU as main partners, and Ruhuna University in Sri Lanka as additional partner.
- Regional Master in Biodiversity and Environmental Management, a multilateral project with the University of Bergen and TU as main partners and with additional partners in India and China, Jawaahar Lal Nehru University and China Academy of Social Sciences respectively.

Kathmandu University

In 1985, the Kathmandu University Valley Campus, with academic affiliation to Tribhuvan University, was established. In 1991 Kathmandu University (KU) became an autonomous, non-government institution. It has some 5,000 students studying in its constituent campuses and approximately the same number of students in affiliated colleges.

On the day of the scheduled visit to KU, a 'bandh' was announced in Kathmandu. This is a political strike which brings all regular activities and movements to a halt as all vehicles are banned. Given the circumstances, it was not possible for the delegation to travel to KU, which is located some one hour's drive from Kathmandu. Unfortunately, due to the bandh, no students attending the NOMA master programmes at KU could meet the delegation, but the institutional contact person at KU as well as one project coordinator managed to meet the delegation and discuss the two NOMA projects in which KU is the main partner;

- Master of Engineering in Electrical Power Engineering, a bilateral project between the Norwegian University of Science and Technology and KU.
- Master Programme in Environment Education and Sustainable Development, a multilateral project with the Norwegian University of Life Sciences and KU as main partners and Dhaka University, Bangladesh and Oslo University College as additional partners.

Meeting with the Norwegian Embassy in Nepal

A meeting was also conducted on the last day of the visit with the Norwegian Embassy in Nepal. The Norwegian embassy showed keen interest in the NOMA programmes and SIU presented its impressions from the visits.

General impressions from the visit to Nepal

Discussions with various groups showed that the NOMA programmes at both institutions are running smoothly. Although NOMA has been developed after the NUFU programme and has strong sides of its own, it is evident that faculty and students of the NOMA programmes still consider NOMA as an intermediate programme, and expect more in terms of moving to higher levels of research and degree. With regards to sustainability of the programmes, most of the projects said that they are dependent on financial support from other donors beyond the present programme period.

Institutional visit to Tanzania and Uganda

Professor Oyewole Olusola, member of the NOMA Programme Board, Adviser Benedicte Solheim, Head of Unit for Higher Education and Grants, plus NOMA Programme Coordinator Adviser Sidsel Holmberg, visited universities in Tanzania and Uganda during the period of 7 to 15 October 2009.

Meetings with universities in Tanzania

Tanzania had, at the time of the visit, four NOMA Master programmes; two programmes at the University of Dar es Salaam (UDSM) and two programmes at Muhimbili University of Health and Allied Sciences (MUHAS).

University of Dar es Salaam

The University of Dar es Salaam (UDSM) is the main institution for higher education and research in Tanzania and has an important national role in educating graduates for working positions within public and private sectors. The programme for the visit

to UDSM encompassed visits to the departments which have received support from NOMA, as well as general meetings with the project coordinators and NOMA students involved in the NOMA Programme.

The main impression from a meeting with the leadership of the institution is that UDSM is developing positively. Among others, the number of former staff members spending some years in governmental positions and thereafter returning as academic staff at UDSM is a positive trend.

NOMA projects visited at UDSM:

- Southern African Masters programme in Mathematical Modelling.
- Integrated Masters in Health Informatics-Tanzania and Ethiopia.

Muhimbili University of Health and Allied Sciences

Muhimbili University of Health and Allied Sciences (MUHAS) was established as an independent university in 2007. MUHAS started in 1963 as the Faculty of medicine of the-then University of East Africa, and was later for many years a part of UDSM. Today MUHAS has 700 students within 71 different health and allied sciences.

The two NOMA programmes established at MUHAS are approved by the senate and fully integrated into the study programme portfolio of the institution. The chances for self sufficiency after five years with NOMA funding are considered to be good. However, it is suggested that income-generating activities should be integrated as part of the project activities. Some 70-to-80 per cent of the NOMA students are employed by the Ministry of Health. The number of medically trained graduates from MUHAS has increased and more graduates aspire to become specialists.

Also part of the programme at MUHAS was a follow-up of the joint NUFU/NOMA meeting in September 2008 initiated by a SIU visit. No joint meetings have been held since that time. The aim of the meeting this time was to explore the possibilities for synergies and cooperation between the NUFU and NOMA-funded projects at MUHAS. Due to the university recess period, only one of the NUFU project coordinators from the Occupational Health project was able to attend the meeting. However, during the discussion it was suggested that open-ended PhDs for NOMA students can be interesting and can contribute to staff and capacity building at MUHAS. With regard to further cooperation between NUFU and NOMA projects at MUHAS, this is perceived to be of little interest and relevance as there is no funding available for regular meetings between NOMA and NUFU projects, and will be more of a burden than of any practical benefit.

NOMA projects visited at MUHAS:

- Master Programme in Health Policy and Management.
- Sandwich programme for M Med and M Sc degrees in clinical medicine.

Meetings with universities in Uganda

Uganda had, at the time of the visit, four NOMA programmes established under the NOMA scheme: three programmes at Makerere University and one at Kyambogo University.

Makerere University

Makerere University is the main academic institution in Uganda with a history going back to 1922. It was established as a national independent university in 1970. Starting in 2009, MU is now

in the process of reorganising the university model into a college structure with four to five colleges.

NOMA projects visited at Makerere:

- Master Programme in sustainable energy systems in East Africa.
- Masters Programme in Urban Transformation and Sustainable Development.
- North-South-South Collaborative MSc in Development and natural Resource Economics.

Kyambogo University

Kyambogo University was established as a university in 2001 and is the third university in Uganda. The university consists of three former institutions, namely Uganda Polytechnic Kyambogo, the Institute of Teacher Education and the Uganda National Institute of Special Education. The training offered at the institution reflects the academic content of these three former institutions.

NOMA project visited at Kyambogo:

- Master Programme in Vocational Pedagogy Uganda-Southern Sudan-Norway

General impressions from the visits to Tanzania and Uganda

The main objective of the visit was to gain in-depth knowledge about the content and progress of the NOMA Master programmes in Tanzania and Uganda, including study-progress, the scheduling of the programme and the degree of satisfaction with the Master programmes among staff and students. Furthermore, the objectives were to gain information about administrative organisation, procedures and processes around student intake and course delivery according to approved course plans.

The main objectives with the visits were to a large degree fulfilled, thanks to well-organised meeting schedules by the visited institutions. Institutional visits are a very important source of updated information about the progress, challenges and successes in the NOMA-funded Master programmes. For both the NOMA Programme Board representative and the SIU staff members, the meetings with students are of special importance. Such meetings are the only arena for direct contact with the students and an opportunity for them to share their experiences of being a NOMA student with SIU and the NOMA Programme Board. As the students are the final 'results' of the entire NOMA programme, the meetings with them are of great value and a source of inspiration.

As for the various challenges the projects face, the delegation saw that some could be solved on the spot. At MUHAS for instance, action was taken immediately to secure better housing for international students after it was brought up as a problem during a meeting with the students. Some are the responsibilities of the institutions involved in the programme while others are results of national and political decisions and structures outside the influence of the NOMA programme. An example is the new Ugandan policy for the financing of higher education.

A main point for further follow-up is the wish from many of the students for the establishment of a NOMA alumni association. Several of the students have already established informal email groups to ensure that they will stay in touch after graduation.

Meeting with the Norwegian Embassy in Uganda

A meeting was convened with the Norwegian Embassy in Uganda and the delegation informed of their impressions of the visits to the four NOMA programmes in the country.

Seminar for Institutional Contact Persons in Norway

In November 2009, for the first time since the commencement of the NOMA programme, a seminar for Norwegian NOMA institutional contact persons was held in Bergen. The aim of the seminar was to bring together administrative staff involved in the NOMA programme at Norwegian higher-education institutions, and to provide an opportunity for the exchange of experiences and discussions of challenges, in particular ones the Norwegian institutions are facing within the NOMA context. At the same time, it would also be possible to seek advice on how to improve future collaboration, based on feedback from the Norwegian institutional contacts.

The participants included not only staff members working with NOMA since the start of the programme, but also staff involved in the eight new NOMA projects. Institutional contacts from the University of Oslo and the Norwegian University of Science and Technology made presentations on the role and responsibilities of the institutional contacts. Being two of the Norwegian institutions which are heavily involved in NOMA projects, both expressed the view that the NOMA programme is perceived as the most important funding source when it comes to development collaboration between Norwegian higher education institutions and institutions in the South in the field of higher education. For some institutions, the NOMA programme is firmly rooted in the institutions' international cooperation strategies. There was a common wish that the financial framework of the NOMA programme should be further improved and that the possibility of developing more research-based teaching should be explored in order to achieve the overall aim of capacity building in the South.

Improved collaboration between the institutions in the North and the South must be sought to ensure the quality of the projects. This could be achieved in several ways, such as by paying regular institutional visits to the South, acquiring more in-depth knowledge of the projects, and supervision of the project coordinators both in the North and the South. Transparency and professional procedures for project monitoring must be established from the outset of a project. It was also pointed out that challenges caused by cultural and organisational differences sometimes caused communication problems and could hamper the project-monitoring process. When such problems occur, openness and mutual respect must be pursued to solve the problem. The role and responsibilities of the institutional contact persons were also discussed. There was general acknowledgement that the institutional contact persons should play a significant role in assuring the overall quality of the projects from the start.

Regarding the technical administrative aspect of SIU's activities, most institutional contacts expressed their satisfaction with the use of the online system Espresso as the recently developed electronic administrative tool for NOMA application procedures and reporting. Suggestions were given by the participants for further improvement of the Espresso system. Other issues, such as economic reporting and procedures for the remittance of NOMA funds, were also reviewed to ensure that all staff involved in the NOMA cooperation become familiar with the procedures.

