



Norwegian Agency for
International Cooperation
and Quality Enhancement
in Higher Education



NORPART Annual Report 2017

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1 Introduction

The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku) is pleased to present the first annual report of the NORPART programme.

The Norwegian Partnership Programme for Global Academic Cooperation was developed to meet new opportunities and priorities in higher education cooperation with developing countries. Global challenges necessitate global responsibility and cooperation. The NORPART partnership model is based on other Norwegian programmes that support institutional cooperation and mobility in higher education, such as the Partnership Program for North-America, and UTFORSK, that supports academic partnerships in the BRICS countries.

James Jowi, then executive director of the African Network of Internationalization of Education (ANIE) welcomed NORPART's emphasis on common academic interest and mutuality, which had, he noted, "so far eluded most collaboration, especially with developing countries."¹

The programme is intended to be a flexible tool for academic partnerships and student mobility. It was designed to meet the potential and the requirements at Norwegian higher education institutions and their partner institutions in developing countries. The first call in 2016 received an astounding 114 applications, and this must be counted as a successful launch of the new programme!

This report will showcase a little of what the 21 carefully selected NORPART 2017-2021 projects, have achieved during their first year in operation. It will also give an impression of what they intend to achieve in a more long-term perspective, in terms of strengthened mutual academic cooperation, quality enhancement of study programmes and increased student exchange, between Norway and developing countries.

The endeavours of NORPART have just started, and a second call for project applications will be issued by Diku in 2018. This will add new academic partnerships to the current project portfolio from 2019 to 2023, and create new opportunities for a further growth in the number of mobility students, to and from Norway.

¹ Norway's new academic partnerships with global South, University World News, 01 April 2016, Issue No. 407
<http://www.universityworldnews.com/article.php?story=20160331104514638>

2 NORPART at a glance

The 2017-2021 project portfolio

The Norwegian Partnership Programme for Global Academic Cooperation (NORPART) was launched in 2016. The programme supports academic partnerships and student mobility between higher education institutions in Norway and in selected developing countries.

The programme is intended to offer opportunities and meet needs of Norwegian higher education institutions, as well as those of their partner institutions in developing countries. NORPART-funded projects should build on mutual academic interest, and the partnerships should benefit institutions in both developing countries and in Norway.

The programme emphasises the development of academic quality and internationalisation at higher education institutions in Norway and in developing countries. It also addresses higher education policy and development policy goals. The programme responds to the United Nations' Sustainable Development Goals.

NORPART is funded through the Ministry of Education and Research and the Ministry of Foreign Affairs, and is administered by The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku). Currently, NORPART funds 21 projects. They started in 2017 and will run until 2021.

2.1 Aim and objectives

The overall aim of NORPART is to enhance the quality of higher education in Norway and developing countries through academic cooperation and mutual student mobility. In order to reach this overall aim, the programme shall fulfil four objectives:

- Strengthened partnerships for education and research between developing countries and Norway.
- Increased quality and internationalisation of academic programmes at participating institutions.
- Increased mobility of students from developing countries to Norway, including mobility in connection with work placements.

- Increased mobility of students from Norway to developing countries, including mobility in connection with work placements.

2.2 Partner countries and institutions



Figure 1: The projects in the 2017-21 portfolio involve higher education institutions in 18 developing countries. Institutions in Ethiopia, Ghana, Mozambique, Vietnam and Sri Lanka are represented in several projects.

The size and make-up of the partnerships vary from project to project. Some consist of two higher education institutions, such as “Master in English Education”, a partnership between the University of Southeast Norway (USN) and Universidad Nacional Autonoma de Nicaragua (UNAN). This project aims to develop sustainable English education at the Nicaraguan institution, and enhance the quality of English didactics at both institutions through joint development of Master courses and student and staff mobility.

Other projects involve several higher education institutions in more than one country, such as “Collaborative learning in biodiversity, excellence in education through two-way North-South mobility”. The partnership includes the University of Oslo, Addis Ababa University in Ethiopia, Makerere University in Uganda, the University of Zimbabwe, and the Kenyatta University in Kenya. The goal is to improve the quality of plant diversity education across the institutions involved.

Some projects include other organisations and institutions in the network, in addition to higher education institutions. A broad range of network partners are involved in order to strengthen the collaboration, improve the quality of educational activities, and offer

work placement opportunities for students. Network partners typically include research institutes, public agencies, private enterprises, hospitals, non-governmental organisations and other associations.

The project “Mozambique/Norway accessibility partnership” is run by OsloMet and the Eduardo Mondlane University in Mozambique. The cooperation includes the Norwegian Association of the Blind and Partially Sighted, Mozambican National Association of the Blind, and several other organisations that cater to people with disabilities. The aim is to enhance quality and international academic cooperation within the field of universal design and ICT accessibility.

Number of projects at Norwegian institutions

- 4 projects: University of South-Eastern Norway
- 3 projects: NTNU – Norwegian University of Science and Technology; University of Bergen; University of Oslo
- 1 project: Inland Norway University of Applied Sciences; MF School of Theology; NLA University College; Norwegian University of Life Sciences; OsloMet – Oslo Metropolitan University; UiT – The Arctic University of Norway; University of Stavanger; Western Norway University of Applied Sciences

2.3 Academic disciplines

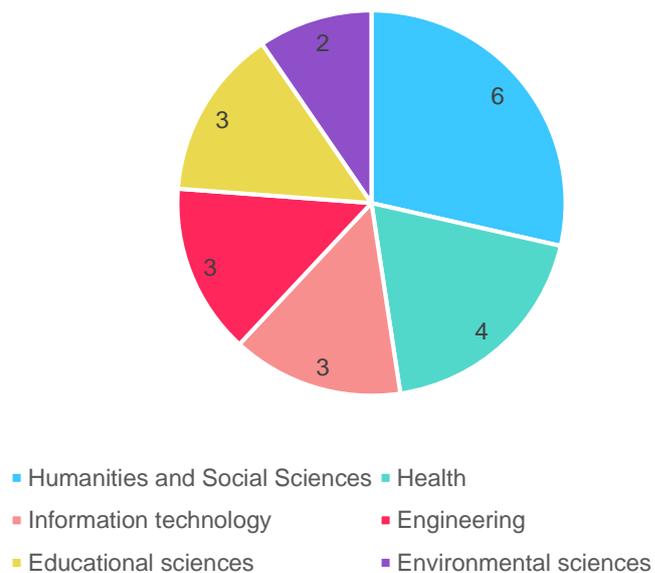
The current NORPART portfolio is diverse with regard to academic disciplines, from visual anthropology to nanotechnology and pedagogics. A breakdown of academic disciplines is presented in figure 2.

Some projects are multidisciplinary, such as “Education in the field of sustainable tourism and ecology in Norway and Guatemala”. Here, biologists, economists, and social anthropologists are working together to harmonise curricula and enhance academic quality and student mobility between the University of Southeast Norway and Universidad del Valle de Guatemala.

Similarly, “Ghana-Norway collaboration in medical physics and radiography education” involves physicists and medical scientists in a project designed to establish a partnership for education and research in the fields of medical physics, radiation protection, and

radiography at several higher education institutions in Ghana and Norway.

Figure 2: Academic disciplines



2.4 Courses and programmes

It is NORPART’s overall aim to enhance the quality of higher education in Norway and in developing countries, and one way to achieve this is to increase the quality and internationalisation of courses and academic programmes.

In the current portfolio a total of 43 courses and six degree programmes will be developed within the five-year project period. In addition, a much larger number of courses and programmes will be subject to joint revision and improvement.

Courses to be developed

- Master level: 37
- PhD level: 6

Degree programmes to be developed

- Master level: 5
- PhD level: 1

Many of the courses to be developed are joint courses that will be offered both at the institutions in Norway and the partner countries. However, a significant number of courses will only be offered at the institution in developing countries. This is also the case for four out of the five Master degree programmes that will be developed. Such priorities are often based on the need to build capacity at the partner institutions, a stepping stone to strengthen the academic partnerships even further and to facilitate two-way student mobility.

