

Mid-Term Review of Norwegian Cooperation Programme for Capacity Building in Sudan (NUCOOP)

Final Report



Content

Acronyms.....	1
Executive Summary	2
Background.....	2
Methodology	2
Context factors.....	2
Conclusions	2
Achievements	2
Challenges	3
1 Introduction	5
1.1 Objective.....	5
2 Methodology	6
3 The NUCOOP projects and cooperation.....	7
3.1 The Norad agreement.....	7
3.2 The projects.....	7
4 Findings	9
4.1 Context issues	9
4.2 Project performance	9
4.3 NUCOOP office	26
4.4 Achievement.....	27
4.5 Challenges.....	28
4.6 Project implementation and organisation:.....	29
4.6.1 Organisation and management with focus on the organisation at and between the participating universities.....	29
4.6.2 Programme approach.....	29
4.7 Relevance.....	30
4.8 Risk management.....	31
5 Conclusions and Recommendations.....	33
5.1 Context factors.....	33
5.2 Conclusions	33
5.2.1 Achievements.....	33
5.2.2 Challenges	33
5.3 Recommendations.....	34
Annex 1: Terms of Reference.....	37
Annex 3: Field Visit Programme	41
Annex 4: List of people interviewed	42
Annex 7: Documents reviewed	44

Acronyms

CPA	Comprehensive Peace Agreement
EDLIB	Educating Librarians for the Future
GoNU	Government of National Unity
GoSS	Government of South Sudan
HEI	Higher Education Institutions
HIAK	Akershus University College
IiN	Institution inside Norway
IoN	Institution outside Norway
JULAP	Juba University Library Automation Project
LIST	Library and Information Science Training
MFA	Ministry of Foreign Affairs
NCP	National Congress Party
NOK	Norwegian kroner
NOMA	Norad's Programme for Master Studies
NUCOOP	Norwegian Cooperation Programme for Capacity Building in Sudan
NUFU	Norwegian Programme for Development, Research and Education
OUC	Oslo University College
SIU	Norwegian Centre for International Cooperation in Higher Education
SPLM	Sudan People's Liberation Movement
SS	South Sudan
SUST	Sudan University for Science and Technology
TA	Teaching Assistant
TVET	Technical and Vocational Education and Training
UBG	University of Bahr el Ghazal
UiB	University of Bergen
UiO	University of Oslo
UMB	Norwegian University of Life Sciences
UNU	Upper Nile University
UoJ	University of Juba
VC	Vice Chancellor

Executive Summary

Background

The Norwegian Ministry of Foreign Affairs (MFA) expressed in 2006 the need to support implementation of the Comprehensive Peace Agreement and contribute to poverty reduction in Sudan, and the interest to make use of the knowledge and experiences on Sudanese affairs that existed in Norwegian institutions of research and higher education. The MFA asked Norad, in a letter dated 23.03.2006, to establish a programme for a university cooperation. The Norwegian Centre for International Cooperation in Higher Education (SIU) was requested to administer the programme.

A mid-term review is required and compulsory in closing the present contract and preparing for a potential renewed support from Norad. The purpose of the review is to make an assessment of the NUCOOP Programme. The assessment should focus on the implementation of NUCOOP-supported projects, including organisation and management, and especially consider whether the projects are 'on track', achievements so far and the need for possible adjustments. In addition, the review should assess the relevance of the activities being undertaken.

Methodology

The evaluation methodology triangulated three forms of data:

- Existing information: The evaluation consultants have reviewed existing documentation and related material.
- Participatory data collection: The evaluators visited South Sudan for a week field mission. In addition interviews were held in Khartoum, Entebbe (Uganda), Oslo and Bergen. These sessions and interviews covered achievements and challenges up to present, vision, actions and recommendations.
- Analysis: After returning from the field visit to Juba, and undertaking meetings with additional stakeholders in Khartoum, Oslo and Bergen the analyses culminated in the drafting of this report.

Based upon the findings and analysis made above, the review team reached the following conclusions and recommendations, as elaborated in the main text of this report.

Context factors

When assessing the NUCOOP programme the following context factor should be in mind:

- Capacity related to all aspects is low in South Sudan. South Sudan had no significant infrastructure a few years ago. While progress has been made, the gaps still remaining are huge. This situation is also true of the universities, which struggle coping with the large number of returning students and staff, with insignificant human resources and physical infrastructure.
- When transfer from Khartoum started and gained momentum, the facilities were not sufficient or adequate to meet demand.
- There is a challenging security situation in parts of Southern Sudan area, a situation that is likely to remain in the immediate future.
- The CPA has created relative stability in Sudan during the CPA Interim Period. The CPA is now close to an end and future dynamics will be fundamentally different. The Government will be challenged to simultaneously manage a complex security situation (negotiating independence with Khartoum while managing intra-South conflict) while expanding the presence of the state throughout the territory of Southern Sudan and building responsive public institutions. The capacity building project is part of this larger process.
- The NUCOOP programme is formed according the Norwegian research collaboration, NUFU, with its pros and cons.

Conclusions

The overall conclusion is that most projects have progressed satisfactorily under prevailing conditions. In particularly, the library projects produced a significantly improved library service. The programme has, therefore, performed satisfactorily. However, there are prospects for improvement. There are still significant ownership issues related to dominating Norwegian partners.

Achievements

According to the review team's findings, the following achievements can be attributed to the collaboration:

Most projects are reasonably on track and most projects have progressed well.

Several buildings on campus were close to completion at UoJ when the review team visited campus. Altogether these buildings would – when completed – represent a significant capacity improvement for UoJ.

UoJ library (and likely UNU and UBG) capacity has improved. The library has been the largest success as well as being the key priority area.

Staff capacity has been improved by exchange, training, visits and collaboration. Generally the capacity of staff has developed throughout the programme.

The partners show a great deal of enthusiasm for the collaboration.

Challenges

According to the review team's findings, the collaboration faces the following challenges. For elaborations please see main text:

The collaboration is a web of individual projects. The programme now consists of altogether eleven individual projects.

Projects that does not have sufficient commitment and ownership, like the projects with UNU, tend not to succeed.

Reporting is not up to par. Reporting contains large amount of narrative information, but little qualified and quantitative information.

Equipment bought appears not in use because lack of maintenance and repair as well as facilities and space.

The Norwegian partners have been in the "driving seat", in the sense that they have been the dominant partner.

A recurring challenge was access to internet. This is generally important for a university.

Linkages between a limited research potential within the project and development priorities in South Sudan is another weakness.

NUCOOP office

The review team will question the concept of the NUCOOP office with a travel agency like mandate. The NUCOOP office emerges as constructed to solve problems during start-up and not to solve present challenges.

Relevance

The team assess the relevance from a South perspective to be somewhat important but not an urgent priority. From the North perspective, the programme support four out of the five set of NUCOOP objectives.

Risk management

There is a risk that a number key staff may leave their positions and this may be at threat to the project objectives. Mitigation strategy should be to monitor the situation and keep the compulsory working period long enough.

Recommendations

Based upon over findings and conclusions we recommend the following actions to secure future success, cope with challenges, improve relevance and reduce risk:

Build on success

The programme – with all their individual projects – has generated success. The programme should continue, not necessarily all projects. The successes should be continued and strengthened. The review team believes that it is these strong aspects that are likely to be what generate the most significant benefits.

Move towards programme

NUCOOP should move towards a programme approach.

The NUFU programme approach

The team recognizes the funding gap, which requires Norwegian universities to find committed people that are willing to work on a voluntary basis to at least some extent.

Redesign reporting

Redesign reporting to be readable and in line with good performance and results management, Norad's guide can be used as a starting point.

Be aware of challenges related to weak institutional capacity

The transitional context of the country during which the programme is being implemented possess a great deal of challenges. Weak institutional capacity in South Sudan will continue to raise other stumbling blocks and challenges to the program.

Improve inter-university coordination and communication

Coordination and communication between the universities (South-South and North-South) needs to be strengthened. Policies are better developed through a participatory and consultative process which would involve the partners jointly as well as the persons hired and working with the programmes.

Improve ownership

Ownership remains a formidable challenge – where the partners in South Sudan up until now have shown very little sense of. It would be advisable to explore mechanisms whereby greater responsibility and participation might be entrusted to the universities, despite that fact that this might result in some inefficiency.

Realistic expectations on capacity building

Capacity building within the academic and administrative domains is questionable. This however is to a large extent beyond the control of the partners, where the context and challenges being faced by the universities are quite significant. The programme must be realistic in its expectations and pursue a longer-term view to capacity building.

Improve documentation and reporting in South Sudan partners

Documentation and reporting regarding the project and partnerships at the level of the universities in South Sudan is inadequate. Norwegian partners would be advised to work with their partners in South Sudan to help them improve their reporting and monitoring processes.

1 Introduction

Norwegian Ministry of Foreign Affairs (MFA) expressed in 2006 the need to support the implementation of the Comprehensive Peace Agreement and contribute to poverty reduction in Sudan, and the interest to make use of the knowledge and experiences on Sudanese affairs that existed in Norwegian institutions of research and higher education. The MFA requested, in letter dated 23.03.2006, that Norad should establish a programme for a university cooperation. The Norwegian Centre for International Cooperation in Higher Education (SIU) was requested to administer the programme.

The Programme Document for the Norwegian University Cooperation Programme for Capacity Development in Sudan (NUCOOP) was finalised in August 2007. The programme includes the following aims and objectives.

The Overall aim of the programme is to:

Contribute to the development of sustainable capacity of higher education institutions (HEI) in Southern Sudan and other marginalised areas to provide the workforce with adequate qualifications in selected fields of study through multiphase cooperation. In the first phase of the Programme (2007-2011), the geographical priority will be Southern Sudan.

The objectives are to:

1. Stimulate co-operation between higher education institutions (HEI) in Sudan and Norway to produce research and knowledge in areas that are deemed relevant to the goals and objectives of the Government of Southern Sudan: agriculture, education, health, gender equality, water, sanitation, land management, public administration and infrastructure, as well as socio-cultural issues
 2. Stimulate co-operation between HEI and the government at local, regional and national levels in Sudan
 3. Develop national, regional and international networks between higher education institutions in Northern and Southern Sudan and Southern-Southern-Northern institutions (e.g. Kenyan, Tanzanian, Ethiopian and Tanzanian, South African + Sudanese and Norwegian)
 4. Support leadership and management training and education of personnel at institutional level (laboratories, libraries, management, etc.)
 5. Enhance gender equality and promote women's rights in all programme activities
- The programme document was appraised by Norad 03.10.2007 and the Contract between Norad and SIU was signed by Norad on 03.10.2007 and by SIU on 08.10.2007. Clause 6 of the agreement says: NUCOOP shall be reviewed at least one time during the programme period 2007-2011.