In total, 22 administrative staff from 12 Norwegian institutions participated in the seminar.

Joint evaluation of the NOMA Programme and the Norwegian Programme for Development, Research and Education (NUFU)

In accordance with the NOMA Programme Document 2006-2010, the NOMA Programme was subject to an external evaluation in 2009. Norad's Evaluation Unit was responsible for the evaluation, and it was decided by Norad that NOMA and NUFU should be evaluated in a combined effort, by the same evaluation team with a joint final report from the evaluation.

The main purpose of the evaluation was to analyse and assess the two programmes in relation to the aims, objectives and strategic directions for the ongoing programme periods and make relevant recommendations. In particular for NOMA, activities should be assessed in relation to the objectives stated in the programme document for 2006-2010.

On behalf of Norad, the evaluation was carried out by the Danish consultancy company COWI, during the period of April to October 2009. Terms of reference for the evaluation included field visits to NOMA and NUFU projects and institutions in three countries: Ethiopia, Malawi and Nepal. In addition, the evaluation team visited Norway and conducted interviews at several higher-education institutions participating in the programmes, as well as staff in ministries, Norad, SIU and others. The team also conducted an e-survey, and stakeholders were encouraged to carry out SWOT-analyses to be submitted to the evaluation team. The final report was scheduled for October 2009 but was delayed until the end of January 2010, then presented to stakeholders on 4 February 2010.

The overall conclusion of the evaluation was positive. However, as stated in the report *"Given the short existence of the NOMA programme, a thorough assessment of achievements, e.g. in terms of output and outcomes, is difficult to establish."*

According to the final report, the contribution by both the NOMA and the NUFU programmes to capacity building has been significant; the programmes are widely recognised and highly valued. At the same time the report pointed out that the Norwegian funding system for support to higher education does not necessarily ensure that results and achievements meet with intentions, expectations and ambitions, as there is a widespread frustration with the way in which the collaboration is structured, managed and administrated. The report presented 37 recommendations for improvements related to management, administration, decision making and transparency at different levels including different actors.

The Norwegian Ministry of Foreign Affairs will decide on the overall political directions for a continuation of South-North cooperation programme(s) beyond the current programme periods, and Norad's department for education and research will be responsible for the design and specifications for the new programme(s).

The Evaluation report is available on Norad's webpages: www.norad.no/en/Tools+and+publications/Publications/Publication+Page?key=156957

Publications related to the NOMA programme

The Norad – SIU Communication Plan

Norad and SIU has developed a Communication Plan that covers several of the programmes that SIU is administering based on agreements with Norad. The background for the communication plan was Norad's aim to increase the use of research results in their work. However, the scope of the plan is wider:

This plan represents a comprehensive approach to communication. Until now, communication relating to research and education has been left to the participating institutions and researchers but, with this plan, Norad and SIU are taking an initiative to strengthen and improve the co-ordination of communication activities (from part one in the Norad-SIU Communication Plan).

SIU presents a work plan and a report about last year's activities related to the communication plan in the semi-annual consultative meetings with Norad respectively.

The activities outlined in the plan are to be carried out by several parties: Norad, SIU, the institutions and at project level.

NOMA articles in Global Knowledge (GK)

Global Knowledge is an interdisciplinary magazine that offers stories on political questions with global implications in research and higher education. GK is published by SIU, although the content is not limited to the programmes administered by SIU. In GK's Anniversary Issue of May 2009, the article 'Not just Mother's Matters' presents the alarming situation of the maternity health-care system in Malawi and the possibilities for creating synergies between the NUFU project 'Improving access and quality in maternal health care in sub-Saharan Africa' and the NOMA project 'Two integrated Master's programmes in health and information systems' at the University of Malawi (UNIMA). The NOMA project is led by Informatics Professor Jens Kaasbøll from the University of Oslo. Drawing on his previous experience from a similar project in Mozambique, Prof Kaasbøll, in collaboration with UNIMA senior lecturer Maureen Chirwa, is working towards increasing the university's academic capacity and educating students at Master's level in the development and operation of these information systems.

Highlights

Highlights is an internet-based magazine which presents and promotes development cooperation in higher education and research to the general public, academics, administrators, policy-makers and other interested parties. Highlights' aim is to provide insight into the activities and results of the projects within the research and education of Master's and PhD candidates in the South.

All projects presented on the Highlights web page <http://www.siu.no/highlights> are part of the NOMA and NUFU programmes. During 2009, three articles based on different NOMA programmes were presented in Highlights:

'A Long Road to Recognition', March 2009

'Not just Mother's Matters', May 2009

'Researching Peace in Times of Crisis', December 2009

“Researching Peace in Times of Crisis”

In 2009, NOMA lost one of its devoted, hard working and creative agents of change, as Professor Shaubhgya Shah of the Tribhuvan University (TU) Nepal, very tragically died 16 December 2009, at the age of 42. Dr. Shah was the coordinator of the NOMA Conflict peace and Development Studies Program (CPDS) program at TU, in partnership with Ruhuna University and Eastern University, Sri Lanka and Norwegian University of Life Sciences. Just before he

died, he established the Department of Conflict Peace and Development Studies (CPDS) at the Tribhuvan University.

In September 2009, freelance journalist Torgeir Norling made an interview with Dr Shah and wrote an article about the Peace and Conflict programme for SIU's Highlights magasin. On Sunday 3 January 2010, Norling (37) was killed in a traffic accident in Bangkok. Norling has been working for SIU both

as editor of Global Knowledge in 2006 and later connected to SIU as freelance journalist. He wrote several articles about the NOMA programme.

As a special tribute to Dr. Shah and Norling's work, Norling's article "Researching Peace in times of Crisis" published in High Lights in December 2009, is presented here:

Nepal, Kathmandu, September 2009

“Nepal is blessed with conflicts,” says Shaubhgya Shah.

TEXT AND PHOTOS/ TORGEIR NORLING

We meet the Harvard-educated professor at Tribhuvan University in Kathmandu. From here he heads a university program aimed at changing Nepal's turbulent past for a better future. For while Nepal has had more than its share of war and suffering, there has been a distinct lack of research and expertise related to conflict management and solution-oriented policies in the country. This is what Shah aims do something about:

“When Nepal was in the midst of an armed conflict with the Maoist rebellion our university still didn't have a program that would allow Nepalese to develop their own research capacity, examine and research the conflict, and offer solutions to the policymakers. We are now hoping to offer very rational and sound alternatives to how conflicts in this country might be resolved,” he says.

New challenges ahead

The Master's degree programme is run in cooperation with Sri Lanka's Eastern University and the University of Ruhuna, and the University of Life Sciences in Norway. It brings together students from both Sri Lanka and Nepal, who get valuable international experience by carrying out research in conflict theatres in both Nepal and Sri Lanka. Qualified manpower and expertise related to conflict management is urgently needed in both countries. In Sri Lanka the Tamil Tigers may have been defeated militarily, but a climate of fear prevails, and it will take years to heal the wounds and bring lasting peace to a bleeding nation. In Nepal the Maoist uprising, which between 1996 and 2006 cost thousands of people their lives, may be over, but the political situation is far from stable.

Professor Shaubhgya Shah says expertise and manpower related to conflict management is urgently needed in Nepal. New and potentially just as threatening issues have emerged. The entire political system has been revolutionised. From being a monarchy Nepal is now a federal



URGENT NEED/ Professor Shaubhgya Shah says expertise and manpower related to conflict management is urgently needed in Nepal.

republic, and there are numerous challenges ahead. Shah explains that new conflicts, based on everything from ethnicity to religion and economy are emerging and threatening the fragile peace in the country. “It's going to be very complex to resolve the new issues that have emerged in the last two or three years after the Maoists came into the mainstream. Other issues have come up, other actors, with other demands. This could become just as serious as the Maoist insurgency before 2006,” he says.

Caught in the middle

Many of the 50 students admitted to the programme have first-hand experience of the previous conflict. 27-year-old



WISHING TO CONTRIBUTE/ Manorama Sunuwar and Kalpit Parajuli

Kalpit Parajuli, a journalist, recalls when he was caught in the middle of a battle between the Nepalese Army and the Maoists with only a camera and his press card to protect himself.

Wishing to contribute

Manorama Sunuwar and Kalpit Parajuli are two students enrolled in the programme. They believe this education will help them to contribute to peace and stability in Nepal.

“I was talking to both parties on the phone when the gunfight started. I was really trapped with bullets passing everywhere. It was so terrifying that I thought I would lose my life. So I was really thinking about the value of life. That we shouldn’t use our precious lives to kill each other, but rather go through dialogue, peaceful means and negotiations,” he says. Parajuli is hoping the Master’s Degree will enable him to do just that. “I will use this education to its maximum extent in peace-building throughout the world.



FROM FIGHTING TO TEACHING/ The retired general Bala Nanda Sharma

I will really implement my knowledge to settle peace and bring peace and harmony,” he says.

From fight to teaching

The retired general Bala Nanda Sharma is one of the lecturers in the programme. He believes his experience from war can teach the students the value of peace.

Bala Nanda Sharma, a retired general from the Nepalese army, is another lecturer. Sharma says he is enjoying his retirement years focusing on the prospects for peace rather than the art of war. “I was involved, the Maoists killed our soldiers, and we killed; but ultimately we were both Nepalese, coming from the same family, same background and the same village. One day we were in two different camps, and for political reasons we had to go to war. It was very unwise,” he says. He believes his first-hand experience from both the civil war and his participation in several United Nations peace-keeping missions has enabled him to give the students valuable insight into what conflict really is about. He also believes discipline is what is most needed to avoid another major crisis in Nepal.