Several projects plan to develop and improve courses also at the Norwegian institutions. Course development is often closely linked to plans for increasing student mobility to Norway, where students from Norway and developing countries attend the courses together.

The focus on joint development and revision of courses and programmes, together with other forms of education cooperation, will ensure that NORPART benefits many more students than just students on exchange between the partner institutions. This focus is an essential part of the programme and its aim of enhancing the quality of education in Norway and in developing countries in a long-term perspective.

2.5 Student mobility

All NORPART projects support student mobility stays of longer or shorter duration. The purpose of the stays varies, and includes semester mobility, supervision, fieldwork, summer schools, research activities, and work placements.

Both incoming and outgoing students will in many cases attend courses with topics not given at their home institutions. An exchange stay will broaden the students' understanding of their field of study by providing new knowledge in a different context.

Nearly 600 students will come to Norway for a long-term stay during the NORPART programme period 2017-2021. On average, each project plans to recruit 28 students from partner countries to Norway for stays of more than three months. These are high numbers, especially considering the ambitious aims and broad scope of project activities. Student exchange through academic partnerships in developing countries is often a complex, yet rewarding endeavour. The exchange of students may in turn strengthen the partnership and is expected to benefit all the participating institutions.

Norwegian students will typically go on shorter stays in partner countries, while the majority of incoming students to Norway will

complete exchange stays of more than three months. NORPART opens for student mobility in relation to work practice and seven of the projects in the portfolio have integrated this in one way or another.

The majority of students supported by the current NORPART projects will be students at Master level. 17 per cent of the expected student mobility involves PhD students, and there is no significant difference in the share of PhD students among incoming or outgoing students. In total, 17 different partner countries will send students to Norway. The highest number of students will come from Vietnam, Zambia, Ghana, Ethiopia, Sri Lanka and Mozambique. Ethiopia, Ghana and Mozambique are expected to be the countries to receive the highest number of students from Norway.

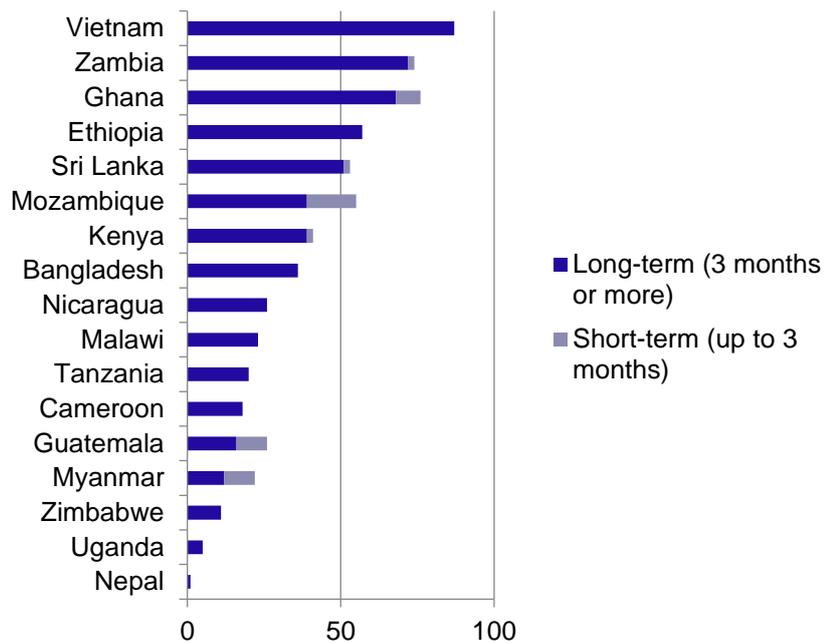


Figure 3: Country of origin: Expected number of incoming students to Norway from projects of the NORPART 2017-2021 portfolio.

3 Programme objectives

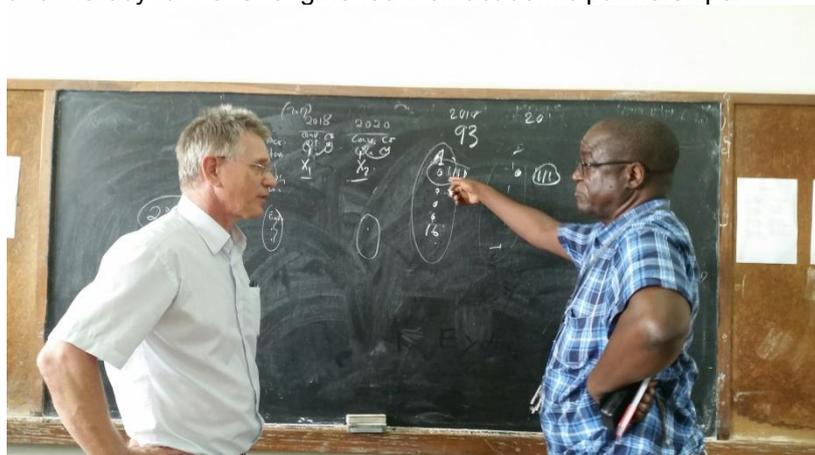
Status after the first year

The NORPART programme has four objectives: Strengthened academic partnerships, quality and internationalisation of academic programmes, and student mobility to and from Norway. In the following, we outline how the projects have sought to meet these objectives so far, reflect on challenges that have been identified as well as potential solutions. These observations are based on the annual project reports, and three project visits.

3.1 Strengthened academic partnerships

Strengthening of academic partnerships is seen as an outcome in itself, but the partnerships also serve as a framework for the student mobility and quality enhancement in higher education.

The NORPART projects were launched early in 2017, and are still in an early phase. The partners have worked closely together in various project activities such as development of courses, joint supervision of students, seminars, workshops and project meetings, and thereby further strengthened their academic partnerships.



Jan Mulder (left) from the Norwegian University of Life Sciences and Victor Shitumbanuma from the University of Zambia coordinate a project on climate-smart agriculture².

² "NORPART-2016/10498: Academic cooperation on sustainable, climate-smart agriculture between Zambia and Norway", for more information see appendix.

Implementation of project plans is always a challenging endeavour. Unforeseen obstacles may occur, and adjustment and flexible solutions are needed to continue the work without too much delay. At this stage, the majority of the projects are well underway.

“We have realised that there is a gap in research skills among health professionals in Zambia and in Southern Africa. We aim to improve those skills in our students through exchange programmes and research awards, as well as improving the quality of teaching at the two collaborating institutions.”

Natascha Chilundika, Zambian coordinator of the Bergunza-Shine project, a partnership between the University of Zambia and the University of Bergen.

Bergunza-Shine³ is a project to strengthen health systems and health care implementation through network-based graduate training and research education in Zambia. In Zambia and in Southern Africa in general, working health systems are crucial in meeting the Sustainable Development Goals. However, health work professionals are not always well trained in research skills, and this is an obstacle to well-functioning health systems. The project, which is a collaboration between the Center for International Health at UiB and Department of Public Health at UNZA, aims at developing the skills of students so that they can generate evidence to inform policy as well as improve health systems in Zambia. It involves long term mutual mobility, revising Master and PhD courses at both institutions, and developing a new PhD programme.

3.2 Increased quality and internationalisation of academic programmes

Increased quality and internationalisation of academic programmes is one of the main objectives of NORPART. To achieve this, the projects plan to establish joint study programmes and courses, jointly review curricula, develop new educational tools and methodology, and to share lecturers and other personnel.

The PaproNoVi-project⁴, a partnership programme between the University of South-Eastern Norway (USN) and Ho Chi Minh City University of Technology (HCMUT) in Vietnam, aims to establish a

³ “NORPART-2016/10380: Strengthening Health systems and health care Implementation through Network based graduate training and research Education in Zambia (BERGUNZA-SHINE)”, for more information see appendix

⁴ “NORPART-2016/10014: Partnership Program Norway – Vietnam (paproNoVi)”, for more information see appendix

joint Master programme in Microelectronics Systems, which is to be certified through a double diploma. The programme will reflect the combined academic expertise of the partners and align with the competence need in in the electronics and micro- and nanotechnology industries in Norway and Vietnam, as well as world-wide. USN and HCMUT will be responsible for the programme and for awarding the degree, and students will receive diplomas from both institutions. 10-15 students will enrol in the programme each year.