A mid-term review is required and compulsory in closing the present contract and preparing for a potential renewed support from Norad.

1.1 Objective

The main purpose of the review is to make an assessment of the NUCOOP Programme. The assessment should focus on the implementation of NUCOOP-supported projects, including organisation and management, and especially consider whether the projects are 'on track', achievements so far and the need for possible adjustments. In addition, the review should assess the relevance of the activities being undertaken.

The review should make recommendations with regard to the remaining programme period and beyond. The review should relate to both learning and accountability.

The findings of the review will be used by the participating institutions, SIU and Norad/MFA to make adjustments in the organisation and implementation of the projects in this programme period and will give input to a possible next phase of the NUCOOP Programme after 2012.

2 Methodology

Based on their experience as well as innovative and good practices, the review team used the following methodology.

The evaluation methodology triangulated these forms of data:

- Existing information: The evaluation consultants reviewed existing documentation and related material, during the start-up of the project. Additional documentation was provided by SIU as it came up throughout the review. The documentation was reviewed by the review team before the field visit or at the soonest convenience after receiving it. The documents consisted of:

- Project and programme documents
- Annual progress reports for projects
- Annual reports from institutions and programme
- Annual meeting summaries
- Contracts between partners north-south, SIU and Norad
- All calls for proposals
- SIU guidelines for applicants
- Travel reports from SIU's travels to Sudan
- Evaluation reports of NUFU/NOMA and SIU

- Participatory data collection: The evaluators visited Juba, South Sudan, for a week field mission, between 13 and 17 December 2010. Interviews were held during the field mission with project coordinators, key staff, senior officials, students and participants in travels and exchanges at UoJ. Also the Ministry of Higher Education, Research, Science and Technology and the Norwegian Consulate were visited. Late in the field visit a participatory workshop was held with UoJ. The field trip ended with a meeting with Makerere University at Entebbe.

The team did not visit other parts of South Sudan because of the security situation. Later on, in late on the 31 January and 2 February workshops were held with NUCOOP partners based in Oslo, and Bergen respectively. Also a meeting with SIU was held on the 2 February 2011. Three interviews/meetings were also held in Khartoum in January 2011 with key staff from the Upper Nile University to discuss the progress to date of the NUCOOP cooperation. As the project coordinator at University of Bahr el Ghazal (UBG) visited Sintef in Oslo, the Oslo based consultant held an interview also with him. These sessions and interviews covered achievements and challenges up to present, vision, actions and recommendations.

- Analysis: After returning from the field visit to Juba, and undertaking meetings with additional stakeholders in Khartoum, Oslo and Bergen the analyses culminated in the drafting of this report.

3 The NUCOOP projects and cooperation

3.1 The Norad agreement

Norwegian institutions of higher education have a long history of cooperation with universities in Sudan. The Norwegian Ministry of Foreign Affairs (MFA) wanted to make use of the knowledge and experiences of Sudanese affairs available in Norwegian institutions in order to support the implementation of the Comprehensive Peace Agreement (CPA) and contribute to poverty reduction.

The CPA was a set of agreements culminating in January 2005 that were signed between the Sudan People's Liberation Movement (SPLM) and the Government of Sudan. The CPA was meant to end the Second Sudanese Civil War, develop democratic governance countrywide and share oil revenues. It further set a timetable by which Southern Sudan would have a referendum on its independence. The referendum was due after five years, and was held on 8 January 2011.

On this background, MFA requested Norad to establish a programme for university cooperation, and the Norwegian Centre for International Cooperation in Higher Education (SIU) was requested to administer the programme. A contract for administering the programme was entered by Norad and SIU on 8 October 2007, under the NUFU agreement §2.2. An addendum to the Contract between Norad and SIU regarding the NUCOOP Programme was signed in October 2008, providing a no-cost extension of the programme until 2012. This means that all NUCOOP supported projects can continue their activity until 31 December 2012.

The selection of projects and allocation of funds has happened by inviting for three calls for proposals between August 2007 and May 2009. The last decisions for the latest call happened in October 2009.

Two projects came about later. Based on the assessments made by the NUFU Programme Board, the Norwegian Embassy in Khartoum decided to fund the „Building a Library and Information Science Training Centre in Juba University“ (LISTC project NUCOOPX-2009/10501). This project was a topping on the two other library projects that was running already, within the library area. In 2010, Norad provided additional funding for the third student cohort of the Education and Sustainable Development project (NUCOOPX-2010/10001).

3.2 The projects

The programme consists of seven core projects that were funded in 2007 and 2008. In 2009 more four more projects were added on but plan to end at the same time as the seven core projects, , see Table 1 NUCOOP projectTable 1.

Table 1 NUCOOP projects

Project ID	Title	IiN	IoN
NUCOOP-2007/10008	Juba University Library Automation Project	University of Bergen	University of Juba
NUCOOP-2007/10003	Post-war Livelihood and Environment Studies	Norwegian Life Sciences	University of Juba
NUCOOP-2007/10005	Bachelor programmes in Vocational and Technical Teacher Education Southern Sudan-Uganda-Norway	Akershus University College	Upper Nile University
NUCOOP-2007/10002	Education and Sustainable Development in a Post-Conflict Southern Sudan	Oslo University College	Upper Nile University
NUCOOP-2007/10007	Capacity Building in the Field of Mental Health in South Sudan	University of Oslo	University of Bahr el Ghazal
NUCOOP-2007/10013	Teaching basic sciences in laboratories and by field studies	University of Bergen	University of Juba
NUCOOP-2008/10001	Capacity Building in Southern Sudan: Educating librarians for the future	University of Bergen	University of Juba
NUCOOPIN-2009/11101	Guest house and teaching facilities at University of Juba	University of Bergen	University of Juba
NUCOOPIN-2009/10602	Guest house at the University of Bahr el Ghazal	University of Oslo	University of Bahr el Ghazal
NUCOOPRE-2009/11207	Building an advanced research capacity in Northern and Southern Sudanese Universities	University of Oslo	University of Bahr el Ghazal
NUCOOPX-2009/10201	Building a Library and Information Science Training Centre in Juba University	University of Bergen	University of Juba
NUCOOPX-2010/10001	Education and Sustainable Development in a Post-Conflict Southern Sudan – Third Cohort	Oslo University College	Upper Nile University

4 Findings

4.1 Context issues

Capacity challenges

Capacity related to all aspects is low in South Sudan. South Sudan had no significant infrastructure a few years ago. Now some of the main roads are paved, but infrastructure is insufficient. UNDP describes the situation as being characterized by a fragile peace, a lack of infrastructure and basic services, a depressed economy, and nascent governance with weak rule of law structures. Other challenges include the return and reintegration of internally displaced people, refugees and ex-combatants and the proliferation of small arms, particularly in urban areas. Translating the CPA into actions and programmes that will facilitate sustainable post-conflict recovery has, therefore, proved to be immensely challenging for the Government of Southern Sudan (GoSS). Capacity development of government structures remains an overarching focus for donors, like UNDP, in Southern Sudan. This challenge was frequently put forward also by local institutions and stakeholders that the team talked to.

Security situation

Challenging security situation in parts of the South Sudan: At the time of the review team's field visit the security situation was insecure as it was close to the referendum. The security situation has during all the programme period been a challenge. In Malakal there also was a serious security situation in 2009 which both caused damage and forced the UNU to move location. Later, in March 2011 troubles and armed violence has again flared up in Malakal where insurgent groups that have split from the SPLM have started a rebellion movement against the ruling SPLM party. As such the situation in South Sudan remains fragile.

Student transfer from North Sudan to South Sudan

Students transfer from North Sudan to South Sudan to all five universities in the South, also the three universities included in NUCOOP. The facilities at the universities are not prepared for the returning students.

For a few years ago the UoJ campus was in Khartoum and the old buildings in Juba campus were more or less empty and outdated. When transfer from Khartoum started and got momentum, the facilities were way to insufficient and inadequate. As discussed elsewhere in this report the lack of sufficient and adequate facilities to receive the new influx of students and staff is maybe the highest priority that needs to be addressed by the universities. A capacity challenge regarding equipment and trained staff is also obviously another challenge which is also high on the agenda for universities.

CPA close to end date

The CPA has created relative stability in Sudan. The CPA ended by the referendum for South Sudan which was held in January 2011 and resulted in an overwhelming vote for succession. This is now being followed by a transition period of six months to establish an independent government and systems in South Sudan. The urgency with which the building of South Sudan is done is linked to the near ending of the CPA. That said critical issues between the North and South such as the border demarcation, the Abyei referendum, the national debt and oil revenue arrangements still remain unresolved and are considered a threat to continued peace.

NUFU model

The NUCOOP programme is a Norwegian Programme for Development, Research and Education (NUFU) programme. NUFU supports partnership-based academic cooperation between researchers and institutions in developing countries and their partners in Norway focusing on research, education, capacity building and institutional development. The programme is financed by the Norwegian Agency for Development Cooperation (Norad) and managed by SIU. The goal of the NUFU Programme is to support the development of sustainable capacity and competence for research and research-based higher education in developing countries relevant to national development and poverty reduction, and to contribute to enhanced academic collaboration in the South and between South and North.

In particular, Norwegian partners pointed out that the programme is not designed to do development assistance per se; but that the much of the selected NUCOOP projects were development projects not research projects. The NUCOOP collaboration therefore has characteristics that are more alike development cooperation than research.

4.2 Project performance

Below we will give a brief overview of all the projects. As the projects are different and have had different achievements and challenges we will elaborate more on the projects that have had challenges that needs more explanations.

This is also an attempt to put together result information that present how the project has performed according to the project plan. This information is not available from SIU or the partners, so the expected results matrixes below are put together by the review team, based on the project documents, annual report 2009 and 2010, and in some instances adjusted by information from interviews.