“The value system in this country has eroded. From a kingdom we became a republic, the old order has been dismantled, and a new order has not been created, so if we are not disciplined in this vacuum, the tendency is that we will move towards anarchy,” he says.

Careful selection

We only get qualified and serious students, says Shaubhgya Shah, so when they come to class they are ready for this academic journey. They are open to all possibilities in terms of the material and the ideas they are exposed to by various professors,” he says. The selection of academic staff is equally selective, comprising specialists from every field and political background. “We make no partisan decisions here. They are recruited on the basis of their expertise on the particular themes we have to teach. One of our lecturers is for example a Maoist member of parliament,” he says. According to Shaubhgya Shah, what is taught in the classroom is not necessarily the most important aspect of this degree. A major part of the programme is comprised of field-based research, where students get first-hand experience of emerging conflicts at grassroots level.

Field-based research

“Our program is theoretically vigorous but also very practical in terms of understanding and analyzing conflict dynamics. Field research is a major emphasis. We need to develop the student’s capacity to go to any area and examine conflict dynamics, whether they are economic, political, ethnic or religious,” he says. For Manorama Sunuwar, another student in the programme, nothing could be better. Her background from Save the Children has already given her valuable experience, but she believes her degree will enable her to contribute further to society. Strengthening the rights of vulnerable ethnic groups in the country is her main point of interest. “This programme has given me a great opportunity to work with ethnic groups and find solutions to problems and issues facing them,” she says.

Norad Fellowship Programme (NFP), Final Report

In 2009, the transition period from NFP to NOMA, came to an end as the last students under the NFP scheme courses in the South graduated. SIU issued a publication presenting interviews with former Norad students, academic and administrative

staff at the Norwegian institutions involved in NFP, with the history, plus facts and figures about the programme. The report can be found under the link:

[www.siu.no/en/Conferences-and-publications/Publications/\(y\)/2009](http://www.siu.no/en/Conferences-and-publications/Publications/(y)/2009)

The NOMA Programme Board

The NOMA Board's main task is to ensure qualitative aspects regarding the programme, assessment of project applications and allocation of funding to projects according to the stated aims, monitor activities, and to have a consultative role as to the further development of the NOMA programme.

The members of the NOMA Board are appointed by the SIU Board of Directors.

The NOMA Board members are appointed formerly for the three-year period 2006-2009. However, due to the evaluation process of the NOMA and NUFU programme in 2009, several agreed to prolong their service until 30 June 2010.

The NOMA Programme Board consists of ten members: four from the Norwegian higher-education sector and two from the higher-education sector in the South. One member is from the Norwegian Confederation of Trade Unions (LO) and one from the Confederation of Norwegian Enterprise (NHO). One member is appointed by Norad while another is appointed by the Norwegian student organisation (term of service is one year).

The Norwegian Association of Higher Education Institutions (UHR) and Norad are observers to the Programme Board. In 2009 the NOMA Board held three meetings in Bergen: 3 February, 26 May and 20-21 October.

Members	Deputy members
<p>Professor Jon Kleppe – Chair <i>Norwegian University of Science and Technology</i></p> <p>Professor Gitiara Nasreen – Deputy Chair <i>University of Dhaka, Bangladesh</i></p> <p>Associate Professor Marianne Sandberg <i>Norwegian School of Veterinary Science (to: 31.12.09)</i></p> <p>Professor Goolam Mohamedbhai Association of African Universities</p> <p>Professor Arne Olav Øyhus University of Agder</p> <p>Professor Gry Synnevåg Norwegian University of Life Sciences</p> <p>Director Tomas Kjellqvist Sida</p> <p>Halvor Lie Willadsen Confederation of Norwegian Enterprise (NHO)</p> <p>Dag Westhrin Norsk Tjenestemannslag</p> <p>Student Torunn Berg (to 30.06.09) The National Union of Students in Norway (NSU)</p> <p>Student Kristian Blindheim The National Union of Students in Norway (NSU) (From 01.07.09)</p>	 <p>Professor Jens Kaasbøll University of Oslo</p> <p>Associate Professor Sidsel Roalkvam University of Oslo</p> <p>Professor Olusola Oyewole Association of African Universities(to 31.12.09)</p> <p>Vice Dean Odd Ragnar Hunnes Volda University College</p> <p>Professor Berit Rokne Hanestad University of Bergen</p> <p>Inger Østbye Confederation of Norwegian Enterprise (NHO)</p> <p>Kristine Hansen Skolenes Landsforbund</p>

Observers to the NOMA Board:

Senior Adviser Elizabeth Heen, Norwegian Directorate for Development Cooperation (Norad).

Senior Adviser Tor Rynning Torp, the Norwegian Association of Higher Education Institutions (UHR).

SIU is responsible for the day-to-day running of the NOMA Programme and serves as the secretariat for the NOMA Programme Board.

NOMA Administrative and Reporting Procedures

SIU has developed and worked continuously on improving administrative procedures to fulfil the task of administrating the NOMA programme in the best possible manner. It was decided in 2009 to reduce the number of reports required annually by merging the previous Interim Report with the Annual Project Report. The following is a description of the main elements involved in the NOMA Tripartite Contract and the various reporting procedures in the programme.

NOMA Tripartite Contract

The Tripartite Contract states the conditions for support to the involved NOMA project partner institutions. The Tripartite Contract format is used in order to emphasise the equality and commitment between the main partner institutions in the project and provides tools for monitoring, follow-up and evaluation. Hence, it is an authoritative document to which the parties have to abide during the project period.

Initial Project Report

Within two months of the first student intake to a NOMA Master Programme, the project coordinators must jointly prepare and submit an Initial Project Report (IPR). The report focuses on information about the student intake process including the number of applicants and the number of students enrolled into a programme.

Annual Project Report and Institutional Report

The Annual Project Report includes a summary of the project accomplishments in the reporting year in relation to the objectives stated in the project documents. The project report also includes a financial report for the previous year denominated in Norwegian kroner.

The Institutional Report is a review of the NOMA cooperation at an institutional level, to be carried out annually by each of the responsible main-partner institutions separately from the Annual Project Reports. The project coordinators' project report(s) provides the major information and input to the review of the NOMA cooperation at an institution.

The NOMA Programme at Country Level

The purpose of this section of the report is to provide an overview of the direction in which the NOMA projects are preceding in terms of their expressed goals and objectives. The summaries are based on the 36 Annual Project Reports for 2009 for the NOMA I and II project portfolio. The projects are presented according to the geographical areas eligible for support stated in the NOMA programme Document 2006–2010:

- Listed NOMA countries.
- Countries that can further Norwegian contribution to peace and conflict resolution and rebuilding society after conflict.
- Countries with competence and capacity within higher education and research.

Listed NOMA countries

Bangladesh

Bangladesh has four NOMA Master programmes established. All are multilateral programmes with a total of 126 NOMA students enrolled to date, 39 of which are female. Eight NOMA students graduated in 2009.

Integrated Masters Programmes (M.Phil.) in Public Health Research in Asia (Bangladesh, Nepal, Bhutan, India and Pakistan)

The programmes are a multilateral project with Bangladesh Institute of Health Sciences and University of Oslo as main partners. The programme has a strong regional presence and recruit students from Bangladesh, Nepal, Bhutan, India and Pakistan. The programme started in October 2008 and has to date a total of 33 NOMA students enrolled, 11 of which are female. More than half of the teaching staff in the Master programme are female. The first cohort will graduate during the course of 2010. The admission for the second cohort of students was announced in newspapers in April 2009 and, after written and oral tests, 16 students were recruited and are progressing according to plan.

Joint regional programme for Master degree in journalism, media and communication

This is a multilateral project with University of Dhaka and Oslo University College as the main partners, in collaborating with Pathshala South Asian Institute of Technology, College of Journalism and Mass Communication and the University of Punjab. The programme started in September 2008 and 26 students from Bangladesh and Nepal will graduate during the period of four years. Eight of the students are female. The project had suffered some problems but these have been solved thanks to the great willingness among the partner institutions. This was no dropping-out in 2009 and everyone has passed the exams with satisfactory results so far.

Master in Public Policy and Governance (MPPG)

This programme is a multilateral project with North-South University and the University of Bergen as the main partners, in collaboration with Tribhuvan University. The programme started in August 2008. Forty-four students of two cohorts who have been admitted to the course were from Bangladesh and Nepal, coming from civil service, NGO and academic institutions. Eighteen of the students are female. All the activities in the project took place in Bangladesh as well as in Nepal. The programme focuses on a close collaboration with the government of Bangladesh to promote better understanding between North-South University and the government. It is attracting more students from the civil service and the number of applicants is increasing every year. The programme is now more institutionalised in the mainstream activities at NSU, and has also earned a reputation both inside and outside the university.

HIGHLIGHT: The programme has been successful and has attracted more attention from the government of Bangladesh. The faculty members have been invited on several occasions by the Bangladeshi Government to discuss policy and governance issues. The Ministry of Establishment, in co-operation with

UNDP, has started a 'Change Management' training program with MPPG because of its expertise in human-resource development of the civil servants.

MSc-sandwich programme within the petroleum sector in Asia and Africa

This is a multilateral project with Bangladesh University of Science and Technology (BUET) and the Norwegian University of Science and Technology (NTNU) as main partners. Eduardo Mondlane University (EMU) in Mozambique and the University of Stavanger (UoS) are additional partners. The first two semesters of the programme are taking place in Norway, at NTNU or UoS, while the two final semesters take place at BUET. At EMU the MSc programme is not yet implemented. The programme started up in August 2007 and has had three cohorts with a total of 23 NOMA students from Bangladesh and Mozambique, of which two are female. Traditionally, female students were not applying for engineering education. However, there has been a dramatic increase in female students the past decade and BUET now has 25 per cent female students. Nevertheless, it seems that on some occasions deserving female candidates do not apply due to personal or family related reasons.