When developing and revising courses, partners make use of complementary strengths and context-specific challenges to improve the quality and relevance of the courses. Many of the courses and academic programmes will be designed to facilitate increased student exchange between partner institutions, for example through systems of credit transfer and mutual recognition. This may encourage more students to travel abroad in the future, and support long-lasting, sustainable partnerships between institutions in Norway and in developing countries beyond the NORPART funding.

The ETHIC project⁵, a partnership between the University of Oslo, Eduardo Mondlane University in Mozambique and the University of Malawi, collaborates to extend health informatics capacity. The project plans to jointly develop a course in IT for Development. The course responds to the need for increased practical and theoretical treatment of the implications of IT in development, both in Norway and in the South. The course and the project in general, aim to strengthen research, teaching and learning at Master and PhD level across the partner institutions. In this regard, the partnership presents a unique opportunity for the three universities to develop strong teaching cases and publications, drawing from developments in the three partner countries.

Joint educational activities are expected to result in increased capacity among academic and administrative staff at the partner institutions, and also improved and more relevant education of students.

Courses are designed to improve learning outcomes and intercultural competence of the students at their institution. Several institutions plan to arrange joint courses where students on exchange work with local students in the field or in the classroom. Others plan for courses that require digital teamwork. Such joint

⁵ “NORPART-2016/10134: ExTending Health Informatics Capacity (ETHIC)”, for more information see appendix.

educational activities will benefit both mobile and non-mobile students.



Professor Iselin Frydenlund to the right, visiting the «Shwedagon Padoga» in Yangon, the most sacred Buddhist pagoda in Myanmar, together with a student from the Norwegian School of Theology (Foto: Rebekka Opsal)

CORSIM⁶ is a collaboration in education between Norway and Myanmar. The aim of CORSIM is to strengthening the academic field of religious studies in Myanmar and Norway, including religious dialogue and gender perspectives through academic collaboration between faculty and staff at the Myanmar Institute of Theology (MIT) and the Norwegian School of Theology (MF).

Master students from the Myanmar Institute of Theology are given the opportunity to take one year of their degree in Norway – and PhD students from the Myanmar Institute are offered a scholarship

⁶ “NORPART-2016/10072: Cooperation on Religious Studies in Myanmar – CORSIM”, for more information see appendix.

to take their doctorate at the MF School of Theology, jointly supervised by MIT and MF. Norwegian students have the opportunity to get new knowledge and experience through field studies in Myanmar.

– “Through this project, we further the development of the subject field, which is extremely important, says Professor Frydenlund, the Norwegian coordinator of the project. She believes it is important to achieve peace building and dialogue, which the project aims to do.

3.3 Student mobility in the first project year

Scholarships for students from developing countries to study at higher education institutions in Norway constitute core elements of each NORPART funded project. The strong focus on student mobility is based on the conviction that a study period abroad can enhance the quality of the students’ education. Student mobility may help contextualise pre-existing knowledge, develop language skills, and provide new academic perspectives. In addition to the academic output, the mobile students gain international understanding, intercultural competence and access to international networks. When returning, the students bring new experiences and international perspectives that may contribute to internationalisation at the home institution, and thereby benefit students who cannot go abroad.

“I am very blessed to be part of this exchange programme. I have learned a lot through the lectures given by different professors at MF when we were staying there. I have learned that religion can cause violence, but it can also be part of making peace between different religions and society. I came to know that religion is very complex, and that we need to be careful in our preaching.”

Burmese exchange student to Norway

All NORPART projects include plans for mutual student mobility. The purpose and length of the stays differ between partner institutions, and may also change over time. NORPART focuses on the exchange of students, rather than full degree mobility. Students from partner countries and Norway engage in various mobility activities, including semester exchange, joint study programmes, summer or research schools, data collection or intensive courses.

“For me this experience means getting a new skill set I will be able to use when I get back home, learning new quantitative methods, and learning about TB, and learning about a new online platform which I have never used before. Working in a team made up of students from different parts of the world, is interesting”

Zambian exchange student to Norway



NORPART-students from the University of Zambia on exchange stay at the University of Bergen.

3.3.1 Mobility in numbers

A total of 115 students from partner countries and Norway took part in some form of mobility activity under the NORPART programme during the first project year. 69 students came to Norway from partner countries, while 24 students went in the other direction. 22 students were involved in South-South mobility. The mobility stays at partner institutions lasted from one week to ten months. The majority, 98 students, were Master students, while 17 were at PhD level.

“I stayed in Norway for three months. During that time, I studied human rights. I really enjoyed the lectures; we had the chance

to discuss with the professors, so we were not passive listeners. I like that way of teaching. We also had to read a lot, and I got a lot of knowledge.”

Sri Lankan exchange student to Norway

The NORPART projects are expected to make every effort to recruit at least 50 per cent female students for mobility, in all directions. Of the total number of mobility students in 2017, 44 students were female and 71 were male. The female/male ratio varies, however, across academic disciplines, activities, and countries.

In addition to student mobility, 63 staff members from partner institutions outside Norway have travelled to Norway for participation in activities such as development of courses and study programmes, guest lecturing, summer schools, or project meetings.

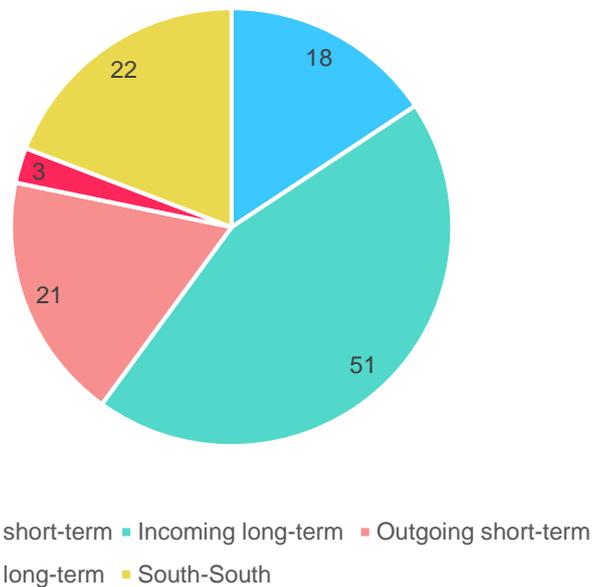


Figure 4: Overview of mobilities in NORPART projects 2017

Not all projects included student mobility activities in the first project year. The process of implementing new Master courses, strengthening partnerships and facilitating two-way student mobility with credit transfer takes time, and will allow for more student exchange towards the end of the project period.

3.3.2 Recruitment challenges

Some projects have reported challenges related to recruiting students for mobility in the first project year. A few projects had planned to recruit student for mobility in an early phase of the project and found that these plans were too ambitious, that scholarship opportunities were not yet well known among the student body, and that some of the students did not have sufficient language skills to follow courses in English.

In some cases, the potential student recruitment base may be a bit low, and the projects have taken steps to broaden the base. This particularly concerns the fact that projects are expected to recruit at least 50 per cent female students for mobility. Some disciplines have few female students to begin with, and these projects are taking steps to actively recruit female students.

Most of the projects have used the first project year to establish and formalise a framework for student mobility between partnering institutions. This includes agreements on selection criteria, announcement and circulation of information about NORPART scholarships and exchange opportunities. These efforts, combined with the plans for a gradual increase in the number of mobilities towards the end of the project period, will lead to more inbound students from partner countries in the years to come.

3.4 Synergies with other funding programmes

Several of the NORPART partnerships are established as a continuation of or in synergy with projects funded by other national funding programmes. Synergies with other programmes may improve the results and impact of the projects and contribute to the sustainability of institutional partnerships. It is also beneficial for the individual students involved.