NUCOOP-2007/10008		IiN: University of Bergen
Juba University Library Automation Project		
P-type: Network		IoN: University of Juba

BACKGROUND

The University of Juba had eleven colleges and five centres, when the project was initiated. There was around 15000 students and 800 academic staff. The University had back then most of the staff and student in Khartoum starting to move back to its original place in Juba Town gradually, there was therefore an urgent need to improve the Main Library in Juba Campus. The main library in Juba had five units with all the books classified and catalogued. Since the Main Library in Juba had been adopting a classical cataloguing and classification system (a manually card system called Library of Congress System), it was now high time that such a system be upgraded (to the automated Dewey Decimal Classification System). Tremendous technological development has taken place during the last thirty years due to advances in computer applications, information technology and communication.

The project aimed to establish a library service for research and education with relevant scholarly literature. The project also aimed at helping to develop an organization and train personnel for running the library in the modern technological setting.

OUC and Makerere University, Uganda, are network partners in the project.

The project has developed and grown into EDLIB (NUCOOP-2008/10001), also the latest LISTC (NUCOOPX-2009/10201) project builds on this project.

OBJECTIVES (FROM THE PROJECT DOCUMENT)

“What do we want to accomplish? A modern university library, with of scholarly literature in the form of relevant books, journals and reference works, both printed and electronic. Also the infrastructure that is needed: computers etc for staff and for patrons; software for cataloguing, circulation, presenting and repository. For this to be sustainable locally we will also need to train librarians and other personnel for running the library.

APPROACH

The project established a computerized library to facilitate access to references, periodicals and academic information sources. The approach consisted of library trainings at EASLIS at Makerere University; bachelor degrees; procurement and installation of computers where bought and installed at the library and some research publication and dissemination activities.

Main activities

The project will train some students at bachelor level, as well as train a number of library staff. The project will also provide the UoJ with computers for the library staff and for patrons and also with a computer teaching room. This will require the University to provide electric power and stable and sufficient broad band for the library.

EXPECTED RESULTS

Planned results:

Result	Target	Actual as of 2010
Estimated number of bachelor scholarships for female students	3	0
Estimated number of bachelor scholarships for male students	1	3
Estimated number of female master student	0	2
Scientific articles in journals, chapters in books, leading articles, reviews or features	5	0
Hereof number of articles in international or national peer-reviewed journals	2	0
Scientific books, textbooks, dictionaries and reports published by publishing firm	1	0
Scientific reports, theses, abstracts published by institutions or organisations	1	0
Papers/presentations at international conferences and/or professional meetings	5	1
Delivery of lectures and speeches aimed at the general public and/or scientific audience	3	6
Staff training by staff category:		
Librarians	3	-
Technical and administrative staff	7	8
Leadership/management	1	-
Provide the Juba University with computers for the library staff and for patrons, and in cooperation with the JULAB-project, also with a computer teaching room.	X	26 computers in lab
Staff exchange:		
On the job training in Kampala and Bergen	X	EALIS training at Makerere undertaken
Study visits from Juba to Makerere, Bergen and Oslo	X	Undertaken

FINDINGS

The project has produced well according to the project plan. The reported staff categories are not consistent with what is in the project plan as all staff trained is grouped in technical and administrative, even though some of them have leadership position as well as have a title as librarian. Also the project has progressed well and generated considerable more capacity and ability to serve the UoJ with library services.

Particularly beneficial has been the collaboration with Makerere University's (MU) East African School of Library and Information Science (EASLIS), where a training concept has been developed and implemented. The training at MU has been expanded from originally two weeks to three months. This has been to great benefit for UoJ library, according to the team.

Even though staff training has been successful, challenges still remain. Unstable internet access has been a recurring challenge.

The project has strengthened the capacity of the staff. This also generate a risk factors as UoJ worries that the trained staff may leave, as the current and future working environment makes trained people attractive to a labour market that will need a lot of trained, educated and skilled personnel.

This project is one of the three library projects in NUCOOP. The later library projects are based on the early progress of this project. The partners realized that Southern Sudan universities could not train staff and student at MU after the programme, therefore more efforts were made to progress with project. The EDLIB (NUCOOP-2008/10001) project followed the year after, and then the LISTC (NUCOOPX-2009/10201) project funded by the Norwegian Embassy.

NUCOOP-2007/10002		IiN: Oslo University College
Education and Sustainable Development in a Post-Conflict Southern Sudan		
P-type: Network		IoN: Upper Nile University

BACKGROUND

Oslo University College (OUC) assisted in capacity building in the South of Sudan because OUC already have a long history of research activities and involvement in Sudan as well as a long history of having students from Sudan enrolled in the Master programme in Multicultural and International Education (MIE) at OUC. In addition to the MIE, the NOMA programme in International Education and Development serve as a basis for developing the master programme in Sudan. The programmes focused on educational issues in the South and with case studies and literature related to e.g. Sudan. Moreover on a fact finding mission in 2006 OUC established and strengthened contact with universities both in the North and the South.

The main ideas of the following project proposal were discussed on the trip to Upper Nile University (UNU), University of Juba and Ahfad University for Women in Sudan in 2006.

This project was extended with a third cohort of students recruited. This project has got a separate file (NUCOOPX-2010/10001) and report separately. Norad has given additional funding for this later project.

OBJECTIVES (FROM THE PROJECT DOCUMENT)

The objectives of the project are to contribute to capacity building, particularly in Upper Nile University, but also in Juba University in the field of Education.

Activities

The programme activities are twofold, consisting of both a training component and a research component. The reason for this dual focus is to build capacity both in terms of academic and administrative competence in the universities as well as to promote a research oriented environment which will increase research skills among the academic staff and the postgraduate students in the prioritized field of education.

Approach

The project has the following main activities: Training of Bachelor students, a master programme in International Education and Development; training and capacity building, text book production. Also a variety of ethnographic, qualitative data collection techniques including group and individual interviews, observation, and community mapping/PRA-style methods were planned to be used to explore school and community values held by local authority persons, teachers, parents, and children. Computers, printers and copy machines were provided by OUC in addition to installation support and training.

EXPECTED RESULTS

	Target	2010
Scholarships at Master's level:		
Estimated number of scholarships for female students	8	4
Estimated number of scholarships for male students	4	20
Fellowships at PhD level:		
Estimated number of scholarships for female students	1	1
Estimated number of scholarships for male students	1	1

Research activities:		
1: Master programme: International Education and Development		
2: Training/capacity building		
3: Text book production		
Publication and dissemination:		
Scientific articles in journals, chapters in books, leading articles, reviews or features	15	
Hereof number of articles in international or national peer-reviewed journals	10	
Scientific books, textbooks, dictionaries and reports published by publishing firm	3	3
Scientific reports, theses, abstracts published by institutions or organizations	0	
Papers/presentations at international conferences and/or professional meetings	25	
Delivery of lectures and speeches aimed at the general public and/or scientific audience	8	
Other scientific results (sound material, software and data program etc.)	1	
Training of staff members:		
Librarians		
Technical and administrative staff	3	2
Leadership/management	5	
Other	20	22
Physical infrastructure/technical and scientific equipment:		
Computers, printers and copy machines will be provided by OUC in addition to installation support and training		Some equipment, fuel etc bought

FINDINGS

Production of training and education seems good. The number of master students reported is twice the planned numbers, and shows good performance. Publications and dissemination is overall less than planned. The project was delayed in 2009 as a consequence of the unrest in Malakal as well as the former academic project coordinator was replaced due to the new VC at Upper Nile University. The project was without an academic project coordinator for several months in 2009. This was a problem for the project and it took time before the new academic project coordinator observed any teaching or communicated with OUC.

Project was severely affected by the unrest at Malakal in 2009; the project was relocated quickly to UoJ. There seems to be some controversy around the decision to relocate the programme to Juba following the unrest in Malakal in early 2009. UoJ assisted in the relocation.

North partner is pleased with the relocation given the situation in Malakal, UNU are less pleased. UNU has a campus in Renk and also maintains a campus in Khartoum and would have preferred the programme to be relocated to one of its two other campuses. In Khartoum UNU had suggested that the programme be run out of the partner organisation listed in the project document, Ahfad University. UNU has made arguments in favour of their preferred choice of where to relocate the program however upon the insistence of OUC the decision was taken to relocate the program for a temporary period to Juba University in Juba. This would be a temporary relocation until conditions were more secure in Malakal and the damage sustained by UNU during the clashes of February 2009 was repaired.

Even though stability has returned and improvements have been made in the Malakal campus, according to UNU, at the time of writing the programme continues to be run out of Juba University, which is a disappointment for UNU.

The relocation to UoJ did not only come at great cost to OUC as stated in their Annual Institutional Report of 2009, but has also caused serious challenges to UNU, according to feedback from UNU. Project coordinators from UNU to be stationed

in Juba required significant compensation to counter the high cost of living in Juba. Coordinators stationed in Juba and academic staff from UNU would be separated from their families during their assignment in Juba – a situation which was for them untenable for long periods and which often resulted in them quitting their posts much earlier than planned. This high turnover of UNU staff associated with the programme has undermined the long term sustainability and institutionalization of the MA programme in Multicultural and International Education at UNU, according to the team’s finding.

Another point relates to the selection of candidates for both the MA programme as well as the PHD programmes offered by NUCCOOP. The first point is around the selection of the candidates which UNU currently has no role in, according to feedback. The first cohort of students which was left to UNU turned out to be rather poor and this led to the change in which OUC took the lead in selecting candidates. UNU felt left out in the process of jointly selecting candidates with OUC. A second point raised by UNU in relation to this was the suggestion that some of the scholarship positions for the MA and PhD programmes should be allocated to Teaching Assistants (TA) currently serving with UNU. This would represent a significant investment in the quality and number of staff serving at UNU and would also act as a reward for their TAs who receive very little by way of capacity building and further education opportunities.

Even though some controversies and challenges the project has had a production of training and education activities that is good.

NUCCOOP-2007/10005		IiN: Akershus University College
Bachelor programmes in Vocational and Technical Teacher Education Southern Sudan-Uganda-Norway		
P-type: Network		IoN: Upper Nile University

BACKGROUND

Skilled manpower is a bottleneck for improving living conditions and a rapid reconstruction of the infrastructure in post-conflict Southern Sudan. The overall goal, as de of the project is to establish an appropriate and sustainable capacity building programme for vocational education in Southern Sudan. This will involve both human resource development and institutional development.

The core of the programme is to educate the future cadre of leaders, managers, teachers, facilitators and community extension workers in vocational skills development. UNU, Malakal collaborating with Kyambogo University, Uganda and Akershus University College (AUC), Norway – wanted to start programmes for TVET professionals in two vocational domains: 1) Life skills (sector of reproduction); 2) Technical/ industrial skills (sector of construction and production). The first domain covers life skills and public services catering for household needs of particular significance for women and children.