Eight NOMA students from the first cohort graduated in 2009 and three have been accepted into PhD programmes abroad. The first female candidate who graduated has joined the Petroleum and Mining Engineering department at Shajalal University of Science and Technology, Bangladesh, as a teacher. The second and third cohorts of students started in August 2008 and 2009 respectively and are progressing according to initial plans, with the exception of one student in the second cohort who dropped out of the programme after the second semester. One student from the third cohort was robbed just before leaving for Norway and could not join the programme. There was insufficient time to find a replacement.

HIGHLIGHT: The NOMA programme has generated a lot of interest among regular students as well as professionals from the local oil, gas and related industries. As a result, the number of applicants for the MSc programme has doubled during the past two semesters.

Malawi

Malawi has two bilateral NOMA Master programmes, both at the University of Malawi. A total of 56 NOMA students have, to date, been enrolled in the programmes. Fifteen are women. Nineteen NOMA students submitted their Master theses during 2009.

Health and Information System - Two integrated programmes at the University of Malawi

The project is a bilateral one between the University Malawi and the University of Oslo. This project consists of two tracks: Informatics, Information Systems Specialisation, plus Master programme in Public Health, Information Systems Track. For Information Systems, the commencement of the programme was in June 2009, which was delayed for a few months due to the accreditation process. Apart from this, it has progressed as planned and the result is reported to be satisfactory. For the Master programme in Public Health, Information systems track, the first cohort of students was enrolled in January 2008 in accordance with the plan. The aim is to develop and enhance management capacity in public health in Malawi and the region. The students under this programme have local supervisors and do their thesis writing connected to their work. To date, there

are 16 NOMA students in the programme and seven of them are female, which is a good gender balance.

HIGHLIGHT: Students involved in case studies at health facilities have brought changes in the redesigning of services. Also, linking students with international health informatics specialists has improved the quality of students' projects/theses.

Master of Arts in Political Science at the University of Malawi

The programme is a bilateral project between the University of Malawi and the University of Bergen. The programme started in May 2007 and has had a total of 40 NOMA students enrolled, of which eight were female. A NOMA gender award which promotes the examination of gender issues in Malawian politics was introduced early on. So far, four candidates have received this award, two students in the first cohort and two in the second cohort. The project coordinator from University of Malawi is also female. Of the first student cohort of 19 students, all have submitted their Master thesis which have been forwarded to external and internal examiners. Thirteen have defended their thesis in an oral examination conducted during 2009. The remaining six students will defend their thesis in April 2010 once the assessments are received from the examiners. Final graduation depends on the assessment after the oral examination, if any suggestions are made for revision and also on the set graduation dates. The progress of the second cohort of students is also reported to be good. This NOMA programme has not applied for NOMA funding beyond 2010 but it is anticipated that the programme will continue with a reduced number of students.

HIGHLIGHT: Combining NUFU and NOMA has enabled the students to work closely with staff on NUFU research projects while, at the same time, collecting data for research theses. This has enriched the learning process and strengthened the students' research skills.

Mozambique

Applied Marine Sciences for Sustainable Management of Natural Resources in Mozambique

This is a bilateral project between Eduardo Mondlane University and the University of Bergen. The programme started in August 2008. Four NOMA students were enrolled and two of them are female. In spite of the fact that all the students are employed and have quite a high workload besides their studies, all of them have managed to cope well with the situation. The courses and the exams for the first cohort have been accomplished and research and field work for the theses have been initiated. The results are very satisfactory.

HIGHLIGHT: two students have been appointed as Vice-Directors at their respective institutions, even before graduation.

Nepal

Nepal has six NOMA Master programmes, four at Tribhuvan University and two programmes at Kathmandu University. Four programmes are multilateral and two are bilateral. There are 135 NOMA students enrolled to date, 50 of them female. Eleven NOMA students graduated in 2009.

Regional Master Programme in Biodiversity and Environmental Management

This is a multilateral project, with Tribhuvan University and the University of Bergen as the main partners. Three other institutions in India and China are involved as network partners. The programme had its first recruitment of students in March 2008 and a total number of 14 students are participating in the courses. Four of them are female. The project has progressed well and according to the original plan. The students spend one semester in Norway but both teaching and thesis supervision have been jointly carried out to ensure knowledge sharing and research collaboration between the North and the South. Efforts are made in order to attract female applicants, such as the waiver of the criterion for professional working experience. The results so far show that the female candidates have secured equally good or even better grades.

HIGHLIGHT: The programme is regarded as an important link to build future collaboration; it has also been recognised as a model for enhancing and strengthening IoN by UoB and other institutions which are involved.

Master Programme in Environment Education and Sustainable Development

The programme is a multilateral project with Kathmandu University and the Norwegian University of Life Sciences as the main partners, in collaboration with the University of Dhaka and Oslo University College. The programme started in August 2008 and has had two student intakes. Sixteen of the 28 NOMA students in this programme are female as the gender issue is strongly emphasised. The students are reported to have been making progress in their performances, both in ICT skills and personal development. Each student was also given individual academic support through the studies. So far, all the milestones have been achieved successfully and the feedback has been very encouraging.

HIGHLIGHT: The students have established an NGO in order to work for a better environment, especially in the areas of research and study, advocacy and pressure groups.

Master Programme in Conflict, Peace Building and Development

This is a multilateral project with Tribhuvan University and the Norwegian University of Life Sciences as the main partners, in collaboration with the University of Ruhuna and the Eastern University in Sri Lanka.

The Master programme started in September 2007 and has to date had three student cohorts enrolled. The two first semesters are taught at Tribhuvan University while the third and fourth semesters are taught in Sri Lanka. As per the end of 2009, 42 NOMA students have been enrolled in the programme. The number of female candidates has improved since the Master programme was initiated, with 16 enrolled. The programme strives to make a balance in 2010. At teaching level, three new female faculty staff were hired. In terms of content, the Master programme has given high priority to gender; there is a separate gender module in the third and fourth semesters and several of the other modules have a gender component. Another major achievement is that Tribhuvan University has institutionalised the programme as an independent department: the Department of Conflict, Peace and Development Studies, under Faculty of Humanities and Social Sciences at Tribhuvan University. This proves good for the sustainability of the programme.

HIGHLIGHT: Six out of seven NOMA students that graduated in 2009 are reported to have found relevant employment.

MSc Programme in Hydropower Development

This is a bilateral project between Tribhuvan University and the Norwegian University of Science and Technology. The Master programme started in August 2007 and has had a total of 12 NOMA students enrolled. While the programme did not manage to attract qualified female applicants for the first two cohorts, one female student was successfully enrolled in the third cohort. The four students from the first cohort graduated in 2009. Two were from Nepal, one from Uganda and one from Tanzania. All have been gainfully employed in their home countries. The progression of the students in the second and third cohort is going according to plan.

Master Programme in Sustainable Water and Sanitation, Health and Development

This programme is a multilateral project with Tribhuvan University and the Norwegian University of Life Sciences as the main partners. PK-COMSATS Institute of Information Technology in Pakistan is involved as a network partner. The two partner countries have very poor standards of water cleanliness, and it is expected that the research work of the students and faculty will contribute towards understanding the issues. The technology proposed and developed by the faculty should also help the poor communities improve their situations. The programme started in November 2008 and two cohorts of 30 students have been enrolled so far. They have all developed their research proposals. Out of 30 enrolled NOMA students, 13 are female. A separate section for a NOMA Masters programme has been established in the departmental library both in COMSATS Institute of Information Technology and Tribhuvan University. The aims, objectives and milestones set in the project are on track and the first NOMA students will graduate in spring 2010.

HIGHLIGHT: The active participation and financing by the additional partner institution makes a real difference, as the COMSATS Institute of Information Technology Abbottabad is financing 75 per cent of the non-NOMA students from its own budget.

Master of Engineering in Electrical Power Engineering

This is a bilateral project between Kathmandu University and the Norwegian University of Science and Technology. The project started in August 2008 and there are now nine students, all of whom have successfully completed the third semesters' study with good grades. There are no female students enrolled in the first cohort. However, efforts have been made to attract female students for the next cohort, which will be enrolled in 2010. Great satisfaction was expressed by the students.

HIGHLIGHT: The students have started to publish papers on national and international conferences and seminars.

Tanzania

Tanzania has four NOMA Master programmes established, all of which are multilateral projects. There have been to date a total of 140 NOMA students enrolled, including 50 female. Thirty NOMA students graduated in 2009.

Integrated Masters in health information systems – Tanzania and Ethiopia

The programme is a multilateral project between the University of Dar es Salaam and the University of Oslo. The University

of Gondar and Addis Ababa University, both in Ethiopia, are additional partners. This project comprises three independent but integrated Master programmes which are run at the three different universities. It started in October 2007 and has had three cohorts of students with a total of 64 NOMA students, of which 22 are female. A total of 19 NOMA students from the first cohort graduated in 2009. At the University of Dar es Salaam the process of dissertation approval took longer than expected so that, by the end of 2009, only two NOMA students had submitted their dissertations for approval while the rest were at the final stage of submission. The graduates have been gainfully employed in their home country; the majority in public sector or higher-education institutions. Only one graduate is known to have emigrated. Many already held positions in the health sector and had leave of absence for doing their Master studies. The second and third student cohorts are progressing according to plan.

Master Programme in Health Policy and Management

This is a multilateral project between Muhimbili University of Health and Allied Sciences and the University of Bergen. The programme started in October 2007 and has, to date, had a total of 30 NOMA students enrolled, 14 of which are females. The first cohort of students admitted in 2007 completed their studies in September 2009 and eight graduated in December 2009. Two students were late submitting their theses and are likely to graduate in 2010.