In the current project portfolio, there are projects that show synergies with NORHED, UTFORSK, INCP, the Eurasia Programme and INTPART. The **Excel Smart-project**⁷ is run by the University of Oslo and Jimma University in Ethiopia, a partnership that is also responsible for the NORHED-project Strategic and Collaborative Capacity Development in Ethiopia and Africa (SACCADE). The two projects contribute to build capacity in medicine and health sciences at Jimma University, as well as to

⁷ "NORPART-2016/10213: EXCEL SMART-Exceeding Learning through Strategic Mobility and Academic Partnership -JUiO-Jimma University, Ethiopia and University of Oslo, Norway - NORPART Project", for more information see appendix.

enhance the quality and internationalisation of academic programmes at both institutions.



Professor Dhayalan Velauthapillai (centre) with colleague and student, demonstrates the use of nano technology for solar power.

Synergy effects: Electricity for the world

Professor Dhayalan Velauthapillai of Western Norway University of Applied Sciences (HVL) coordinates the NORPART project “Higher Education and Research Collaboration on Nano Materials for Clean Energy Technologies – HRCNET”.

The project receives funding to work on technology for clean energy in collaboration with two universities on Sri Lanka, the University of Jaffna and the University of Peradeniya.

One of the issues they are dealing with is the increasing need for access to energy, particularly clean energy. Today, 1.3 billion people lack access to electricity and 3.5 billion people do not have real access to cooking facilities using electricity.

The HRCNET project will strongly benefit from the fact that Professor Velauthapillai also coordinates projects funded through other Diku programmes.

– In our projects supported by the UTFORSK and India programmes, we collaborate with an Indian university. We are collaborating on Nano materials for use in solar technology and the health industry.

4 Activities at programme level

NORPART is administered by Diku (the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education). Besides the development and issuing of calls for applications to NORPART, Diku plays a role in following up on ongoing projects in terms of reporting but also monitoring and counselling. Diku organises annual seminars for the projects, with several purposes in mind. One is to acquaint the projects with Diku's expectations and requirements in terms of reporting and financial responsibility. Another is to make the projects aware of one another, in order for them to share experiences, ideas, and project results. Diku plans to run several such seminars to follow up on the projects during their lifetime.

When the partnerships organise joint events – such as workshops, summer schools, guest lecturing, or project meetings – either in Norway or in the partner country, Diku may decide to pay a visit in order to monitor project activities as they take place. In 2017, Diku undertook project visits in Ethiopia, Norway, and Guatemala, meeting six different projects and six project partners in partner countries.

NORPART's Programme Board meets annually. It consists of academic staff from higher education institutions in Norway and abroad, as well as a student representative, and is formally appointed by Diku's Board. The Programme Board is authorised to make the final administrative decisions regarding grant allocation in NORPART. The Board also meets to discuss programme development as well as policy and administrative issues related to NORPART.

4.1 Members of the NORPART Programme Board

Lise Øvreås (Chair)

Professor, University of Bergen

Halla-Björk Holmarsdottir (Deputy chair)

Professor, Oslo Metropolitan University

Tore Jarl Gutteberg

Chief Physician and Professor, University Hospital North Norway and UiT – The Arctic University of Norway

John Arild Andersen

Former Director of International Affairs, NHH – The Norwegian School of Economics

James Otieno Jowi

Executive Director, African Network for Internationalization of Education (ANIE)

Mirela Cacan

National Union of Students in Norway

Deputy members:

Anne Ryen

Professor, University of Agder

Bernd Etzelmüller

Professor, University of Oslo

Hilkka Ndjaula

Deputy Director, University of Namibia

Pål Ryen

National Union of Students in Norway

Appendix

Appendix 1: List of eligible partner countries in Norpart.

Afghanistan	Angola
Bangladesh	Bolivia
Burkina Faso	Cameroon
Colombia	Cuba
Dem. Republic of the Congo	East Timor
Egypt	Ethiopia
Ghana	Guatemala
Haiti	Indonesia
Kenya	Liberia
Madagascar	Malawi
Mali	Mozambique
Myanmar	Nepal
Nicaragua	Niger
Pakistan	Palestine
Peru	Rwanda
Somalia	South Sudan
Sri Lanka	Sudan
Tanzania	Uganda
Vietnam	Zambia
Zimbabwe	

Appendix 2: Project portfolio

Latin America

NORPART-2016/10003: Master in English Education

<i>Partner country:</i>	Nicaragua
<i>Main Institution in Norway:</i>	University College of Southeast Norway
<i>Main Institution outside Norway:</i>	Universidad Nacional Autònoma de Nicaragua
<i>Project coordinator (IIN):</i>	Ragnhild Elisabeth Lund, ragnhild.lund@usn.no
<i>Project coordinator (IoN):</i>	Israel Ramon Zelaya, zelaya.israel@gmail.com

Project summary: The development of the English Didactics programme is a cooperation between UNAN – Managua and USN. The two institutions have cooperated for 12 years, mainly within an educational context. The main goals of the project are to develop sustainable education in English didactics at MA level at UNAN, and to provide increased internationalisation and research in both institutions. The project is based on exchange of MA and PhD students, curriculum development related to MA in English didactics, annual staff training in didactic issues, and research cooperation relevant for teacher education. Project goals: - To reciprocally offer UNAN and USN students academic courses as part of their MA programs. - To contribute to establishing an MA program in English didactics at UNAN. - To develop competence in English didactics and increase quality in education in both countries. - To increase mobility of students and academic staff between UNAN and USN. - To continue to develop sustainable research collaboration between researchers from UNAN and USN.

NORPART-2016/10255: Education in the field of sustainable tourism and ecology in Norway and Guatemala

<i>Partner country:</i>	Guatemala
<i>Main Institution in Norway:</i>	University College of Southeast Norway
<i>Main Institution outside Norway:</i>	Universidad del Valle de Guatemala
<i>Network partners:</i>	University of Stavanger, UiT The Arctic University of Norway, Asociación de Reservas Naturales Privadas de Guatemala, Fundación Valle de Panchoy, CATIE, CERFOR, Fagforbundet Telemark, Zootropic, Defensores de la Naturaleza, ARCAS, Visit Telemark.
<i>Project coordinator (IIN):</i>	Ingeborg Nordbø, ingeborg.m.nordbo@usn.no
<i>Project coordinator (IoN):</i>	Lorena Flores Moscoso, oflores@uvg.edu.gt

Project summary: In a general framework of long term cooperation between Norway and Guatemala, two partner universities (University of South East Norway and Universidad del Valle de Guatemala) propose to work together to foster graduate student mobility and academic development in the field of higher education in each country within the field of sustainable tourism, culture and ecology, with funding support through the NORPART programme for 5 years. The project has three goals which are strongly interlinked. The first goal is to enhance student mobility between Guatemala and Norway at Masters and Ph.D. level, and therefore through Ph.D. collaboration, student exchange and study visits, field work, internship or work placement and summer schools between the two institutions. In order to cater for increased student mobility UVG and USN need to work with adjusting and synchronizing their curriculum and enhance academic and internationalization capacity according to international standards. The second and third goals are therefore: to foster academic development at UVG and USN through mobility, curriculum development, and academic capacity building; and to strengthen the internationalization processes at UVG and USN through mobility, training for trainers, and administrative capacity building. The project is based on a long-term institutional and academic cooperation; it is well planned and anchored in strategies and priorities at both institutions, and with a strong management team.