The second skill domain is geared towards the needs for construction and maintenance of physical infrastructure, i.e. technical/industrial skills. The programme will be a pilot project in testing the potential of ICT in instruction, tutoring and for co-operation between individuals and institutions involved. An integral part of the programme will be research-based surveys and inquiries regarding traditions, needs, resources and alternative modalities for vocational skills development.

Kyambogo University, Uganda, is network partner.

OBJECTIVES (FROM THE PROJECT DOCUMENT)

The overall goal of the programme is to establish an appropriate and sustainable capacity building programme for vocational education in Southern Sudan. More specifically, the programme has three main objectives:

1. To educate professionals in Vocational Education to accommodate the demand in Southern Sudan for TVET teachers, managers, leaders, curriculum developers, capability building extension workers etc.
2. To develop the body of knowledge regarding needs, resources, culture and traditions for skills development in Southern Sudan.
3. To ensure sustainability of the vocational capacity building programme including both the human resource component and the organisational and institutional component.

Approach

The project has the follow approach:

1. Provision of studies in vocational education
2. R & D work: surveys of needs for vocational skills, curriculum development etc.
3. Institutional and organisational capacity building with particular emphasis on establishing working relationships with public and private stakeholders and co-operation with other TVET providers.

Activities

One of the main intended activities are training of Bachelor students, as well as training of some staff members. Some research was also planned. Also a major activity is development of curriculum and teaching methods.

EXPECTED RESULTS

Goal	Target	Performance 2010
Scholarships at Bachelor's level:		
Estimated number of scholarships for female students	120	0
Estimated number of scholarships for male students	120	0
Establishing a Bachelor Programme		-
Publication and dissemination:		-
Scientific articles in journals, chapters in books, leading articles, reviews or features	3	0
Hereof number of articles in international or national peer-reviewed journals	3	0
Scientific reports, theses, abstracts published by institutions or organisations	7	9
Papers/presentations at international conferences and/or professional meetings	7	0
Delivery of lectures and speeches aimed at the general public and/or scientific audience	7	1
Training of staff members:		
Librarians	2	0
Technical and administrative staff	6	0
Leadership/management	6	0
Other	20	1
Develop of curriculum and a teaching module, based on TVET Bachelor teacher education		Draft first refused by GoSS, then approved in 2010
Several workshops		Some workshops have been held.
Infrastructure improvements		Some improvements in infrastructure facilities are done

FINDINGS

This is the only project in the NUCOOP portfolio that did not start their core activities. Several challenges faced the project and it was discussed to close it down. Even though the challenges faced the collaboration to some extend related to substantial issues like difficulties with transferring money and that the concept was new to Sudan, UNU describe the

climate as being the most prominent difficulty. The partners however, came to an agreement on a continuation which was approved by SIU in December 2010.

Some activities have successfully taken place. Three Quota program Master's degree students in Vocational Pedagogy at AUC from Uganda and Sudan did their research work on behalf of the project in cooperation with teachers of the Vocational Training Centres in Yei, Wau and Malakal as a support for those teachers in vocational pedagogy. This research work was also useful for the project as a preparation for the future implementation of the bachelor program for vocational teachers.

A workshop with the staff at the Ministry of Education / GoSS has created more support and understanding for the need for skilled labour. That is important since the vocational training centres in Sudan "belong" to Ministry of Labour and has not been understood as education, but as training for those who are poor or have not got the relevant academic abilities, which of course is a misunderstanding.

The workshop with National Council for Technical and Technological Education has created enthusiasm for the NUCOOP TVET BA program in the North Sudan and a desire to be able to develop a similar program in the south.

There has been several challenges facing the project, and they are presented differently depending on which of the partners are asked. This reflects the challenging collaboration climate.

The first curriculum was not accepted by South Sudan. UNU argues that, AUC having developed the first draft of the curriculum lacked knowledge of the process for having the curriculum approved by the responsible bodies both at UNU and with the responsible Government authorities. This was largely due to inadequate communication, coordination and understanding between the two partners (UNU and AUC). Finally and after finding out that the first step was to have the curriculum approved by the Senate at UNU, AUC formally submitted the prescribed curriculum to UNU Senate. UNU in turn passed on the Curriculum to Sudan University for Science and Technology (SUST) for their review and comments. SUST came back with an alternative curriculum that would graduate students as teachers in Vocational Training rather than actual skilled craftsmen as had been previously suggested by the AUC Curriculum. With the approval from AUC the revised curriculum was then approved by the Senate at UNU.

Following the approval of the curriculum by UNU Senate the next challenge was to have the Ministry of Higher Education, Research, Science and Technology accept the programme and agree to the accreditation of students graduating from the Programme. To this end the Ministry of Higher Education, Research, Science and Technology established a committee with individuals from various universities to look into the matter and make their recommendation. The committee established would review the curriculum as well as look into the capacity of UNU to administer and run the programme.

UNU argues also that, the complications posed by the political setup between South Sudan and the Central Government in North Sudan were formidable and there has been little headway in overcoming this challenge. AUC through meeting with the GoSS was been successful in September 2009 at having the Ministry of Higher Education, Research, Science and Technology in Southern Sudan issue their own set of guidelines with regard to admission requirements for students to the College of TVET at UNU. However, due the authority on the final acceptance being vested in the National Ministry at the Central Government the deadlock remained unresolved.

AUC on the other hand argues in their reports, that the new VC at UNU has not been very supportive of the program when it comes to reality although he verbally has supported it strongly. A suggestion from the political authorities in Southern Sudan to change university was rejected by SIU/NORAD for legal reasons. The two parties have tried to start the program, but were once more delayed because of weak announcement handling from UNU and then late handing over of the applicants to MOHE/GNU. However, the new MOHE in GOSS has taken over responsibilities of southern universities and has demanded the program to start on 1 March first 2011. New announcement and admittance procedures have been carried out. The project's curriculum plan has been chosen by the ministry to be the one to be implemented.

NUCOOP-2007/10013		IiN: University of Bergen
Teaching basic sciences in laboratories and by field studies		
P-type: Bilateral		IoN: University of Juba

BACKGROUND

The core of the programme was a concerted natural science competence-building program focusing on establishing basic teaching laboratories at the UoJ where all five science based colleges will participate and use the facilities. A real and critical understanding of the basics in natural sciences require that the students are exposed to the material and to the problems through laboratory experiments and through applying instruments for observing phenomena in the nature.

Through discussions between members from University of Juba (UoJ) represented by College of Applied and Industrial Sciences (CAIS), College of Education Science (CE-S), College of Engineering (CE), College of Medicine (CM), College of Natural Resources and Environmental Studies (CNRES) and members from University of Bergen (UiB) at the Faculty of Mathematics and Natural Sciences (FMNS) (Eight departments: Department of Biology, Department of Chemistry, Department of Earth Science, Department of Geophysics, Department of Informatics, Department of Mathematics, Department of Molecular Biology, Department of Physics and Technology and Geophysical Institute) teaching based on the use of instruments either in laboratories through experiments or in field studies was identified as the most important approach to improve and found a bases for teaching in more applied subjects. Since such teaching has been conducted in well equipped teaching laboratories at the departments of FMNS UoJ can benefit from the experience generated at UiB.

The project wanted to cover infrastructure building and teaching in Sudan and also teachers from Sudan following specific courses in Bergen. Teaching at University of Juba in Khartoum planned also to include students and teachers from universities in other parts of Sudan especially the southern part.

Both Universities have extensive course programs on their curriculum and these courses will be used as a backbone for competence-building within the concept of the teaching program applied for here.

The funding available through this NUCOOP project only allowed financing teaching at basic levels, however, the intention was that these laboratories will make a bases for further expansion of laboratory based teaching through new funding.

OBJECTIVES (FROM THE PROJECT DOCUMENT)

The specific objectives of this proposal include:

1) Equipping three teaching laboratories for teaching: i) Chemistry, molecular biology and biology; ii) Physics, earth sciences and geophysics; iii) Computer science and mathematics.

The laboratories will be equipped with basic instruments and other equipments allowing teaching of students at the time. The facilities for these laboratories are present at the campus of UoJ, Juba and satisfy the requirements for such basic courses.

2) Equipping a repair and maintenance shop including the possibility to build simple instruments.

3) Develop good teaching programs for the laboratories

4) Training teachers and technicians from Sudan in Bergen to allow good maintenance of the instruments and equipments and to use these efficiently as teaching tools.

Approach

The approach is purchasing of physical equipment and training of staff. Partner staff participates in courses in Bergen and teaching visits from teachers in Bergen to partners in south.

Activities

Procuring and installing instruments and equipment in laboratories. A total of 8 persons from the technical staff and teaching assistants have been trained in Bergen in chemistry, seismology, meteorology, molecular biology and biochemistry. Some training if administrative staff at UoJ trained in computer skills and in the use of internet and by personnel from Bergen in accounting.

EXPECTED RESULTS

Goal	Target	Actual as of 2010
After two years the laboratories should be fully equipped accord to the planned budget and courses organized continually in the laboratories.	X	X
After the fourth year the study programs based on teaching laboratories should be included in the programs for each of the participating colleges.	X	X
Finally some candidates should be well into their PhD programs.	X	0
Since this program only is elements in other bachelor and master programs at UoJ direct counting of students graduated is difficult. However, the total number of student taking courses in the laboratories should after 4 years add up to at least 500.	>500	>500
Training of technical and administrative staff members	5	12

FINDINGS

The equipment were purchased and put into the laboratories as planned. When the review team visited the laboratories we were shown the equipment. Staff claimed that the equipment were in use for teaching. On the other hand, some students interviewed claimed that the instruments were not available for them, that they heard it was out of order.

More than five hundred students are trained in these teaching facilities in UoJ campus. Neither equipment nor teaching rooms/facilities are of sufficient size or quality to accommodate good teaching, according to findings from the field visit.

UiB reports that a number of technical and administrative staff members have been trained. However, there are still shortage of lab- technicians and lab-attendants. The progress has been slower than first outlined originally in the application for this project. The main reason for this is based on the general problems UoJ is facing; lack of promised governmental funding, rapidly increasing number of students, slow recruiting of well qualified staff both at the academic as well as at the administrative level and the general problems in the rapidly growing town of Juba. In 2009 the project also experienced that the national project coordinator left the project for secondment and was not replaced. At the time of the field visit one key staff at UoJ had three project coordinator roles including this one. There were no capacity building in 2009 but started early 2010. At the time of the field visit, December 2010, there were still a major gap in capacity for utilising and maintaining the installed equipment.