The second cohort of students has completed the theoretical part of the programme and is preparing for field data collection for their thesis writing. The third cohort was admitted in October 2009 and is also reported to be progressing well. The Master programme did not, however, manage to enrol additional privately sponsored students as envisaged in the initial plan, the main reason being that two modules in the programme have until now taken place in Bergen, Norway, which is a heavy economic burden for private students to pay. In order to counter this, a transfer of the two modules taught in Bergen to the South will take place from the academic year 2010/2011.

HIGHLIGHT: Of the students who graduated in 2009, all are employed in Tanzania either in the public or private sector. It is worth mentioning that one of the students in the Master programme was chosen as being one of the best MSc students of the year at the university!

Sandwich-programme for M.Med and MSc degrees in clinical medicine

This is a multilateral project with Muhimbili University of Health and Allied Sciences and the University of Bergen as main partners. Addis Ababa University, Ethiopia and the Christian Medical Centre, India, are additional partners. The Master programme started in September 2007 and has had a total of 26 NOMA students enrolled, eight of which are female. All programmes are running at the respective institutions as planned and students are progressing according to expectations, none are delayed and three students graduated in 2009. The remainder of those enrolled in 2007 are taking the programme over a three-year period and will thus graduate during the course of 2010. Gender inequality in surgical disciplines remains a challenge due to the lack of female applicants.

Southern African Masters Programme in Mathematical Modelling

This is a multilateral project with the University of Dar es Salaam and the University of Oslo as the main partners. The number of additional partners is as many as 11. Twenty students from five different African countries have been enrolled since its start in August 2008. Six of the NOMA students are female. The programme has also invited female lecturers to teach in the programme. A new curriculum has been developed and implemented as planned and the programme has been positively received by the universities. The programme has been continuously evaluated by the students to improve the quality of the courses.

HIGHLIGHT: The programme has enrolled a much higher number of students than expected, which showed that the programme is highly needed. There are 63 students taking the course, 20 of which are funded by NOMA scholarship.

Uganda

Uganda has four NOMA programmes established, all multilateral and located at two different institutions; Makerere University and Kyambogo University. A total of 132 NOMA students have been enrolled to date, 46 female. Ten NOMA students graduated in 2009.

North-South-South Collaborative MSc in Development and Natural Resource Economics

This is a multilateral project with Makerere University and the Norwegian University of Life Sciences as main partners. The three network partners are Hawassa and Mekelle University, Ethiopia, plus Bunda College of Agriculture, Malawi.

The Master programme started in August 2007 and has had three cohorts of students enrolled, totalling 32 NOMA students, including 12 female. Gender mainstreaming has been considered for all relevant courses and the programme has strived to encourage qualified female students to apply and for each cohort to have female students. This has been achieved by giving preference to female applicants ahead of male applicants with better grades.

While the progress of students is reported to be good, a few students have had to withdraw from or postpone their studies due to health reasons. One student in the third cohort sadly passed away in October 2009. The initial plan was to create a joint master degree but, mainly due the large differences in regulations pertaining to degrees and studies, this plan will not be pursued. The feeling is that there have been too many cooperating partners. Both the programme and the students would have benefitted from fewer partners and larger student groups as the current programme is administratively very time consuming and requires a lot of input from all cooperating partners.

HIGHLIGHT: Ten of the NOMA students enrolled in 2007 graduated according to plan in 2009. The students have achieved good grades and report high satisfaction with the programme, saying it has advanced them in their careers. One of the graduates has continued with PhD studies.

Master Programme in sustainable energy systems in East Africa

This is a multilateral project with Makerere University and the Norwegian University of Science and Technology as main partners. Mekelle and Addis Ababa Universities in Ethiopia are additional partners together with the University of Malawi, Eduardo Mondlane in Mozambique and the University of Dar es Salaam in Tanzania. The Master programme is located at Makerere University and the University of Dar es Salaam. It started in May 2008 at Makerere and in June the same year at the University of Dar es Salaam. It was intended that students and visiting lecturers would come from the other partner universities. There have not been however as many visiting staff from the local partner universities and NTNU as planned. This matter was a topic for discussion during a seminar in 2009 and a strategy for improving this has been made.

So far, a total of 57 NOMA students have been enrolled in the programme, 16 female. While the students are admitted on academic grounds, gender parity is a selection criterion for the NOMA scholarships and preference is given to female applicants.

HIGHLIGHT: The programme has gained popularity and has managed to attract an increasing number of privately sponsored students, which proves good for the sustainability of the programme.

Master Programme in Urban Transformation and Sustainable Development

This is a multilateral project with Makerere University and the Oslo School of Architecture and Design as the main partners. Five other higher educational institutions in both the South and the North are participating as additional partners. The programme started in September 2008. Two batches, in all 22 students were enrolled according to the plan and the first batch of students completed the planned modules and continued with the two additional modules at their home universities. The gender balance has been high on the agenda. Nine of the 22 NOMA students enrolled are female. It is a challenge to have seven participating institutions in the project. The focus has therefore been to maintain the structure of the organisation as simply as possible, while at the same time involving all the partners in decision-making.

HIGHLIGHT: The majority of the Master students are connected to the departments in their home universities. They will therefore provide useful contributions related to discussions and approaches regarding housing and urban development. The Norwegian Ambassador to Kenya also visited the Master courses at Nairobi.

Master programme in Vocational Pedagogy Uganda-Southern Sudan-Norway

This programme is a multilateral project with Kyambogo University and Akershus University College as main partners. The Upper Nile University is involved as a network partner. The start of the programme was delayed for six months due to problems such as strikes and changes in top management in the University governing bodies. It was officially opened in February 2009 with the planned number of 21 students, nine female. By paying research visits to both schools and workplaces, the students have obtained a clear understanding of how vocational education relates to working life. The programme is well established and the attitudes towards vocational education have changed tremendously.

HIGHLIGHT: Concrete plans have been made to establish a separate Department of Vocational Pedagogy at Kyambogo University.

Zambia

Zambia has two NOMA programmes, one bilateral and one multilateral. Both programmes are at the University of Zambia. A total of 24 NOMA students have enrolled to date, 14 of which are female. There have not been any graduates to date.

Master in Education, Literacy and Learning

This is a multilateral project with the University of Zambia and Hedmark University College as the main partners. The University of Namibia participates as a network partner. The programme aims to educate qualified professionals with competences to promote and improve literacy and learning schools in Southern Africa. Despite the belated start of the programme, it successfully recruited 15 NOMA students in the beginning of 2009. A good gender balance has been reached as eight of the students are female. Cooperative activities in the form of workshops and seminars were devised to ensure improved capacity and competence of lecturers at both the University of Zambia and the University of Namibia. Lecturers are from all three partners. The programme is reported to be running in accordance with the aims set out, and milestones are being reached successfully.

HIGHLIGHT: The programme has also focused on equitable access in the way that the students enrolled are from all regions, including rural and less well-off parts of the country.

Master of Science in Clinical Neuropsychology - Building expertise to deal with the Neuropsychological challenges of HIV-infection

This programme is a bilateral project between the University of Zambia and the Norwegian University of Science and Technology. The programme started in October 2008. The first cohort of nine students has already successfully completed their course work and field placements. Six of the nine students are female. There has also been professional and continuous development of the existing staff at the University of Zambia. The programme has four Staff Development Fellows who may be appointed as staff at the university upon successful completion of the study.

HIGHLIGHT: The Ministry of Health in Zambia, which has been informed about this Master programme, will hopefully create career possibilities for the graduates in the time to come.

Countries that can further Norway's contribution to peace and conflict resolution and rebuilding society after conflict

Angola

ANHEI –Angolan–Norwegian Higher Education Initiative

This is a bilateral project between Agostinho Neto University and the Norwegian University of Science and Technology (NTNU). The first part of the Master programme is carried out in Norway while the second year takes place in Angola. The master degree will be awarded by NTNU.

The Master programme started in August 2007 and, as of 2009, a total of 14 NOMA students have been enrolled. Four female applicants enrolled in 2009, being the first female students

to do so. Angola is in great need of well-educated specialists within the oil industry. It remains a challenge however to find enough qualified students. It is difficult to convince potential students to start an MSc study when the possibility of a good salary with one of the major oil companies is more attractive. To find students with adequate English skills is another challenge, but mandatory English classes are now being organised before the students leave for Norway.

HIGHLIGHT: The three NOMA candidates enrolled in 2007 graduated in 2009; two are employed in the private sector in their home countries and the third will continue on a PhD study at NTNU.

Ethiopia

Ethiopia has two programmes established, both bilateral. One programme is at Addis Ababa University and the other at Hawassa University. A total of 14 NOMA students are enrolled, three are female. There have been no graduates from the two programmes.

Masters programme: Urban development and urban challenges in East Africa

This is a bilateral project between Addis Ababa University and the Norwegian University of Science and Technology. The project started in 2009 with eight students admitted. Only two of the students are female due to the fact that very few female students applied for the programme. The first cohort of students has successfully completed the first semester studies at NTNU. Afterwards they went to Ethiopia where they began their spring semester training. The assessments of the courses by the students are very positive.

MASTMO-MSc Programme in Mathematical and Statistical Modelling

This is a bilateral project between Hawassa University and the Norwegian University of Science and Technology. The programme will start in Hawassa in September 2010, but in 2008 six staff members from Hawassa University, including one female, enrolled at NTNU in order to obtain the necessary qualifications to start the programme in Hawassa. The activities are largely on schedule and the students have made very good progress.

Palestine

Community Psychology Master Programme at Birzeit University

This is a bilateral project between Birzeit University and the Norwegian University of Science and Technology. The start of the programme was delayed for one year due to the formal accreditation process for the Ministry of Education. The first cohort consisting of 12 students started studying in September 2009. Nine of the 12 students are female. All the students have been successful in completing their assigned programme. A list of local government and non-governmental bodies has been compiled in which the students will be conducting their field work during next year. The programme has been academically established among the graduate programmes at Birzeit University. A site visit by the Ministry of Education to the programme proved to be satisfactory.