Africa

NORPART-2016/10009: Intercultural historical studies

<i>Partner country:</i>	Ghana
<i>Main Institution in Norway:</i>	Norwegian University of Science and Technology
<i>Main Institution outside Norway:</i>	University of Cape Coast
<i>Network partners:</i>	University of Ghana, University of Education, Winneba, Department of History, University of Cape Coast
<i>Project coordinator (IiN):</i>	John Kwadwo Osei-Tutu, oskwartus@yahoo.com
<i>Project coordinator (IoN):</i>	Kwame Kwarteng, oskwartus@yahoo.com

Project summary: NORPART-2016/10009 project called “Intercultural historical studies” seeks to use internationalization as a mechanism for improving and enhancing the intercultural understanding of students at the Department of Historical Studies at NTNU and corresponding departments at the University of Ghana (UG), the University of Cape Coast (UCC), and the University of Education in Winneba (UEW). The project will establish sustained student mobility between Ghana and Norway as well as academic and institutional partnerships among the participating institutions. The project implementation plan involves mutual student mobility, mutual staff mobility; joint intensive summer and regular courses in Ghana, work placement and participation in fieldwork, and joint workshops for staff and students from the participating institutions. Staff of participating institutions will depend extensively on digital tools in supervision and teaching. In the long-term, the project seeks to improve the employability of students of historical studies in Norway and Ghana through acquisition of interrelated skills of intercultural and digital competences.

NORPART-2016/10470: Ghana-Norway Collaboration in Medical Physics and Radiography Education

Partner country:	Ghana
Main Institution in Norway:	Norwegian University of Science and Technology
Main Institution outside Norway:	School of Nuclear and Allied Sciences, University of Ghana
Network partners:	Ghana Atomic Energy Commission, Korle Bu Teaching Hospital, Kwame Nkrumah University of Science and Technology, University of Cape Coast, University for Development Studies, School of Biomedical and Allied Health Sciences, Ghana Society for Medical Physics, Ghana Society of Radiographers, NTNU- Norwegian University of Science and Technology, St.Olavs Hospital HF, Komfo Anokye Teaching Hospital, Norsk Forening for Medisinsk Fysikk, Norsk Radiografforbund, OsloMet
Project coordinator (IiN):	Pål Erik Goa, pal.e.goa@ntnu.no
Project coordinator (IoN):	John Justice Fletcher, fletcherjff@yahoo.com

Project summary: The main goal of this project is to establish a partnership for education and research between institutions in Ghana and Norway within the fields of Medical Physics, Radiation Protection and Radiography. The project will result in student mobility both ways on master and PhD level, as well as mobility of staff. The project consists of two main activities: 1. Annual Summer School in Ghana. 2. A student exchange program. The Ghana-Norway Summer School in Diagnostic Imaging and Radiotherapy will be held at different locations in Ghana for students and practitioners of Medical Physics or Radiography. The topics covered will vary from year to year. The lecturers will be both academic and clinical staff recruited from partner institutions in both countries. The students will come from different regions of Ghana, other African countries and Norway. The Summer School will be a meeting place for both students and staff, and we plan to include scientific presentations as an increasingly important part of the school. In this way it will evolve into a scientific workshop, which can be sustained after the end of the project period. The Student Exchange Program is focused on students in Medical Physics or Radiography from Ghana spending 1-2 terms at NTNU as part of their master's degree. The exchange stay may involve taking regular courses or working on the master thesis. Exchange stays for PhD-students is also included, both ways.

NORPART-2016/10013: Collaborative learning in biodiversity, excellence in education through two-way North-South mobility

<i>Partner country:</i>	Ethiopia
<i>Main Institution in Norway:</i>	University of Oslo
<i>Main Institution outside Norway:</i>	Addis Ababa University
<i>Project coordinator (IiN):</i>	Brita Stedje, brita.stedje@nhm.uio.no
<i>Project coordinator (IoN):</i>	Sebsebe Demissew, sebseb.demissew@gmail.com
<i>Network partner:</i>	Makerere University, University of Zimbabwe, Ethiopian Biodiversity Institute, Addis Ababa University, Kenyatta University, Addis Ababa University

Project summary: This project aims to significantly improve the quality of plant biodiversity education at University of Oslo (UiO) and partner institutions outside Norway. Through two-way student and staff mobility we will be able to benefit from each other's strengths and make lasting improvements to all partners existing curricula in plant biodiversity, and specifically by: 1) Two way mobility of students between partner institutions outside Norway and UiO, to take courses not given at home institutions and to do fieldwork for their MSc and PhD projects; 2) developing a new common course in plant conservation that will be taught at all partner institutions also after the project period; 3) improve the quality of existing courses at partner institutions by knowledge sharing and preparing new (online) learning resources; 4) two-way mobility of researchers for capacity building and guest lecturing. Participation of relevant groups outside the university will be encouraged in some of the courses, also to provide more hands-on experience for regular students. Through this approach, students participating in project courses and activities will be prepared for competitive careers in academia, as well as other governmental and non-governmental organizations working with management and conservation of biodiversity.

NORPART-2016/10213: EXCEL SMART-Exceeding Learning through Strategic Mobility and Academic Partnership -JUiO-Jimma University, Ethiopia and University of Oslo, Norway - NORPART Project

<i>Partner country:</i>	Ethiopia
<i>Main Institution in Norway:</i>	University of Oslo
<i>Main Institution outside Norway:</i>	Jimma University
<i>Project coordinator (IIN):</i>	Jeanette Magnus, j.h.magnus@medisin.uio.no
<i>Project coordinator (IoN):</i>	Abraham Haileamlak, asratab@yahoo.com

Project summary: The overall aim of the EXCEL SMART JUiO NORPART Project is to enhance the quality of higher education in Ethiopia and expand and strengthen the academic cooperation between Jimma University (JU) and the University of Oslo (UiO). The project is based on a comprehensive Needs Assessment and current NORHED program. Mobility is bidirectional and strategically driven by each institutions research and education development agenda. Through strategic mobility and mentoring we will ensure increase quality and internationalisation of the new JU PhD in Health Sciences. As most of the JU PhD students are JU staff, the mobility is regarded as human resource training. A special emphasis is on increasing capacity in Health Economic Evaluation, Health Professionals Education and Biostatistics. The UiO students going to JU will take advantage of the unique Community Based Education, two methods courses with approved credit transfer to UiO, unique research collaborations, or work placement. Quality and content assessment of existing and new courses will increase the educational collaboration and offer additional credit transfer opportunities. This will pave the way for the proposed joint degree and course collaborations. A new MOOC in Scientific Writing in Health Sciences will increase the academic and research success of students and junior staff at both institutions. We will mirror our success in the NORHED securing 50% female mobility. The mobility of 40 students and 13 staff members will ensure increase learning, knowledge sharing, network building, and global knowledge production at both institutions enabling us to effectively address local and global challenges

NORPART-2016/10471: Enhancing Norway–Ethiopia relations in Journalism and Communication education and research

<i>Partner country:</i>	Ethiopia
<i>Main Institution in Norway:</i>	NLA University College
<i>Main Institution outside Norway:</i>	Addis Ababa University
<i>Network partner:</i>	Bahir Dar University
<i>Project coordinator (IiN):</i>	Terje Skjerdal, terje.skjerdal@nla.no
<i>Project coordinator (IoN):</i>	Getachew Dinku, getdinku958@gmail.com

Project summary: The project is a collaboration between two Ethiopian institutions – Addis Ababa University (AAU) and Bahir Dar University (BDU) – and one Norwegian institution – NLA University College (NLA) – in enhancing education and research in Journalism and Communication. The project aims, firstly, to increase the flow of MA and PhD students between the two countries by offering Ethiopian MA students the opportunity to do parts of their degree at NLA’s Global Journalism programme; offering Ethiopian PhD students to make use of research facilities and assistance at NLA while on short-term research visits in Norway; and offering Norwegian MA students to do courses and fieldwork in Ethiopia. Secondly, the project aims to increase the flow of faculty between the two countries by joint guest lecturing at the three institutions on MA and PhD level. Each university will provide local support when students are on fieldwork and research visits. Thirdly, the project aims to enhance the Journalism and Communication curricula of the three institutions by preparing a joint course in Media and Conflict. Fourthly, the project aims to engage faculty and PhD students from the three institutions in joint research on development journalism in Ethiopia, with specific focus on the representation of women, ethnicity and minorities in the media. Expected results: • 20 Ethiopian MAs and 8 PhDs on exchange in Norway. • 8 Norwegian MAs on exchange in Ethiopia. • 20 weeks guest lecturing at AAU/BDU; 4 weeks guest lecturing at NLA. • A new course unit in Media and Conflict. • One research publication (anthology).