NUCCOOP-2007/10003		IiN: University of Life Sciences
Postwar Livelihood and Environment Studies		
P-type: Network		IoN: University of Juba

BACKGROUND

Urgent challenges in southern Sudan were identified as related to agrarian revival and development, and environmental rehabilitation. Although most of the people are farmers and/or pastoralist and have access to abundant land resources, local food supply is still inadequate and all the major towns depended on imported food. Women are to a large degree involved in agriculture, but are often deprived of access to production resources and input e.g. hoes, seeds, oxen for ploughing, and available equipment may be ergonomically inefficient and extremely burdensome. It is particularly difficult for widows and displaced people to re-establish themselves with agricultural production and livestock. Locally, land rights and conflicts may prevent agricultural development. Land rights in relation to women's access to land are an important issue in relation to livelihood revival. Restrictions on safe movement and destruction of roads have isolated producers from the markets and virtually removed all incentives for market oriented surplus production.

The gap is filled by traders who bring in food from Uganda or in the case of Upper Nile from mechanised farming areas in Renk. Local farmers found it hard to compete both in terms of price and quality. War related environmental impacts include bush encroachment in deserted areas, deforestation and over-use of land in crowded areas, and associated with

that, erosion and siltation of water courses, and spread of tsetse flies, sand flies and black flies causing serious diseases and restrictions for both livestock and human beings.

The complexity of the situation called – according to the partners - for a comprehensive study of farming communities (men and women) to document the situation, identify constraints, and find strategic areas of intervention for revival of the agricultural sector and for development of market oriented surplus production both in agrarian areas (Juba University) and in pastoral areas (Upper Nile University/Malakal). This also includes studies of environmental change related to war implications and post-war activities, particularly oil exploration in wetlands. Studies of wetland health were assessed as urgently needed.

UNU was network partner in the project until 2010.

OBJECTIVES (FROM THE PROJECT DOCUMENT)

To strengthen the capacities of Juba and Upper Nile Universities during their re-establishment in the South.

To carry out joint research on issues that is crucial for post-war revival of the agricultural and livestock sectors and for environmental rehabilitation.

Approach

Master and PhD education; capacity development through seminars and study visit; joint research among the partner institutions.

Activities

Master and PhD trainings. Study visits to Ethiopia and Uganda (Makerere University) and staff exchange. Joint research and publishing by the partners. The project also aimed for updating curriculum of courses and procurement of research equipment and general office equipment (laptops, printers, etc). Initially also library improvements, but later this part scaled down

EXPECTED RESULTS

Goal	Target	2010
Installing equipment for an animal nutrition laboratory. By end of the project the university has research and technical staff who can keep the laboratory operational.	Installed	Not yet installed
Estimated number of master scholarships for female students	5	2
Estimated number of master scholarships for male students	5	2
Fellowships at PhD level:		
Estimated number of scholarships for female students	1	
Estimated number of scholarships for male students	1	2
Livelihood and environment studies in pastoral areas:		
Scientific articles in journals, chapters in books, leading articles, reviews or features	10	2
Hereof number of articles in international or national peer-reviewed journals	5	0
Scientific reports, theses, abstracts published by institutions or organisations	14	2
Papers/presentations at international conferences and/or professional meetings	5	1
Delivery of lectures and speeches aimed at the general public and/or scientific audience	5	

Staff training by staff category:		
Librarians	2	
Technical and administrative staff	4	1

Finding

The project experienced a set-back during the Malakal incident, and after that the part of the project related to UNU moved to UoJ. The project management report that a clear statement from the UNU VC that the project is not in line with UNU's priorities, and that UNU is blocking the project activities. After these events the project management declared UNU's role in the project for discontinued.

The performance is good taken the set-back into account. South-south collaboration with Ethiopia is working well. A challenge is access to land for the project.

The project activities seem to run well. Although it has been delayed according to the original plan, the project appears reasonable well executed. This is the project with the closes link to South Sudan government. However, government involvement and capacity building has not worked. Government official did not participate in the planned activities.

The library component has been reduced as this is taken care of by other projects in the NUCOOP cooperation. The project has suffered from not receiving necessary books as the provider in the UK as well as handling agents have doubts to send to South Sudan of legal reasons.

NUCOOP-2008/10001		IiN: University of Bergen
Capacity building in Southern Sudan: Educating librarians for the future		
P-type: Network		IoN: University of Juba

BACKGROUND

The intentions behind this project is capacity building in southern Sudanese institutions of higher education, by educating librarians, especially female, to different levels of librarianship. This will be done both by tailor making a distance learning program, and by offering grants to follow the existing programs in Makerere, Uganda. At the same time the project aims at revitalizing the library and information science teaching at Juba University.

The project is cooperation between several Norwegian and Sudanese institutions of higher education. It will offer the program and grants to all universities in southern Sudan.

An adequate and up to date library is a fundamental requirement for research and teaching, according to the project partners. In order to fully utilize the electronic resources and a modern book collection, one must have trained librarians.

Network partners are UNU, OUC, UMB (Noragric), Makerere University, UBG, UiO and Bergen University College.

OBJECTIVES (FROM THE PROJECT DOCUMENT)

This project aims to develop library science training for people working in libraries in the South Sudan. The project has the following objectives: a) map the reasons why people (especially women) working in the libraries in these Sudanese Universities are not librarians; b) develop a distance learning program that will cater to the needs for more training and education; c) distribute grants for this program, as well as for ordinary Bachelor and Master studies in Library and Information Science for people (especially women) being recruited to work in southern Sudanese Universities; d) revitalize the Library studies at Juba University.

Approach

The project uses the following approaches: Mapping study and studies; curriculum development: development of teaching methodology related to distance education and creation of study modules. Training of master and bachelor students is also essential in the project.

Activities

Several larger workshops have been held in relation to the project. Several publications and dissemination have been made as well as curriculum for the distance education module has been prepared and reviewed. Master and bachelor students are under training.

EXPECTED RESULTS

Goal	Target	2010
Scholarships at Bachelor's level:		
Estimated number of scholarships for female students	2	1
Estimated number of scholarships for male students	2	3
Scholarships at Master's level:		
Estimated number of scholarships for female students	1	0
Estimated number of scholarships for male students	1	1
Publication and dissemination:		
Scientific articles in journals, chapters in books, leading articles, reviews or features	5	
Hereof number of articles in international or national peer-reviewed journals	3	
Scientific books, textbooks, dictionaries and reports published by publishing firm	3	
Scientific reports, theses, abstracts published by institutions or organizations	4	2
Papers/presentations at international conferences and/or professional meetings	3	15
Delivery of lectures and speeches aimed at the general public and/or scientific audience	5	5
Other scientific results (sound material, software and data program etc.)	1	
Training of staff members:		
Librarians	10	-
Technical and administrative staff	10	13
Leadership/management	5	-

FINDINGS

This is a network project with the Main Library at the UoJ and UiB as the partners. The project includes most NUCCOP institutions from both Norway and South Sudan as network partners.

Considerable production of training and publication material has been made, see table above. Regarding publications, the most of them are reported to be in the category of "Conference/seminar presentation without refereed paper" dissemination.

The project experienced some delays in start-up. The project coordinators in Norway and South Sudan struggled to find a common ground after the initial project document. The reason for the disagreement was that the allocation of roles and responsibilities. The development of the Project Document, the project had to include the department for library and information science at the UoJ. In this process the cooperation partners faced some disagreements and the project was stopped for some months. The temporary suspension of the project had some immediate consequences for project activities. The research for the fieldwork was postponed for five months, the costs of fieldwork became higher than expected and the workshop for postponed to November 2009. Even though this set-back activities were taking place in 2009 and progress for 2010 has been good.

NUCOOP-2007/10007		IiN: Oslo University College
Capacity Building in the field of Mental Health in South Sudan		
P-type: Network		IoN: University of Bahr el Ghazal

BACKGROUND

Historically, provisions for mental health programs in Southern Sudan have been minimal and no mental health services were available for the population. There is thus very limited knowledge and skills in mental health related interventions among health personnel in South Sudan. There is a need to build up competence among community health workers as well as among teaching staff in the medical schools and hospital staff.

There are a few studies of the mental health of the population in Northern Sudan, but mostly of the younger segments of the population. But the prevalence of mental health disorders and problems of the population is largely unknown in Southern Sudan however, and the available data mostly focus on refugees. Thus there is a need to study the mental health of the population in Southern Sudan, as well as their illness-related disability and needs for interventions on a primary, secondary and tertiary preventive level, in order to plan and develop mental health competence within the public community health services.

There is a particular need to study the possible mental health effects of the long term war situation and the effect of forced displacement in the population, in order to propose relevant interventions. However, the persons most in need of direct clinical interventions are the seriously mentally ill. The proposed study will focus particularly on this group (mainly consisting of persons with different psychotic disorders, substance abuse, serious affective disorders and serious posttraumatic stress disorders). The community health personnel will be offered a training program.

The project thus aims for providing epidemiological data about mental health disorders and problems, related disability as well as identification of needs. These data will in combination with the development and implementation of a model for competency building in the field of mental health constitute an important basis for the further development of low-cost community mental health services in Southern Sudan.

The network partners are Stellenbosch University, Ahfad University of Women and SINTEF Health Research.

OBJECTIVES

Overall aim: Develop research, teaching- and clinical competence in the field of mental health at Bahr El Ghazal University, in order to ensure sustainable capacity building in higher education institutions in Southern Sudan.

Specific objectives: Support competence building in the field of mental health through the provision of training opportunities (for university faculty members, planners and clinicians) in community health, equity in health, community mental health and health psychology, and enhance gender equality and promote women's rights in all programme activities.

Develop an international cooperation network between Sudan, Norway and South Africa to facilitate the implementation of capacity building activities and projects in the field of mental health.

Conduct a Mental Health research project in South Sudan, aiming to generate knowledge about the prevalence and course of mental health problems, as well as about poverty and displacement due to war as determinants for mental health problems.

Carry out a mental health intervention programme in areas that are deemed relevant to the goals and objectives of the Government of Southern Sudan, and evaluating the effects of this programme so that it can be used as a model for further development of mental health services in the region.