HIGHLIGHT: Despite the belated start, it is anticipated that the Master programme in the future will be able to attract a large pool of applicants and thus become self-sustaining when the NOMA funding terminates.

Sri Lanka

Sri Lanka has three Master programmes established. Two are multilateral and one bilateral. They are at three different institutions: the University of Moratuwa, the University of Ruhuna and the University of Colombo. A total of 96 NOMA students have been enrolled to date, 34 of which are female. Thirteen NOMA students graduated during 2009.

Development of Master Studies at the University of Moratuwa, with emphasis on environmental and industrial projects

This is a bilateral project between the University of Moratuwa and Telemark University College. The programme started in December 2007 and has, to date, had a total of 30 NOMA students enrolled of which 11 are female. It is reported that the programme has a good gender balance of staff compared to what is typical in engineering. The main deviation from the initial plan is that less staff exchange between the partner universities has taken place. This is due to the political unrest in Sri Lanka. However, this has not necessarily been a disadvantage as the University of Moratuwa has had to rely more on its own resources in the implementation of the programme.

HIGHLIGHT: The programme is proceeding well and two students graduated in 2009. Both have been employed in higher-education institutions, one in Sri Lanka and the other outside the region.

Master of Science in Development Management

This is a multilateral project with the University of Ruhuna and Agder University as main partners. Additional partners are Kwame Nkrumah University of Science and Technology in Ghana, Mzumbe University in Tanzania, Mekelle University in Ethiopia and Makere University in Uganda. The programme, which is an online programme, started in August 2007 and has had three student cohorts, totalling 36 NOMA students of which 20 are female. As the programme is basically internet based, it may be easier for women to participate. With the exception of two face-to-face sessions (altogether about six weeks, taking place partly in both Norway and Sri Lanka), the students in this programme can stay at their home universities to perform their studies. The majority of NOMA students are junior staff from the respective collaborating universities. The academic results are stable and above average and the programme also has a very low drop-out rate compared to other full-time Master programmes. Furthermore, experience has shown that that an online Master programme is cost effective. The process of establishing a joint or double degree together with the University of Ruhuna is underway, but this has proven a long and complicated process due to regulations both in Norway and Sri Lanka. Thus it may be more realistic to work towards a joint degree by 2013 or the University of Ruhuna may establish its own Master degree.

HIGHLIGHT: The 11 NOMA students who graduated during 2009 have all been recruited as permanent academic staff at Ruhuna University, which is recognition of the programme's relevance and credibility.

Masters in Medical and Health Informatics: Asia Focus

The project is a multilateral one, with the University of Colombo and the University of Oslo as the main partners. Hanoi School of Public Health is an additional partner. Despite the delayed start to the course, students have progressed well and, by the end of 2009, they completed their first semester and are waiting to commence the second semester. The university has decided to overlap the intakes by several months to make up for the lost time due to the start-up delay. The project is expected to be completed according to the initial plan. Three of the 30 NOMA candidates enrolled are female, as the applicants tended to be male. An online journal has been launched, the Sri Lanka Journal of Biomedical Informatics, which has served as a platform for the students and staff to publish their work. In such a way, the research work would receive greater visibility locally and internationally.

HIGHLIGHT: The Ministry of Health recognised the programme and released 29 of their employees to follow the programme, all with full paid leave for two years. They have also pledged to provide similar support for future batches of students. After graduation, these students are guaranteed employment in the Ministry of Health in positions where they can directly contribute to ongoing health informatics projects within the health services in Sri Lanka.

Sudan

Sudan has two NOMA programmes established, one bilateral and one multilateral. The programmes are at Red Sea University and Afhad University for Women. A total of 32 NOMA students have been enrolled to date, 20 female. Four NOMA students graduated during 2009.

Development of Master programs in physical and chemical oceanography at Red Sea University, Sudan.

The programme is a bilateral one between Red Sea University and University of Bergen. The programme started in August 2008 and has so far progressed well and in accordance with the plan. All four enrolled students, including one female, have completed their first 60 credits and have come to the start-up phase of their Master project. The first cohort of students spent two semesters in Bergen. However, it is planned that the MSc programme will be transferred gradually to the South, and that teaching will be performed by some of the first cohort students who will complete their studies in spring 2010, in collaboration with GFI staff.

HIGHLIGHT: In October 2009, the first cohort of students was invited to Bergen and Belgium respectively to attend conferences where they met other researchers working with oceanography. This shows that the international science community in Oceanography is interested in building up the research capacity at Red Sea University.

International Education and Development

This is a multilateral project with Afhad University for Women and Oslo University College as main partners. The University of Zambia is additional partner. The University of Cape Town, South Africa, was initially also an additional partner but is no longer a part of the programme. The programme started in August 2007. Teaching is conducted at all three collaborating universities giving the students different experiences both from the North and the South. Staff exchange has also been extensive and, during the workshops, staff and students from

all countries meet, both in academic and social settings. Once a year there is a research-proposal seminar with all staff and students. The students present their planned research and then get feedback from staff members and fellow students.

A total of 28 NOMA students have enrolled to date. Nineteen of the students are female. Gender balance has been opted for from the very start as a gender-mixed group is considered necessary in a Master programme in which a main focus is addressing the inherent power relations between men and women. Four NOMA students graduated during 2009, three of which have been gainfully employed in their home countries. The status of the fourth student is not known/not reported.

Countries with competence and capacity within higher education and research

Egypt

MSc in International Transport and Logistics for East Africa

This is a multilateral project with the Arab Academy for Science, Technology and Maritime Transport, and Molde University College as the main partners. The University of Dar es Salaam is involved as network partner. The commencement of the programme was postponed due to the accreditation process, and start-up of the programme was in January 2009. A total number of 16 students from six African countries are attending the programme. Efforts have been made to recruit female students into the programme, and seven of the 16 students are female. Despite some difficulties encountered in the beginning, the project has progressed well and according to plan.

HIGHLIGHT: The programme has been accredited in the two hosting countries. It is believed that after four- to-five years, the University of Dar es Salaam should be able to deliver all courses without external assistance.

Indonesia

Graduate program in Democracy Studies

This is a multilateral project with Gadjah Mada University and the University of Oslo as main partners. The University of Colombo is additional partner.

The Master programme started in September 2007 and there have been three student intakes with a total of 25 NOMA students, eight female. The programme was suspended in Colombo from June to September 2009 and this affected the commencement of the programme for the third cohort of students. A revamp of the programme had to be negotiated with approvals from the university administration in Colombo. In a NOMA steering group meeting held in September 2009, it was decided to discontinue the cooperation with the Colombo University after the completion of the third cohort due to the uncertainty created by the suspension of the programme by the university leadership.

With the exception of the third cohort at Colombo University, the programme is progressing according to plan. All five students from the University of Colombo completed their Master theses and are awaiting their final assessments. They are expected to graduate in February 2010. At Gadjah Mada University, one student graduated in 2009. The remaining students from the first cohort are in the process of finalising their Master theses. The Master programme has received a positive response from both

the civil service and civil society in Indonesia and in Sri Lanka, and the students represent different sectors of employment.

South Africa

Strengthen and Deliver Cooperative Masters Level Programmes in Higher Education Studies

This is a multilateral project with the University of the Western Cape and the University of Oslo as main partners. Makerere University in Uganda is additional partner. The programme started in January 2008 and 28 NOMA students have so far enrolled, 18 of which are female. In order to enrol so many female candidates, female students with strong grades and relevant backgrounds have been given priority. As the number of female candidates now outnumbers the male students, the aim for the next admission round is to increase the number of male students in order to achieve gender balance. The progress of the students is reported to be good and all are likely to complete their studies on time. Support has also been extended to students to attend relevant conferences where they present papers and receive useful feedback. Since writing and presenting the conference papers was initiated, an improvement has been noticed, especially in the analysis sections of their dissertations. The papers are also the first step to writing journal articles. Finally, the exchange programme of instructors/lecturers from other institutions brings in new ideas and exposure.

HIGHLIGHT: An interesting feature of the programme is that most students are involved in ongoing research projects which are coordinated by the Centre for Higher Education Transformation (CHET), a partner in the NOMA programme. The students' involvement in large research projects enhances their research skills and links them to a network of experts in their areas of research interest.

Vietnam

MSC in Fisheries and Aquaculture Management and Economics (FAME)

This is a multilateral project with Nha Trang University and the University of Tromsø as main partners.

The Master programme started in August 2007 and has, to date, had three cohorts of students, totalling 50 NOMA students. Gender balance has almost been achieved with 24 female students enrolled. Nineteen students from the first cohort defended their Master theses in June 2009. The overall results are reported to have been good and the students' evaluation of the courses show that they are relevant and well implemented. Most of the graduated students have returned to their previous workplaces: academic institutions, public administration and private businesses. As regards the local and regional lecturing staff, this has increased from 20 per cent in the first cohort to approximately 55 per cent in the third cohort. Two PhD students from Nha Trang University successfully defended their theses at the University of Tromsø (UoT) in 2009 and are now back at Nha Trang lecturing in the NOMA programme. An additional four Vietnamese PhD students currently studying at UoT/NTU are also involved in the teaching of this programme.

The Norad Fellowship Programme (NFP) Courses in the South 2009

NOMA's predecessor, the Norad Fellowship Programme (NFP), existed for over 40 years and went through changes in line with shifting political priorities in Norwegian development cooperation. NFP provided candidates from Norway's partner countries for development cooperation in Africa, Asia and Latin America with opportunities for higher education relevant for their home countries. Since 1962, the programme offered nearly 6,000 Norad fellows either diploma courses or two-year Master degree programmes at Norwegian higher-education institutions. Furthermore, NFP contributed to internationalisation and capacity building in several fields of study at Norwegian host institutions.