NORPART-2016/10026: LEMS - Literacy Education in Multilingual Settings

<i>Partner country:</i>	Zambia
<i>Main Institution in Norway:</i>	Inland Norway University of Applied Sciences
<i>Main Institution outside Norway:</i>	University of Zambia
<i>Project coordinator (IiN):</i>	Anne Marit Vesteraas Danbolt, anne.danbolt@inn.no
<i>Project coordinator (IoN):</i>	Dennis Branda, dennisk@hotmail.com

Project summary: Literacy Education in Multilingual Settings (LEMS) is a collaborative project between the University of Zambia (UNZA) and Inland Norway University of Applied Sciences (INN). The main goal for the collaboration is enhanced quality of education on Master and PhD level at UNZA and INN through internationalisation and academic cooperation in the field of literacy education in multilingual settings. Our objectives are: - An increased number of international exchange students at the Master and PhD level at UNZA and INN - Establishment of practicum placement for Norwegian student teachers in Zambian schools - Increased academic collaboration within the field of literacy education in multilingual settings and more international publications - Improved systems for credit transfer and administrative cooperation as regards student exchange - Strengthened institutional capacity at Master and PhD level at both universities The main activities will be annual student exchanges on Master and PhD level. Annual workshops will support the student exchange activities through co-teaching, guest lecturing, mentoring and research. In this way, we will build capacity among academic and

administrative staff, and provide mutual research opportunities involving Master and PhD students. The expected results are thirty Master students and eight PhD students on exchanges during the years 2017 – 2021; eight student teachers for work placement in Zambian schools; dissemination of results through two conferences, and peer-reviewed publications resulting from academic collaboration between students and staff at the two partner universities.

NORPART-2016/10380: Strengthening Health systems and health care Implementation through Network based graduate training and research Education in Zambia (BERGUNZA-SHINE)

Partner country: Zambia
Main Institution in Norway: University of Bergen
Main Institution outside Norway: University of Zambia
Project coordinator (IiN): Ingvild Fossgard Sandøy, ingvild.sandoy@uib.no
Project coordinator (IoN): Charles Michelo, ccmichelo@yahoo.com

Project summary: Health systems are crucial in attaining Sustainable Development Goals. Unfortunately, the health workforce crisis in Sub-Saharan Africa represents a major obstacle in optimizing system potentials, and increasing capacities, quality and leadership through higher education and research are set as an urgent priority. This is a 5-year collaborative programme between the new School of Public Health (SPH), University of Zambia and the Centre for International Health, University of Bergen. We have a history of partnership for 15 years with great academic achievements. The overall objective is to strengthen the quality of higher education and research in the partner institutions through mutual collaboration and student mobility in pedagogical development and research. Main specific objectives include to 1) enhance pedagogical and institutional capacity for better quality at Master and PhD levels through exchange of students/staff; 2) Increase the research capacity in epidemiology, implementation science and health service delivery; 3) Set up transfer system of innovative mobility based knowledge sharing to create a sustainable platform for knowledge creation through partnership. Research will have a particular focus on equity and quality of reproductive health care delivery of young women and community-oriented approaches in prevention and care. Core educational activities will relate to the 2-year Master in Epidemiology (developed through the NOMA programme) as well as to start a joint three year PhD programme in Public Health with focus on Implementation Science and closely linked to the Centre for Excellence at the CIH (Centre for Implementation Science in Maternal and Child Health).

NORPART-2016/10498: Academic cooperation on sustainable, climate-smart agriculture between Zambia and Norway

Partner country: Zambia
Main Institution in Norway: Norwegian University of Life Sciences
Main Institution outside Norway: The University of Zambia
Network partners: Conservation farming Unit, Norwegian Geotechnical Institute
Project coordinator (IiN): Jan Mulder, jan.mulder@nmbu.no
Project coordinator (IoN): Victor Shitumbanuma, vshitumbanuma@hotmail.com

Project summary: Climate change and large-scale soil degradation are among the major problems limiting food production in Sub-Saharan Africa. In the last decade, research has made important contributions to the development of more sustainable production methods and climate-smart innovations. However, novel methods and innovations may have limitations and are often associated with uncertainties, and prudent strategies are required to address them. It is important that new insights are integrated in the curricula and that critical senses are sharpened at institutions of higher education, where the agricultural experts of tomorrow are being trained. In the proposed project, coordinated by the Norwegian University of Life Sciences (NMBU) and the University of Zambia (UNZA), we strengthen our long-term partnership in research by including important educational aspects. Novel elements of sustainable and climate-smart agriculture will be incorporated in the curricula of existing graduate programs at both universities. In addition, a summer school will be developed, with assistance and guest lectures of our network partners (CFU and NGI). Mobility of students (MSc and PhD) and staff, in both directions, is a major element of the proposed project, improving the quality of the programs and contributing to their international character. The practical dimension of the project is strengthened through student placements in Zambia (at CFU) and in Norway (at NGI). Ongoing research activities, involving all four network partners, are an asset for the development of MSc and PhD projects. During the program two summer schools will be organized at UNZA, with international participation (2018 and 2020).

NORPART-2016/10480: Project to Strengthen Health Economics Capacity at Bergen and Muhimbili Universities (SHEC)

<i>Partner country:</i>	Tanzania
<i>Main Institution in Norway:</i>	University of Bergen
<i>Main Institution outside Norway:</i>	Muhimbili University of Health and Allied Sciences
<i>Network partners:</i>	University of Oslo, Ministry of Health, Community Development, Gender, Elderly and Children
<i>Project coordinator (IiN):</i>	Prof. Bjarne Robberstad, Bjarne.Robberstad@uib.no
<i>Project coordinator (IoN):</i>	Dr. Mughwira Mwangi, mmwangu@muhas.ac.tz

Project summary: This is a project collaboration between the Department of Development Studies at Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania and the Centre for International Health (CIH) at the University of Bergen (UiB), Norway. There are also 2 network partner institutions, namely the Ministry of Health, Community Development, Gender, Elderly and Children in Tanzania and the University of Oslo in Norway. Project goals: i) To review the existing Master of Arts in Health Policy and Management (MA-HPM) programme at MUHAS in order to harmonize its components with M.Phil Global Health at CIH and to introduce a track in Health Economics; ii) to strengthen the health economics capacity at the main partner institutions; iii) to develop an international course in Health Economics, Economic Evaluation and Equity Impact Analysis; iv) to enhance staff and student mobility between the partner institutions. Main activities: review and harmonization of the curricula for MA-HPM and M.Phil Global Health; development of a Health Economics track of the MA-HPM; development of joint short courses; joint teaching and supervision of students, including guest lecturing. Expected results are: reviewed and harmonized curricula for MA-HPM and M.Phil Global Health, the first East African MSc programme majoring in Health economics established, a short course in Health economics, Economic Evaluation and Equity Impact Analysis developed and delivered, 30 mobile students between Norway and Tanzania, 2 academic staff at MUHAS enrolled at UiB for PhD training, 10 jointly supervised master students, at least 6 joint papers published in international peer-reviewed journals

NORPART-2016/10134: ExTending Health Informatics Capacity (ETHIC)

<i>Partner country:</i>	Tanzania
<i>Main Institution in Norway:</i>	University of Oslo
<i>Main Institution outside Norway:</i>	Eduardo Mondlane University
<i>Network partner:</i>	University of Malawi
<i>Project coordinator (IiN):</i>	Petter Nielsen, pnielsen@ifi.uio.no
<i>Project coordinator (IoN):</i>	Mosse, Emilio, emiliomosse@yahoo.com

Project summary: ExTending Health Informatics Capacity (ETHIC) is a student mobility project aiming to: support international student mobility between the partner institutions; improve health informatics curriculums at the partner institutions; and bring the long term collaboration between the three partners to the next level - from the University of Oslo initiating and building sustainable health informatics teaching capacity and programmes at the institutions in the South, to student mobility, internships at joint partners, joint curriculum development, joint student supervision and joint high quality academic research. The project will result in coordinated health informatics curriculums; 44 Master and 40 PhD student exchanges (involving coursework, supervision and internships); 6 master thesis workshops in the South; and 25 jointly written scientific papers. The main partner in Norway, the Information Systems group at UiO, is uniquely positioned to build a sustainable student exchange programme. UiO has over the last 20 years graduated more than 40 PhD students in health informatics; established 9 sustainable Master programmes in health informatics in Ethiopia, Malawi, Mozambique, Sri-Lanka and Tanzania, which have graduated more than 500 Master students; had 50 Norwegian master students on fieldwork in developing countries (currently 6 in Tanzania and Malawi); established itself as a globally relevant and WHO endorsed centre for education, research and innovation on health information systems in developing countries; and based on action research and a global network of partners developed and implemented the DHIS2 health information platform in more than 100 developing countries.