Approach

The project has development of research, teaching and clinical competence as its approaches.

Activities

Bachelor, Master and PhD education is an essential part of the education programme. Training of technical, administrative staff as well as a number of medical assistants and midwives is also included in the project. A research project including a

quantitative data collection is also one of the activities. Some procurement of equipment to facilitate for the research, training and administration of the project has also been made.

Expected results

Goal	Target	2010
Scholarships at Bachelor's level:		
Estimated number of scholarships for female students	1	1
Estimated number of scholarships for male students	0	0
Scholarships at Master's level:		
Estimated number of scholarships for female students	7	4
Estimated number of scholarships for male students	0	0
Fellowships at PhD level:		
Estimated number of scholarships for female students	0	3
Estimated number of scholarships for male students	1	1
Publication and dissemination:		No publications reported
Scientific articles in journals, chapters in books, leading articles, reviews or features	7	
Hereof number of articles in international or national peer-reviewed journals	5	
Scientific books, textbooks, dictionaries and reports published by publishing firm	0	
Scientific reports, theses, abstracts published by institutions or organizations	3	
Papers/presentations at international conferences and/or professional meetings	5	
Delivery of lectures and speeches aimed at the general public and/or scientific audience	5	
Other scientific results (sound material, software and data program etc.)	0	
Training of staff members:		
Librarians	2	
Technical and administrative staff	3	54
Leadership/management	3	
Other	2	67
Physical infrastructure/technical and scientific equipment:		
Funding of Smaller infrastructural facilities (Computers, scanners, copy machines & audiovisual facilities).		Some equipment bought
Development of curriculum and teaching methods:		
Curriculum revised and the courses in mental health will be updated with new approaches		No revision reported

FINDINGS

The project seems to be on track, even though the focused results have changed. No publications are reported in annual reports (2009 and 2010) or any revision of curriculum.

This was the first external/international collaboration for UBG. There was a South-South-North collaboration with Ahfad University for Women. This collaboration was assessed as good by the involved partners. North partner have learned a lot as well, not only the South partner. The data collected was of good quality, according to the project staff.

The review team also assess the project as good, related to a reported successful data collection and the significant training of both academics as well as practitioners (medical assistants and midwives). A large number of staff – mostly nurses and medical assistants– have been trained, mostly women. The project has managed to establish a network of nurses and medical assistants. In a longer term, the UBG hope to establish a Faculty of Psychology.

A challenge is to get the PhD's to finished within time, as PhD's need a considerable time to finish and that do not allow for any unexpected delays or changes. A challenge is also the security situation.

NUCOOPIN-2009/11101		IiN: University of Bergen
Guest house and teaching facilities at the University of Juba		
P-type: Infrastructure		IoN: University of Juba

Background

Both teaching facilities and affordable accommodation for teachers and visitors to UoJ are few. Particularly basic sciences, which is supported by NUCCOOP in other projects lack good quality facilities.

As hotels are expensive in South Sudan, also Juba, it is expected that the projects and university will save money of accommodate visitors and visiting teachers in own guesthouses.

Objective

Purpose and description:

i. Building a guest house for visiting staff: The guest house will be used by all visiting staff from Norway, other countries and other parts of Sudan actively involved in various projects at UoJ. The Guest House will have eight rooms, a room large enough to hold small meetings, an office space and a kitchen to be used by the guests during their stay in Juba. For the sustainability and development of the guest house, users will be requested to pay minimal rent to cover for maintenance and running expenses and other facilities not included in the project funds.

ii. Building a new teaching laboratory for basic science:

Part of the funds will be used to construct a laboratory building to facilitate basic science teaching at UoJ. The current lab buildings at the UoJ Campus are too small to meet the increasing number of students currently enrolled in science based colleges. The new laboratory building will be made large enough to facilitate the teaching of up to 80 students on laboratory skills, and will also include offices for teaching staff.

iii Renovation of the existing teaching laboratories: Originally this was included, however the PD obviously was updated after the decision of funding was made. The funding was lower than applied for so it was not expected that the funds would be enough to execute this part.

Findings

At the time of the field visit the construction were well underway. The guest house seems to have run smoothly up to this point. Both planning, procurement and implementation was going well. UoJ did not foresee any difficulties in finishing the building.

The construction of the laboratories had progressed well until agreed payment from UiB to UoJ was delayed. Then the work stopped until UiB had managed to transfer money to UoJ. At the time of the field visit also UoJ own funding was not in place. In the months after the field visit, the annual progress report of 2010 report that the laboratory building now is approximately 90% completed. The project is somewhat delayed.

The project at the time of this review is assessed to be good by the review team. It is crucial for the success that the buildings is completed and put into operation. Particularly the laboratory is important for UoJ, given the lack of suitable teaching facilities.

NUCOOPIN-2009/10602		IiN: University of Oslo
Guest house at the University of Bahr el Ghazal		
P-type: Infrastructure		IoN: University of Bahr el Ghazal

OBJECTIVE

The goal is to establish a guest house in Wau in order to accommodate teachers and staff at the University of Bahr el Ghazal who are in the process of repatriation to the south and for visiting projects partners.

FINDINGS

UBG and UiO report the guesthouse on their campus to be finished. The review team did not visit UBG during our field visit and did not verify this project on site. No particular issues or delays have been noticed by the evaluator and the project seems therefore to have reached its objectives.

NUCOOPRE-2009/11027		IiN: University of Oslo
Building an advance research capacity in Northern and Southern Sudanese universities		
P-type: Research		IoN: University of Bahr el Ghazal

Background

In connection with the NUCOOP-2007/10007 this project came as a separate project but closely linked with the activities taking part in the main project. The idea was to undertake two seminars in research skills. First seminar took place in 2010 and the last one year later.

Afhad University for Women is a network partner.

Objectives

Provide training in research skills in the field of mental health research. In Sudan – North and South – building on the emerging collaborative network related to the main project.

Findings

The first seminar was taking place in December 2010, only about two months later than planned. Last seminar is planned to take place December 2011.

The project is on track.

NUCOOPX-2009/10501		IiN: University of Bergen
Building a Library and Information Science Training Centre in Juba University (LISTC)		
P-type: Infrastructure		IoN: University of Juba

Background

Library facilities at UoJ are old and inadequate. To improve the facilities this project wants to build a new library space to complement the existing library building to accommodate the growing number of students. This extension will mainly be used for training purposes for the students of library and information science, and will be equipped with computers. It will be approximately 10 x 25 = 250 square metre in size and will be built in a separate space especially allocated by the University of Juba administration for this purpose. It will also be a vital facility for the training of librarians from the other libraries in South Sudan

Objective

The purpose of this building will be to offer more space in the library, and especially for the students of library and information science, with the objective to secure infrastructure required for quality teaching, library training programs and capacity building.

Findings

At the time of the field visit, December 2010, this project had not really started. There has been some symbolic activities as well as the construction company to do the work has been selected, however no contract signed as of 2010.

According to the project's annual report 2010, the foundation stone was laid in March 2010. Later, a better locality was found and allotted for the building. The project team met in Juba in September, 2010, for a Kick off meeting where the plans for the building was reviewed and developed. Also present during the Kick-off was an architect and a Norwegian expert who assisted in the final plans for the building. The drawings were initially made by University of Juba, Acting Resident Engineer Mr. Denis Wani who will also be responsible for supervision of the construction work.

During the Kick-off meeting, it was agreed that the building should start immediately and funds was transferred a month later October, 2010. However, due to the activities in the country which started with the long vacation at University of Juba to be followed by the Referendum, the signing of the contract between the selected contractor and University of Juba, was delayed.

The project is as of 2010 still on track as the major task to be done in 2010 was kick off and study trip and planning and drawings. The actual construction work was not planned before 2011. The project is in an early phase.

4.3 NUCOOP office

The idea of a NUCOOP office was born after the clashes in Malakal in 2009. The idea came from some Norwegian project coordinators, and was discussed with MFA and Norad, before it was implemented. Its role was designed according to the challenges faced in this earlier phase. In 2009 NUFU Programme board allocated 1.4 million NOK to the establishment and running of the office. A contract was entered between SIU and UoJ in January 2010 on the establishing and running of the office from 2010 to 2012. In May 2010 a NUCOOP office was operational in UoJ.

The main purpose of the office differs depending on who you talk to. The official Norwegian side, including SIU, say that the office had responsibility to serve and support all cooperation projects supported by the NUCOOP Programme at University of Bahr-el-Ghazal, Upper Nile University and University of Juba in matters regarding logistics, practical arrangements, and safety issues related to project activities. The reality on the ground is that only UoJ is focused, according to feedback to the review team. There have been contacts between NUCOOP office and other universities, but no collaboration. Even where efforts are made that easily covers all three universities the focus is on UoJ, for example in an effort to mark all NUCOOP equipment the coordinator wanted all equipment to be market NUCOOP University of Juba. The other universities did not want to mark their equipment as it belonged to UoJ.

While some of the Norwegian partners used the office, several of the Norwegian stakeholders told that they did not use it and some barely knew it was to their service.

The office shall not be responsible for the implementation or coordination of NUCOOP-funded cooperation projects.

Tasks for the NUCOOP Office in Juba include:

- Assisting projects with logistics, including but not limited to travel arrangements including accommodation, purchases, customs, permits, and transport within Juba
- Assisting projects and involved institutions in setting up meetings with governmental offices and other relevant offices in Juba (and other cities if relevant)
- Hosting meetings/making available facilities for meetings between project partners and projects
- Building and maintaining a close relationship and cooperation with the Norwegian General Consulate (GK) in Juba and forwarding all relevant information from the GK to project coordinators
- Giving advice regarding safety of project participants during travel and stay in Sudan
- Establishing a system of registration of project participants' travels in Sudan, and at all times be updated on project participants' travel schedules etc. (Norwegian citizens will in addition have to register at the Embassy in Khartoum and the GK in Juba)
- Developing a plan for how the NUCOOP Office shall act in case of emergency
- Assist project participants as far as possible in cases of emergency

The office has a separate office space with a separate advisory board. The office report to this advisory board with a separate budget and an independent role not related to the day to day activities of the university. The NUCOOP office has budget for equipment, expenses, transport and soon a vehicle.