In 2002, a few triangular South-South-North postgraduate courses also called 'Courses in the South' were established, and an expansion of actors and activities brought new issues into the cumulative curriculum. The final year of the NFP programme in Norway was 2008, as the programme was phased out and fully replaced by the NOMA programme.

However, two courses under the NFP 'Courses in the South' scheme finalised their Norad-supported activities in 2009. This was the collaboration between Eduardo Mondlane University, Mozambique, and the University of Oslo:

- M.Sc. in Information Systems – UEM.
- M.Sc. in Public Health (Information System Track) – UEM.

Master of Science Programme in Information Systems, UEM, Mozambique

This is a cooperation project between the Department of Informatics, the University of Oslo and the Department of Mathematics and Informatics at Eduardo Mondlane University, and has been part of the NFP Courses in the South since 2001.

The aim of the programme has been to educate leading professionals in information systems by providing a first research experience. Graduates are qualified for careers in industry and public service and they may continue research education through a doctoral programme. According to the course report for 2009, the funding from NFP from 2001 to 2009 has provided sufficient time for UEM to be able to develop capacity to independently run its own Master programme in Portuguese. A Norad student from the 2001 cohort is currently the leader of this new programme.

The graduates from the cooperation project between UEM and UiO have also been vital for the establishment of the NOMA programmes at the University of Malawi, the University of Dar es Salaam, Addis Ababa University and the University of Gondar, in the sense that the first contact with these institutions was initiated by former Norad students affiliated with the institutions. At present, more than ten Norad graduates are contributing in the NOMA programmes. In addition, former Norad students are also involved in joint research and development projects with the University of Oslo in India, Malawi, Tanzania and Vietnam. Two PhD students are engaged in the NUFU project 'Improving access and quality in maternal health care in Sub Saharan Africa'. From the total of 29 Norad/Quota students graduated from the NFP programme, three Norad graduates have completed their PhDs and ten are pursuing PhDs at the UiO. More Norad graduates are expected to follow.

The coordinators point out in the report how the project has been instrumental in building capacity at UEM and strengthening south-south collaboration:

“This Norad master programme has been an excellent way of building academic capacity at the UEM and starting the process at the four other African universities mentioned above. Selecting students from a few institutions has been important, so that institutional cooperation was enabled. Also, the sandwich model, where the students in most cases experienced two new universities, gave them insight into new ways of organising and carrying out education and research”.

UiO and the UEM were involved in a joint NUFU project until 2007. Having other joint projects with external funding has also contributed to the NOMA programmes at the University of Dar es Salaam and the University of Malawi, while the lack of NUFU and other combined funding for Ethiopia has resulted in much less academic input to the NOMA programmes there.

Master of Public Health (Information Systems Track), UEM, Mozambique

This programme has been developed in cooperation between the University of Western Cape, Eduardo Mondlane University and the university research cooperation project on Health Information Systems (HISP) at the University of Oslo, and has been part of courses in the South since 2001.

The Master in Public Health at Eduardo Mondlane University is designed to provide health and welfare personnel with the necessary tools to facilitate the process of transformation in the health and welfare sectors in Mozambique. The course emphasises the primary health-care approach, district management, epidemiology and health-information systems development.

The programme has, during the period 2001 to 2009, produced six cohorts of students. The fifth cohort was the first to run independently of Norad funding at UEM. The teaching language is now Portuguese, and the various modules are taught by UEM staff holding a PhD or master degree, combined with experience from the health sector.

NOMA Accounts 2009

	Budget 2008	Revised budget 2008	Accounts 2008	Budget 2009	Revised budget 2009	Accounts 2009
Income						
Transfers from last year		10 831 890	10 831 890		270 334	270 334
Unspent funds from the projects						
Transfers from Norad	68 842 432	54 375 595	54 375 595	70 000 000	65 836 328	65 836 328
Return to Norad (NFN Seminar 2006)						
Total income	68 842 432	65 207 485	65 207 485	70 000 000	66 106 662	66 106 662
Expenses						
Courses in Norway (NFP)	9 840 000	9 779 556	9 659 556			
Courses in the South (NFP)	2 485 400	2 485 400	2 485 400	906 700	906 700	906 700
NOMA portfolio 2007-2010 (I)	32 640 082	30 741 878	30 741 878	31 990 255	37 972 477	37 210 817
NOMA portfolio 2008-2012 (II)	17 923 229	15 616 930	15 616 930	24 225 228	21 682 728	21 682 714
Compassionate leave	200 000	200 000	72 000	200 000	200 000	
Development measures			12 000	244 757	244 757	
Seminars	870 000	1 500 000	1 465 666			16 010
SIU administration	4 883 721	4 883 721	4 883 721	5 100 000	5 100 000	5 100 000
Start-up Funds						583 075
NOMA conference						
Winter seminar						
Transferred to NFN Seminar 2006 Nepal						
Non-allocated funds				7 333 060		
Balance transferred to next year						
Total expenses	68 842 432	65 207 485	64 937 151	70 000 000	66 106 662	65 499 317
Balance	0	0	270 334	0		607 345

NOMA Projects by Country

Angola

ANHEI - Angolan-Norwegian Higher Education Initiative

Project-id: NOMA-2006/10002

Main partners: Agostinho Neto University, Norwegian University of Science and Technology

Additional partner: University of Oslo

Category: Bilateral master programmes: 2006–31.12.2012

Total allocation: NOK 6 290 185

Bangladesh

Integrated Masters Programs (M.Phil.) in Public Health Research in Asia (Bangladesh, Nepal, Bhutan, India and Pakistan)

Project-id: NOMA-2006/10011

Main partners: Bangladesh Institute of Research and Rehabilitation in Diabetes, Endocrine & Metabolic Disorders, University of Oslo

Additional partners: Baquai Medical University, Kathmandu University, Ministry of Health

Category: Multilateral master programmes: 2006–31.12.2013

Total allocation: NOK 11 832 554

Joint regional programme for Master degree in journalism, media and communication

Project-id: NOMA-2007/10053

Main partners: University of Dhaka, Oslo University College

Additional partners: College of Journalism and Mass Communication, Patshala South Asian Institute of Technology, University of the Punjab

Category: Multilateral master programmes: 2007–31.12.2012

Total allocation: NOK 5 664 682

Master in Public Policy and Governance (MPPG)

Project-id: NOMA-2007/10042

Main partners: North South University, University of Bergen

Additional partner: Tribhuvan University

Category: Bilateral master programmes: 2007–31.12.2012

Total allocation: NOK 8 981 000

MSc-sandwich program within the petroleum sector in Asia and Africa

Project-id: NOMA-2006/10028

Main partners: Bangladesh University of Engineering & Technology, Norwegian University of Science and Technology

Additional partner: University of Stavanger

Category: Multilateral master programmes: 2006–31.12.2012

Total allocation: NOK 11 030 701

Bolivia

Master in Educational Technologies and Digital Resources (M.Ed.Tech.)

Project-id: NOMA-2010/13848

Main partners: Universidad Privada del Valle, University of Bergen

Additional partner: CO-Universidad EAFIT

Category: Multilateral master programmes, project period: 2010-2014

Total allocation: 5 171 875

Egypt

MSc in International Transport and Logistics for East Africa

Project-id: NOMA-2007/10050

Main partners: Arab Academy for Science, Technology, and Maritime Transport, Molde University College

Additional partner: University of Dar-es-Salaam

Category: Multilateral master programmes: 2007 - 31.12.2013

Total allocation: NOK 9 000 000

Ethiopia

Masters programme: Urban development and urban challenges in East Africa

Project-id: NOMA-2007/10054

Main partners: Addis Ababa University, Norwegian University of Science and Technology

Additional partner: University of Oslo

Category: Bilateral master programmes: 2007–31.12.2012

Total allocation: NOK 4 455 000

MASTMO – MSc Programme in Mathematical and Statistical Modelling

Project-id: NOMA-2007/10048

Partners: Hawassa University, Norwegian University of Science and Technology

Category: Bilateral master programmes: 2007–31.12.2013

Total allocation: NOK 4 501 416

Indonesia

Graduate program in Democracy Studies

Project-id: NOMA-2006/10007

Main partners: Gadjah Mada University, University of Oslo

Additional partner: University of Colombo

Category: Multilateral master programmes: 2006–31.12.2013

Total allocation: NOK 11 091 429

Malawi

Health and Information Systems – Two integrated programmes at the University of Malawi

Project-id: NOMA-2007/10045

Partners: University of Malawi, University of Oslo

Category: Bilateral master programmes: 2007–31.12.2013

Total allocation: NOK 6 750 000

Master of Arts in Political Science at the University of Malawi

Project-id: NOMA-2006/10017

Partners: University of Malawi, University of Bergen

Category: Bilateral master programmes: 2006–31.12.2010

Total allocation: NOK 4 441 546

Mozambique

Applied Marine Sciences for Sustainable Management of Natural Resources in Mozambique

Project-id: NOMA-2007/10049

Main partners: Eduardo Mondlane University, University of Bergen

Category: Bilateral master programmes: 2007–31.12.2013

Total allocation: NOK 6 711 494

Nepal

Master of Engineering in Electrical Power Engineering

Project-id: NOMA-2007/10039

Partners: Kathmandu University, Norwegian University of Science and Technology

Category: Bilateral master programmes: 2007 - 31.12.2013

Total allocation: NOK 4 294 200

Master Program in Environment Education and Sustainable Development

Project-id: NOMA-2007/10037

Main partners: Kathmandu University, Norwegian University of Life Sciences

Additional partners: University of Dhaka, Kathmandu University, Oslo University College

Category: Multilateral master programmes: 2007 - 31.12.2013

Total allocation: NOK 8 193 157

Master program in Sustainable Water and Sanitation, Health and Development

Project-id: NOMA-2007/10041

Main partners: Tribhuvan University, Norwegian University of Life Sciences

Additional partners: COMSATS Institute of Information Technology

Category: Multilateral master programmes: 2007–31.12.2013

Total allocation: NOK 8 893 056

Master programme in Conflict, Peace building and Development

Project-id: NOMA-2006/10019

Main partners: Tribhuvan University, Norwegian University of Life Sciences

Additional partners: University of Ruhuna, Eastern University.