NORPART-2016/10387: Mozambique/Norway Accessibility Partnership (MAP)

<i>Partner country:</i>	Mozambique
<i>Main Institution in Norway:</i>	Oslo Metropolitan University
<i>Main Institution outside Norway:</i>	Eduardo Mondlane University
<i>Network partners:</i>	Forum das Associações dos deficientes de Moçambique, Funksjonhemmedes Fellesorganisasjon, Universal Design Nordic, Atlas Alliance, Mozambican National Association of the Blind, Norges Blindforbund
<i>Project coordinator (IiN):</i>	G. Anthony Giannoumis, gagian@hioa.no
<i>Project coordinator (IoN):</i>	Emílio Mosse, emilio.mosse@uem.mz

Project summary: The Mozambique/Norway Accessibility Partnership (MAP), which includes Oslo and Akershus University College of Applied Sciences (HiOA), Eduardo Mondlane University (UEM) and a network of public, private and civil society organizations, aims to enhance academic cooperation and student mobility in universal design and ICT accessibility. Universal design is the design of ICT for use by everyone and provides a useful basis for ensuring ICT accessibility, which includes the design of ICT products and services for use by persons with disabilities. MAP aims to strengthen the partnership between HiOA and UEM through three long-term strategic objectives. First, MAP will promote educational cooperation by advancing student exchange and ensuring the academic and professional development of students through targeted high-quality internationalization academic and work placement programs. Second, MAP will promote research collaboration by conducting an annual seminar in universal design and ICT accessibility and producing joint academic publications. Third, MAP will promote innovation and entrepreneurship by supporting technology transfer and developing new business initiatives and startup companies.

NORPART-2016/10063: KeNoMo - Kenya-Norway Mobility Programme for Computer Science Education

Partner country: Kenya
Main Institution in Norway: University of Stavanger
Main Institution outside Norway: KCA University
Network partners: University of Nairobi, Linking Industry with Academia
Project coordinator (IiN): Chunming Rong, chunming.rong@uis.no
Project coordinator (IoN): Mwendia, Simon Nyaga, smwendia@kca.ac.ke

Project summary: The aim of this project is to improve the quality and internationalization of computer science education at the partner institutions, through mutual student and staff mobility between Norway and Kenya in both directions. The collaboration will centre on internationalisation of shared subjects within computer science, of interest to all three institutions in terms of both education and research: Data science and cybersecurity. In addition, UiS will add value through cloud computing infrastructure hosted by its state-of-the-art data centre, and KCAU together with UoN will contribute relevant knowledge in the field of systems science. The project's main activities will focus on student mobility from KCAU and UoN to UiS. Project activities will include support for internationalization at the home institutions through joint PhD supervision, summer schools, and guest lectures. The project provides 35 students with mobility stays, of which 34 from KCAU and UoN to UiS. 25 of the students on mobility stay from KCAU and UoN to UiS will be MSc students. Supporting MSc education at KCAU and UoN will provide UiS with additional talented PhD students in the future. It is expected that this collaboration on student mobility will strengthen the partnership between the institutions, and lay the foundation for future interactions in computing education and research. The project will also position KCAU and UoN in their emerging role as local leaders of computer science research and education in Kenya and the surrounding region.

NORPART-2016/10074: The VISCAM project - Visual Anthropology at the universities of Maroua, Ngaoundere and Tromsø

Partner country: Cameroon
Main Institution in Norway: UiT The Arctic University of Norway
Main Institution outside Norway: University of Maroua

Network partners: University of Ngaoundere, North Norwegian Film Center , Universite de Bamako, LASDEL, Action Directe, Tromsø International Filmfestival, Modibbo Adama University of Technology, Yola

Project coordinator (IiN): Bjorn Arntsen, bjorn.arntsen@uit.no

Project coordinator (IoN): Mouadjamou Ahmadou, mouazamou@hotmail.com

Project summary: Main goal: The project will develop sustainable education programs in Visual Anthropology at the Universities of Maroua, Ngaoundéré, and Tromsø through rotation and sharing of students and staff, pursuit of academic excellence, and a focus on current issues relevant to peace and wellbeing. The following subgoals have been identified: 1. Promote internationalization through sustainable, long-term collaboration, imparting benefits to institutions, teachers and students from UiTromsø, UoMaroua, and UoNgaoundéré. 2. The project will develop innovative teaching, research, and dissemination practices, based on the crossed regards methodology. 3. Create applicable knowledge about the changing livelihood strategies in Northern Cameroon. The project's principal results will be: mobility from South to North - 4 PhD and 14 Master's students; mobility from North to South - 4 Master's students; the creation of three online educational tools; the internationalization of non-mobile students through common workshops and guest lectures; two special issues of university journals at UoMaroua and UoNgaoundéré; and the production of 22 student films. These results will be achieved by: mobility of Master's and PhD students from South to North and from North to South; ensuring that women comprise at least half (50%) of the students recruited; organization of the annual VISCAM Workshop to include all students (also non-mobile Cameroonian Visual Anthropology students), teachers, network partners involved in the project; and the development of two joint Master's and four PhD courses.

Asia

NORPART-2016/10014: Partnership Program Norway – Vietnam (paproNoVi)

Partner country: Vietnam

Main Institution in Norway: University College of Southeast Norway

Main Institution outside Norway: Ho Chi Minh City University of Technology

Network partner: Ho Chi Minh International University (HCMIU)

Project coordinator (IiN): Kristin Imenes, Kristin.Imenes@usn.no

Project coordinator (IoN): Thi Hong Hieu Le, honghieu.le@hcmut.edu.vn

Project summary: The purpose is to continue and strengthen the international aspect in the education and enhance the quality and relevance of the cooperation between the partners. Electronics and micro- and nanotechnology are the main academic disciplines where the partners have mutual interests in both education activities and R&D areas. Through a closer collaboration, the partners believe it will open up for a broader education offering and a more internationalized and specialized curriculum when combining the education and research strengths of all three partners. The main goals in the project is: 1) Improve the quality and internationalization in the education programmes at participating institutions by course recognition, curriculum development, establishing a joint master programme and mutual student and academic staff mobility and 2) Strengthen the connection between education and research through supervision of master and doctoral students across the institutions and by facilitation and development of common research projects. Student mobility is a core element in paproNoVi, with the ambition to have mutual mobility on all levels both bachelor, master and PhD.