The office has task of logistical and service oriented nature, like assisting Norwegian researchers when coming to Juba as well as helping UoJ staff and students when travelling to Norway, relieving the Norwegian institutions of practical and logistic work in this matter. Contrary to the impression from Norwegian side the review team does not see that UNU and UBG has been covered in the services given from the NUCOOP officer, including the example of marking equipment above. A travel to the other universities was on the officers "sometime" list, but not yet undertaken or planned at the time of the field work. The office, therefore, is to be seen as a sole UoJ service facility.

At the time of the field mission the office was a separate office space very central on campus, newly renovated and better equipped than any other office at the campus. Now the office has moved to a newly build NUCOOP office central in the new campus area. Given the modest standard of the buildings in UoJ, the NUCOOP office has a standard well above any other office that the review team saw during the field visit.

At the time of the field visit the separate office building on a central spot on the new campus away from the present campus was already built. However, water and septic tank was not yet in place as this was UoJ's contribution to the building of the NUCOOP office. This office building is fashionable build with tiles and large light offices, including meetings room and front office for the large head office. The remaining work is now done and the NUCOOP office has moved to the new facilities.

Even though the office at the moment has mostly logistical support services, plans and prospect indicate that it has aspirations for more. The NUCOOP officer has on its agenda also to build a good relation with the Norwegian General Consulate. SIU claim that this is for "for safety/security questions, specifically for Norwegian citizens involved in NUCOOP projects and travelling to South Sudan". The UoJ management has limited access to donors. It has talked to several but few are materialize. The review team still see the relation with the Consulate as a strategic one for NUCOOP office as well as for UoJ. Strategic relationships should be kept at the level of university management and not with separate entities.

The review team will question the concept of the NUCOOP office with a travel agency-like mandate, but given superior funds and resources (incl. unique office space). The office appears to have aspirations that indicate more influential and potentially powerful roles with key access to donors. These are roles that the review team would like to see given to the university management, and not to a middleman like NUCOOP, even though the initial idea from SIU was safety and security issues.

Some of the Norwegian stakeholders viewed the NUCOOP office as constructed to solve the problems during start-up and not to solve present challenges. Given the low level of support from the Norwegian partners the review team supports these views.

4.4 Achievement

According to the review teams findings the following achievements can be attributed to the collaboration:

- **Most projects are reasonably on track:** Most projects have progressed reasonably well, as discussed above. There have been challenges to overcome and maybe delays have occurred, but generally progress has been made with the exception of only one project that had not yet started its core activity (NUCOOP-2007/10005) due to reasons explained elsewhere in the report. Graduation of candidates is one aspect that seems to go well, even though the institutions may struggle to get them examined within the planned deadlines.
- **Several buildings on UoJ campus were close to completion when the review team visited:** All together these buildings would for UoJ – when completed – represent a significant capacity improvement. UoJ has several buildings under construction, like a computer hall being built by a Chinese oil company; half finished lecture hall facility funded by The Sudan Unity Trust (funding stopped half way). Many of them close to finalization. Also the NUCOOP programme has funded some of these buildings through the NUCOOP office and NUCOOPIN-2009/11101. Altogether the complete potential capacity is significant – however not close to match the needs- for UoJ. The team did not visit UBG, but have found that the guesthouse in the NUCOOPIN-2009/10602 project has been completed.
- **UoJ library (and likely UNU and UBG) capacity improved:** The library has been the largest success as well as being the key priority area. Three projects has been linked and given synergies on this area. These are the

JULAP (NUCOOP – 2007/10008), which developed into the EDLIB project (NUCOOP-2008/10001). A third project increasing library capacity is underway (NUCOOPX-2009/10501).

- **Staff capacity improved by exchange, training, visits and collaboration:** Generally the capacity of staff has developed throughout the programme. Particularly the library but also other staff and students involved have gained capacity.
- **Enthusiasm and volunteering:** The partners show a great deal of enthusiasm for the collaboration. The partners are not paid for time spent on the collaboration, as it follows a NUFU model (more on the NUFU model elsewhere in the report). As this is expected to be a part of the staffs' normal research salaries, no additional funds are allocated to such costs. However, as the research part of this collaboration is small, particularly the Norwegian partners report that the staff doing the coordination and non-research collaboration does this on a voluntary basis. The enthusiasm that is put into the collaboration is an important part for achieving success.

4.5 Challenges

According to the review team's findings, the collaboration faces the following challenges, related to project implementation and organisation:

- **The collaboration is a web of individual projects:** The programme now consists of altogether eleven individual projects. 7 multiyear projects as the core approved 2007 and 2008 and 4 projects approved 2009 with a quicker implementation schedule. These projects are run as individual projects with separate activities and management. Some projects are linked like the library projects, but the portfolio is not designed from a South Sudan perspective and in a holistic manner. The result of this is that the feedback and assessment reveals that the totality of the project does not match local/national priorities. The new projects funded after the third call for proposals (infrastructure projects) are support the implementation of the seven main projects. The project coordinators for these newer projects are also coordinators of one or several main projects.
- **Equipment bought not in use because lack of maintenance and repair as well as facilities/space:** Feedback from users (students) indicates that some of the equipment is not in use as intended because of need for maintenance and repair is not met. The team saw the equipment in lockers but not in use. Additionally the facilities needed to house the new equipment were not yet available due to the more immediate priorities stemming from the influx of students from the relocated Khartoum branch of the university.
- **Norway in the "driving seat":** The Norwegian partners has been in the driving seat", meaning being the dominant partner (discussed more in details elsewhere in this report).
- **Internet access** unstable and unreliable, maybe because of lack of technical qualified staff: A recurring challenge voiced by UoJ staff and students was access to internet. This is generally important for a university. For UoJ it was particularly challenging for the library as a significant part of their efforts related to access internet, either as access by staff searching for publications or for maintaining internet access for other staff and students that needed to search the net for information, references etc.
- **Funding:** NUFU funding not adequate for development assistance, according to Norwegian partners. This has evolved over time as also the funding framework within which the Norwegian universities has do work has had changed. In particular, the Norwegian partners point to the implementation of the university reform, which in an effort to further the internationalization of Norwegian universities and making them more internationally competitive has adopted a number of results and output based criteria for funding, reducing the relative importance of core funding (please see the NUFU evaluation for further documentation). Norwegian institutions claim that they are underfunded at the moment, as a consequence of the fact that the projects are much more development oriented than research oriented.
- **Linkages** between a limited research potential within the project and development priorities in South Sudan is another weakness. There does not seem to be enough dialogue with state institutions such as the Ministry of Higher Education, Research, Science and Technology, Ministry of Agriculture, etc to identify ways in which the cooperation programme could be more closely linked to the development priorities of the new state. For example the petroleum sector and how the university programmes might better develop their students to be able to provide some level of technical expertise to support the sector, whether exploration, geological studies or other petroleum related activities.

4.6 Project implementation and organisation:

4.6.1 *Organisation and management with focus on the organisation at and between the participating universities,*

The programme consists of a web of individual projects, as described above. The South Sudan universities talked to see a need for a more programme oriented approach where south's needs are priorities. While some cross-project coordination is taking place and three projects had same project coordinator for some time, the projects do not make a holistic entity but reflects mostly the interest from North partners (Norwegian). Even though the South partners wrote applications, the selection and influence up-front, during and after approval makes the North's interest dominate.

The projects are run with one project coordinator in Norway and one in South Sudan. The South partners are said to be "easy to talk to", but Norwegian partners take normally lead. The project coordinators on Norwegian side have been stable and most coordinators that were the enthusiasts behind the proposals and applications are now still the coordinators. On the Sudan side there have been several changes, as some project coordinators have found other jobs outside university. This seems to be mostly due to the low pay offered by the Universities and the somewhat large staff turnover. There is also an increasing competitive labour market for skilled and educated personnel in South Sudan, because of the large influx of donors, NGOs and growing government sector. This has caused three projects to have the same coordinator for some time (NUCOOP- 2007/10008, 2007/10013 and 2008/10001). There is some coordination between projects, but still it's not a programme. A NUCOOP office has been established to facilitate practical arrangements etc.; however this office has no role in project coordination.

Project coordination is not paid for on the Norwegian side. The NUFU model only pays for project costs, and since the project are regarded as research projects the time spent from the Norwegian side are research time already provide from the Norwegian institutions. Norwegian institutions appear to accept this for research projects, but claim that this is difficult when project turn out to be development projects. In the NUCOOP projects most of the projects are de-facto development projects. Most of the projects have little research elements like the library projects which involves building library capacity and where non-research staff from library, UiB, is working on the project. The idea from Norad side is that NUFU should give incentive for research collaboration between north and south, without funding fees for Norwegian staff.

4.6.2 *Programme approach*

As mentioned above the programme is a NUFU programme, managed by SIU. SIU procedures have received some criticism from particularly Norwegian partners:

- Has bureaucratic administrative and management systems and procedures, please see elaboration below
- SIU is not a partner as SIU is not very solution oriented
- NUFU procedures as used on NUCOOP; however the programme is more development oriented. This was a part of the overall criticism from particularly Norwegian partners and supported by the team.
- SIU should intervene when necessary: SIU may be passive in situations where involvement was necessary or beneficial.
- Lack of flexibility: SIU's administrative and management systems are regarded as generally inflexible, however with positive examples on the contrary.

Regarding 1 SIU has bureaucratic administrative and management systems and procedures: This is a criticism that is mirroring a similar criticism in the NUFU/NOMA evaluation report. NUFU evaluation refers complaints concern access and dialogue and decision making systems of the NUFU and NOMA Boards which are not experienced as fully transparent. The NUFU and NOMA administrative systems are seen as unnecessarily complex. The review team assess that the criticism made of NUFU also is valid for NUCOOP as a NUFU programme.

The NUFU evaluation refer to inadequate mechanisms to assess the work done, by reference to output, outcome or achievement indicators as a general problem associated with both the NUFU and NOMA programmes. Also the NUCOOP reporting contains large amount of narrative information, but little qualified and quantitative information. The outputs are listed in normally unnecessary detail, for example for trained candidates the reports give from eight (for technical and administrative staff on short-term training) up to 17 items on information (on PhD candidates).

These pieces of information include names of individual candidates, gender, e-mail address and phone (not normally filled in). Such information will normally not be relevant data for most readers and should be presented as an annex; instead the projects have this information as main and sometimes only information in the project results section of

reporting. A summary aggregated table is normally not presented. This information is therefore not used for presenting if the project is fulfilling the set targets and objectives. An interested reader have to manually count the number project result (Part C of reporting) and then refer to the project document – as well as documentation in between to verify changes – to verify if the project are producing the defined project results.