Category: Multilateral master programmes: 2006–31.12.2013

Total allocation: NOK 11 928 570

MSc Programme in Hydropower Development

Project-id: NOMA-2006/10030

Partners: Tribhuvan University, Norwegian University of Science and Technology

Category: Bilateral master programmes: 2006–31.12.2012

Total allocation: NOK 6 486 449

Regional Master program in Biodiversity and Environmental Management

Project-id: NOMA-2007/10036

Main partners: Tribhuvan University, University of Bergen

Additional partners: Kumaon University

Category: Bilateral master programmes: 2007–31.12.2013

Total allocation: NOK 8 407 250

Master of Science in Technology and Innovation Management – Nepal

Project-id: NOMA-2010/13643

Main partners: Tribhuvan University, Norwegian University of Science and Technology

Category: Bilateral master programmes, project period: 2010–2014

Total allocation: 4 500 000

Nicaragua

Master Programme in Intercultural Communication and Media Studies

Project-id: NOMA-2010/13431

Main partners: University of the Autonomous Regions of the Caribbean Coast of Nicaragua, Oslo University College

Category: Bilateral master programmes, project period: 2010–2014

Total allocation: 3 359 700

Palestinian areas

Community Psychology Master Program at Birzeit University

Project-id: NOMA-2007/10055

Main partners: Birzeit University, Norwegian University of Science and Technology

Additional partner: Norwegian University of Science and Technology

Category: Bilateral master programmes: 2007–31.12.2013

Total allocation: NOK 5 665 480

South Africa

Strengthen and Deliver Cooperative Masters Level Programmes in Higher Education Studies

Project-id: NOMA-2006/10034

Main partners: University of the Western Cape, University of Oslo

Additional partners: Makerere University, University of the Western Cape

Category: Multilateral master programmes: 2006–31.12.2013

Total allocation: NOK 12 000 000

Sri Lanka

A Master of Science Degree Programme in Development Management between University of Agder, University of Ruhuna, and a network of partner universities in Africa

Project-id: NOMA-2006/10001

Main partners: University of Ruhuna, University of Agder

Category: Multilateral master programmes: 2006–31.12.2013

Total allocation: NOK 11 903 516

Development of master studies at University of Moratuwa, with emphasis on environmental and industrial projects

Project-id: NOMA-2006/10005

Partners: University of Moratuwa, Telemark University College

Category: Bilateral master programmes: 2006–31.12.2013

Total allocation: NOK 6 344 186

Masters in Medical and Health Informatics: Asia Focus

Project-id: NOMA-2007/10043

Main partners: University of Colombo, University of Oslo

Additional partners: Hanoi School of Public Health

Category: Multilateral master programmes: 2007–31.12.2013

Total allocation: NOK 8 525 000

MSc Medical Genetics

Project-id: NOMA-2010/11622

Main partners: University of Colombo, University of Oslo

Additional partners: NP-National Academy of Medical Sciences

Category: Multilateral master programmes: 2010–2014

Total allocation: 5 994 000

Sudan

Development of Master programs in physical and chemical oceanography at Red Sea University, Sudan

Project-id: NOMA-2006/10038

Partners: Red Sea University, University of Bergen

Category: Bilateral master programmes: 2007–31.12.2012

Total allocation: NOK 4 499 000

International Education and Development

Project-id: NOMA-2007/10013

Main partners: Ahfad University for Women, Oslo University College

Category: Multilateral master programmes: 2006–31.12.2012

Total allocation: NOK 11 914 021

Tanzania

Integrated Masters in Health Informatics - Tanzania and Ethiopia

Project-id: NOMA-2006/10010

Main partners: University of Dar-es-Salaam, University of Oslo

Additional partners: Addis Ababa University, University of Gondar (Gondar College of Medical Sciences, Muhimbili University of Health and Allied Sciences, Addis Ababa University)

Category: Multilateral master programmes: 2006–31.12.2013

Total allocation: NOK 11 530 299

Master Programme in Health Policy and Management

Project-id: NOMA-2006/10020

Partners: Muhimbili University College of Health Sciences, University of Bergen

Additional partners: University of Dar-es-Salaam, University of the Western Cape, University of Oslo

Category: Multilateral master programmes: 2006–31.12.2012

Total allocation: NOK 10 283 399

Sandwich programme for M Med and M Sc degrees in clinical medicine

Project-id: NOMA-2006/10032

Main partners: Muhimbili University College of Health Sciences, University of Bergen

Additional partners: Addis Ababa University, Christian Medical Centre

Category: Multilateral masterprogrammes: 2006–31.12.2013

Total allocation: NOK 11 897 099

Southern African Masters Programme in Mathematical Modelling

Project-id: NOMA-2007/10057

Main partners: University of Dar-es-Salaam, University of Oslo

Additional partners: University of Cape Town, University of Botswana, University of Pretoria, University of Zambia, University of Malawi, Eduardo Mondlane University, University of Witwatersrand, University of Zimbabwe, Makerere University, University of Dar-es-Salaam, University of Zululand, National University of Science and Technology

Category: Multilateral masterprogrammes: 2007–31.12.2013

Total allocation: NOK 8 342 750

Regional Master in Nursing

Project-id: NOMA-2010/13185

Main partners: Muhimbili University of Health and Allied Sciences, Bergen University College

Additional partners: UG-Makerere University, Addis Ababa University, University of Bergen, Bergen University College

Category: Multilateral masterprogrammes: 2010–2014

Total allocation: 6 000 000

Uganda

Master Programme in sustainable energy systems in East Africa

Project-id: NOMA-2006/10021

Main partners: Makerere University, Norwegian University of Science and Technology

Additional partners: University of Dar-es-Salaam, Eduardo Mondlane University, University of Malawi, Addis Ababa University, Mekelle University, Ethiopia

Category: Multilateral masterprogrammes: 2006–31.12.2012

Total allocation: NOK 12 000 000

Master Programme in Vocational Pedagogy Uganda-Southern Sudan-Norway

Project-id: NOMA-2007/10047

Main partners: Kyambogo University, Akershus University College

Additional partners: Upper Nile University

Category: Multilateral masterprogrammes: 2007–31.12.2013

Total allocation: NOK 8 718 628

Masters Program in Urban Transformation and Sustainable Development

Project-id: NOMA-2007/10052

Main partners: Makerere University, The Oslo School of Architecture and Design

Additional partners: Addis Ababa University, University of Nairobi, Jomo Kenyatta University of Agriculture and Technology, The Oslo School of Architecture and Design, Norwegian University of Science and Technology, Ardi University

Category: Multilateral masterprogrammes: 2007–31.12.2013

Total allocation: NOK 6 008 185

North-South-South Collaborative MSc in Development and Natural Resource Economics

Project-id: NOMA-2006/10031

Main partners: Makerere University, Norwegian University of Life Sciences

Category: Multilateral masterprogrammes: 2006–31.12.2012

Total allocation: NOK 9 000 000

Develop and deliver cooperative regional Master Programmes in “Nutrition, Human Rights and Governance”

Project-id: NOMA-2010/13528

Main partners: Makerere University, University of Oslo

Additional partners: UG-Kyambogo University, ZA-Stellenbosch University, NO-Akershus University College

Category: Multilateral masterprogrammes: 2010–2014

Total allocation: 5 922 759

Master of Science in Innovation and Industrial Development - Uganda

Project-id: NOMA-2010/12562

Main partners: Makerere University, Norwegian University of Science and Technology

Category: Bilateral masterprogrammes: 2010–2014

Total allocation: 4 500 000

Vietnam

MSc in Fisheries and Aquaculture Management and Economics (FAME)

Project-id: NOMA-2006/10029

Main partners: University of Fisheries, University of Tromsø

Additional partners: University of Chittagong, University of Ruhuna, Shanghai Fisheries University

Category: Multilateral masterprogrammes: 2006–31.12.2012

Total allocation: NOK 11 690 994

Zambia

Master in Education. Literacy and Learning

Project-id: NOMA-2007/10040

Main partners: University of Zambia, Hedmark University College

Additional partners: University of Namibia

Category: Multilateral masterprogrammes: 2007–31.12.2013

Total allocation: NOK 8 942 062

Master of Science in Clinical Neuropsychology - Building expertise to deal with the Neuropsychological challenges of HIV-infection

Project-id: NOMA-2007/10046

Partners: University of Zambia, Norwegian University of Science and Technology

Category: Bilateral masterprogrammes: 2007–31.12.2012

Total allocation: NOK 3 505 733

Master of Science in Epidemiology

Project-id: NOMA-2010/12841

Main partners: University of Zambia, University of Bergen

Additional partners: MW-College of Medicine

Category: Multilateral masterprogrammes: 2010–2014

Total allocation: 6 000 000



PHONE: +47 55 30 38 00 FAX: +47 55 30 38 01 E-MAIL: SIU@SIU.NO
POSTAL ADDRESS: P.O. BOX 1093, NO-5811 BERGEN, NORWAY
OFFICE ADDRESS: VASKERELVEN 39, 5014 BERGEN WEB: WWW.SIU.NO