NORPART-2016/10023: Norway-Vietnam Industry and Infrastructure Safety Consortium

<i>Partner country:</i>	Vietnam
<i>Main Institution in Norway:</i>	Norwegian University of Science and Technology
<i>Main Institution outside Norway:</i>	Hanoi University of Mining and Geology
<i>Network partners:</i>	NTNU- Department of Marine Technology, NTNU - Department of Energy and Process Engineering, NTNU - Department of Civil and Transport Engineering, NTNU - Department of Geoscience and Petroleum, National University of Civil Engineering, Ton Duc Thang University, Innovation Norway
<i>Project coordinator (IiN):</i>	Yiliu Liu, yiliu.liu@ntnu.no
<i>Project coordinator (IoN):</i>	Trong Dung Nguyen, nguyentrongdung@humg.edu.vn

Project summary: Norwegian-Vietnamese Industrial and Infrastructure Safety Consortium (NOR-VIS) aims to strengthen the cooperation between Norway and Vietnam in the cross-discipline subject of industry and infrastructure safety, improve the quality of Vietnamese higher education, as well as enhance the Norwegian higher education and research with increasing global experiences and recognition. The project is based on the huge demand of Vietnam for knowledge and professionals preventing major accidents during its fast industrialization. Five engineering departments from NTNU, 3 Vietnamese universities and Innovation Norway (Hanoi office) are involved in this project. The following activities will be initiated: (1) Student and staff mobility: 40 master students, and 5 PhD students and academic staffs from Vietnam will get opportunities to study in NTNU, and 15 master students of NTNU will go to Vietnam for projects and interns; (2) Internationalization of education and research: On-site intensive courses, workshops and online courses and supervisions will be given to non-mobile students; (3) Mobility connected with work placements, including summer jobs in Norwegian companies for both Norwegian and Vietnamese students, company visits and guest lectures, and specialization projects and master theses co-supervised by companies; (4) Joint research and publications, and dissemination on public media; (5) Development of long-term collaborations, including textbook translations, joint curriculum development, application for more supports from Vietnam based on this project, and the development of a newly joint master program.

NORPART-2016/10072: Cooperation on Religious Studies in Myanmar - CORSIM

<i>Partner country:</i>	Myanmar
<i>Main Institution in Norway:</i>	MF Norwegian School of Theology
<i>Main Institution outside Norway:</i>	Myanmar Institute of Theology
<i>Network partner:</i>	MM-International Theravada Buddhist Missionary University, Myanmar
<i>Project coordinator (IiN):</i>	Fretheim, Kjetil, kjetil.fretheim@mf.no
<i>Project coordinator (IoN):</i>	Samuel Ngun Ling, nling06@gmail.com

Project summary: Since there was neither freedom of education nor freedom of religions in the past 60 years under the military rule in Myanmar, no educational and religious movements were freely developed in the country. Due to the rises of suspicions, fears and threats among religions, no interreligious dialogue and no serious academic studies in religions was developed in the history of the country. There is furthermore a gender imbalance in academia and a lack of gender perspectives in study programmes offered by Myanmar universities. The Myanmar society also suffers from religious intolerance, communal violence and growing religious nationalism. This project wants to address these problems by strengthening the academic field of religious studies in Myanmar, including religious dialogue and gender perspectives. Religion and society is an area of expertise for MF Norwegian School

of Theology, and we will cooperate with a central main partner and a central network partner in Myanmar, both of which are interested in achieving the same goals. Given Myanmar's many ethnic and religious conflicts, the project is relevant for establishing a future democratic and peaceful Myanmar. Because of the common interests of all the parties involved, the project will enhance long-term collaboration between the partners.

NORPART-2016/10237: Higher education and Research collaboration on Nanomaterials for Clean Energy Technologies (HRNCET)

<i>Partner country:</i>	Sri Lanka
<i>Main Institution in Norway:</i>	Bergen University College
<i>Main Institution outside Norway:</i>	University of Jaffna
<i>Network partners:</i>	University of Peradeniya, University of Bergen
<i>Project coordinator (IiN):</i>	Dhayalan Velauthapillai, vdh@hvl.no
<i>Project coordinator (IoN):</i>	Punniamoorthy Ravirajan, pravirajan@gmail.com

Project summary: Western Norway University of Applied Sciences (former Bergen University College) (HVL) and University of Jaffna (UoJ), Sri Lanka, have recognized energy technology as one of the strategic prioritized areas in their higher educational programs. HRNCET will strengthen collaboration between HVL and UoJ, leading to the establishment of sustainable partnership for higher education, research and innovation in Nanomaterials for Clean Energy Technologies. The primary objective of HRNCET is to increase the quality of higher education and research at HVL and UoJ through mobility programs and academic cooperation. We will establish mechanisms for mutual student mobility and credit transfer. We will develop a new joint course (20 ECTS) at Master/PhD level and educational materials that will create the basis for the establishment of a joint master program in clean energy technologies in the long term. We will carry out joint research, joint supervision, guest lecturing and dissemination activities that will benefit mobile, non-mobile students and the staff involved. We will also implement activities such as project group meetings, workshops/seminars and conferences to meet our objective. We envision creating a broad academic alliance in this globally important field, and include University of Bergen (UiB) from Norway, University of Peradeniya (UoP) from Sri Lanka and Coimbatore Institute of Technology (CIT), India as network partners in HRNCET. Project group at HiB has a successful collaborative project under the INCP programme with CIT, and including CIT that is geographically closer to UoJ will benefit HRNCET.

NORPART-2016/10239: Human rights and reconciliation in a post conflict multicultural society

<i>Partner country:</i>	Sri Lanka
<i>Main Institution in Norway:</i>	University College of Southeast Norway
<i>Main Institution outside Norway:</i>	University of Peradeniya
<i>Project coordinator (IiN):</i>	Lena Lybæk, Lena.Lybaek@usn.no
<i>Project coordinator (IoN):</i>	Anoma S.P Abhayaratne, aspa@pdn.ac.lk

Project summary: The objective of the project is to develop cooperation and mobility of students and staff at MSc Programme in Human Rights and Multiculturalism at University College of Southeast Norway, and students and staff at the University of Peradeniya, and to establish a sustainable master program in Human rights and Multiculturalism at the University of Peradeniya. The goal is to mutually strengthen the quality of internationalisation of these programmes, and to develop capacity for, and student engagement in, interdisciplinary research in the intersection of Human Rights and Multiculturalism on both sides. The project is organised as five work packages to be implemented parallel to each other: The project management (Annual project meetings); Student mobility; Development of courses/degrees; Staff training and Research and development. The expected results of the program includes staff and student mobility activities, the establishment of an MSc in Human rights and Multiculturalism in Sri Lanka, and the engagement of post-graduate students in research activities connected with human rights and reconciliation. Sri Lanka is a country going through a phase of post-war recovery. Despite the military achievements, tensions and discomforts resulting from ethnic and cultural diversities still remain. An enhanced understanding of human rights that will values multiculturalism help bring long term solutions.

NORPART-2016/10285: Policy and Governance Studies (PGS) in South Asia

<i>Partner country:</i>	Bangladesh
<i>Main Institution in Norway:</i>	University of Bergen
<i>Main Institution outside Norway:</i>	North South University
<i>Network partners:</i>	Tribhuvan University, University of Peradeniya
<i>Project coordinator (IiN):</i>	Ishtiaq Jamil, Ishtiaq.Jamil@uib.no
<i>Project coordinator (IoN):</i>	Sk. Tawfique M Haque, sktawfique@gmail.com

Project summary: The main goal of the program under the NORPART is to promote more North-South-South collaborations and cross-learning through student mobility, and faculty and staff exchange programs. Students' mobility at both Master and PhD levels will be held among these four partners. This would promote better understanding among students about social realities and governance challenges both in the North and the South. Faculty exchange would allow academics both from the North and the South to be actively involved and cooperate in research based education, supervision, knowledge creation, dissemination, and policy advocacy. In addition, staff exchange will enhance understanding and better project management. The major activities under this project would be: - Graduate students' mobility both at Master and Ph.D. levels; - Faculty and staff exchange; and - Joint research, supervision, and publication initiatives. The expected results of the proposed project would be: i) Producing 43 graduates (Master and Ph.D.); ii) Having exposure and cross learning through mobility of students; iii) Providing quality education to Master and Ph.D. students through incorporating evidence based local and global knowledge; iv) Generating new knowledge through internationalization of academic programs, joint research, publications, and dissemination; v) Better project management through administrative staff exchange.