Changes in expected results often also occur, but changes are often not presented in line with original expected results/outcomes. Therefore the total picture of the project becomes hard to see, even with considerable effort from the reader. The team assess this reporting not to be in line with good logical framework practice which tries to – through the logical-framework matrix – to present a holistic and readable oversight of the outcomes. The present format of planning and reporting does not make an assessment easy.

While SIU do from time to time aggregate numbers and read the reporting with interest and effort, the team believe that decision making information are not available or clear to SIU and other decision makers, in time for possible necessary decisions. Reporting should be done in a way that allows the reader to assess if the project has reached its targets or benchmarks set out in the project documents. This would allow SIU to have better oversight and decision making.

4.7 Relevance

The review team was asked to assess the relevance of the activities being undertaken in the projects according to a) institutional strategies at the partner institutions in Sudan, b) governmental policies in Southern Sudan, c) development challenges of Southern Sudan, d) Norwegian policy for development cooperation with Sudan, and e) the aims and objectives of the NUCOOP Programme.

South priorities

The analysis below will first take a closer look at a) and b). We will take as a starting point that the expressed strategies and priorities from the UoJ, as representative for the partnering universities in the south. To a lesser extent the development challenges of South Sudan, simply because they are less specified for the Higher education sector. At the time of the field visit the Ministry of Higher Education, Research, Science and Technology were just established and not yet operational.

The clear urgent and important first priority for Southern Sudan's universities, are infrastructure to receive the already relatively large number of returning students and staff. The relocation started already in 2005, at a time where for example UoJ's campus in Juba where in a bad state after being neglected for decades. At that time UoJ campus in Khartoum had 12 colleges and five specialist centres, and about 20 000 students and 655 staff, according to information given to the team.

The original university facilities in Juba was not build for more than 1000 students, in addition to the fact that the buildings are old and inadequate constructed to present standards. At the time of the field visit eight faculties have relocated and 4000 students have followed recently. There were still about 12000 students left in Khartoum.

According to local newspapers, additional 4000 South Sudanese university students have rushed to their homelands immediately after the referendum, adding to the challenge both for UoJ as well as for the other universities.

Already the facilities in Juba are insufficient. New buildings have been erected but finalisation remains on all of them, as this is UoJ's own equity share of funding. See elsewhere regarding the challenges with the remaining funding.

The NUCOOP project is one paper one of many donors for UoJ, but unfortunately one of very few that has materialized. As funding from government or donors is not available for infrastructure, this remains an unsolved urgent task for the universities. The NUCOOP programme only to a limited extent align with the urgent priorities for UoJ, and likely for UBG and UNU. NUCOOP construct buildings, but not for students. NUCOOP builds guesthouses for lecturers and it builds a separate building for its own use, the NUCOOP office. The remaining broad based assistance given from NUCOOP like basic science equipment and strengthening of the library service is important but not as urgent.

The team therefore assess the relevance from a south perspective to be somewhat important but not urgent. We understand that the university has to focus on urgent and important needs in the near future.

North partners priorities

Norway is proud of its support and influence to Sudan, where the long history of collaboration with Norwegian universities is one of the proud aspects. The three focus areas for Norwegian support are a) basic services, b) governance and c) private sector, under b) governance there is a limited focus on higher education. The Norwegian efforts therefore are based on a long-term collaboration that is seen as a positive contribution, and not as a part of core strategic priorities. The Joint Donor Office does not have higher education as core strategic priority.

Another issue is if the NUCOOP programme supports any or some of the main objectives for Norwegian development assistance. In this respect particularly the objective of promote the proper management and utilization of the global environment and biological diversity, seems directly relevant to this collaboration. The other objectives are also supported but more indirectly. We assess the collaboration to be relevant in respect of the Norwegian priorities, partly because of the broad nature of the main objectives.

The NUCOOP programme

The objectives for the NUCOOP programme are elaborated in detail under chapter 1 Introduction. Below we briefly assess each of the five objectives:

1. stimulate co-operation between higher education institutions (HEI) in Sudan and Norway: Clearly the programme has achieved this and very much so. This is the only or at least the largest cooperation benefiting at least the UofJ and likely also UBG and UNU.
2. stimulate co-operation between HEI and the government at local, regional and national levels in Sudan: The team struggles to see a significant stimulation to such collaboration. Very little involvement from government was found during the field visit. It was not possible to find government staff that has been actively and significant involved in the collaboration, even though particularly the livelihood project had government involvement.
3. develop national, regional and international networks between higher education institutions in Northern and Southern Sudan and Southern-Southern-Northern institutions: The collaboration with Makerere University and Kyambogo University are the most significant result for this objective. Also Ahfad University for Women in Khartoum are a positive example. The relation with Makerere in particular seems vibrant and with potential. Makerere found the collaboration of interest and may be interested in expanding such collaboration.
4. support leadership and management training and education of personnel at institutional level: Management improvement has been most significant for the library but also other programmes benefit both of the training as well as of the learning and experience of running this collaboration. This benefit includes the project coordinators as well as other stakeholders at the South Sudanese side.
5. enhance gender equality and promote women's rights in all programme activities: Gender aspects are being paid attention to and the rate of female stakeholders are sometimes more than 50%. Gender equality is even though still a challenge in programme activities, like the challenge with finding female applicants.

The team assess the programme to support four out of the five set objectives, objective 1, 3, 4 and 5. Objective nr 2 "Stimulate co-operation between HEI and the government at local, regional and national levels" is not significantly achieved in the programme.

4.8 Risk management

The review team is asked to identify risk factors to a successful implementation of the programme and assess how the projects are handling these risk factors. The following are key risk factors that the team like to highlight:

Key and trained staff leaving university

Well qualified staff at the universities is in much demand by the growing labour market in South Sudan. Many donors, NGOs and companies are establishing or expanding in South Sudan. Also the South Sudan government are likely to be attractive employers for either key local staff or staff or students that have received training or qualifications from the NOCOOP programme. There is therefore a risk that a number key staff may leave their positions and this may be at threat to the project objectives. Some project coordinators have already left and replacement has been difficult. Also other staff like trained library staff may be attractive to the labour market. Already staff going for training sign an agreement for working at the university some time after completing the training. Mitigation strategy should be to monitor the situation and keep the compulsory working period long enough.

Political context (referendum)

At the time the team visited South Sudan the referendum were a few weeks ahead. Later the referendum has taken place and the result was for separation. There is still tension and a political situation that may hamper the collaboration is a possibility. Mitigation strategies should be to monitor the situation closely.

Security situation

Related to the political situation is the security situation. Incidents have happened like the unrest in Malakal. The security situation was relatively frequent mentioned as a risk factor by local and Norwegian partners. Mitigation strategy should be to monitor the security situation closely in areas where NUCOOP operates. Plans for handling situations that may put

Mid-Term Review of Norwegian Cooperation for Capacity Building in Sudan

NUCOOP related staff and students at risk should be made and distributed. This could be a task for the NUCOOP office manager which already has logistical responsibility.

5 Conclusions and Recommendations

Based upon the findings and analysis made above, the review team reached the following conclusions and recommendations, as elaborated in the main text of this report.

5.1 Context factors

When assessing the NUCOOP programme the following context factor should be in mind:

- Capacity related to all aspects is low in South Sudan. South Sudan had no significant infrastructure a few years ago, and progress is made, however still the gaps are huge. This also relates to universities, which struggles with coping with large number of returning students and staff, with insignificant human resources and physical infrastructure.
- For a few years ago the campus was in Khartoum and the old buildings in Juba campus were more or less empty and outdated. When transfer from Khartoum started and got momentum, the facilities were way to insufficient and inadequate.
- There is a challenging security situation in parts of the South Sudan area, a situation that is likely to remain in the immediate future.
- The CPA has created peace and relative stability in Sudan. The CPA is now close to an end. The agreed referendum was held early January 2011, and South Sudan is in a six months transition period, at the time of writing this report.
- The NUCOOP programme is a part of the Norwegian Programme for Development, Research and Education, NUFU, cooperation. The NUFU programme is not designed to do development assistance, but has been applied as the most adequate means to fund NUCOOP.

5.2 Conclusions

The overall conclusion is that most projects have progressed satisfactorily. Particularly the library projects have altogether produced a significantly improved library service. The programme has therefore performed satisfactorily, however not without prospects for improvement.

There are still significant ownership issues related to dominating Norwegian partners.

5.2.1 Achievements

According to the review teams findings the following achievements can be attributed to the collaboration:

- Most projects are reasonably on track and most projects have progressed well.
- Several buildings on campus were close to completion at UoJ when the review team visited campus. Altogether these buildings would – when completed – represent a significant capacity improvement for UoJ.
- UoJ library (and likely UNU and UBG) capacity has improved. The library has been the largest success as well as being the key priority area.
- Staff capacity has been improved by exchange, training, visits and collaboration. Generally the capacity of staff has developed throughout the programme.
- The partners show a great deal of enthusiasm for the collaboration. The partners are not paid for time spent on the collaboration, as it follows a NUFU model (more on the NUFU model elsewhere in the report). Therefore there has been a significant of volunteering from the Norwegian side towards the NUCOOP projects.

5.2.2 Challenges

According to the review team's findings, the collaboration faces the following challenges. For elaborations please see main text:

- The collaboration is a web of individual projects. The programme now consists of altogether eleven individual projects, even though there are linkages between some of the projects.
- Projects that does not have sufficient commitment and ownership, like the projects with UNU, tend not to succeed. The new top management of UNU has signalling disagreement or wanted to change priorities of NUCOOP projects.

- Reporting is not up to par. Reporting contains large amount of narrative information, but little qualified and quantitative information.
- Equipment bought appeared not to be in use because lack of maintenance and repair as well as facilities and space. Feedback from users (students) indicates that some of the equipment is not in use as intended because of need for maintenance and repair is not met.
- The Norwegian partners have been in the “driving seat”, in the sense that they have been the dominant partner.
- A recurring challenge was access to internet. This is generally important for a university.
- Linkages between a limited research potential within the project and development priorities in South Sudan is another weakness.

NUCOOP office

The review team will question the concept of the NUCOOP office with a travel agency like mandate, but given superior funds and resources (incl. unique office space), but with aspirations that indicate more influential and potentially powerful roles with key access to donors. These are roles that the review team would like to see given to the university management, and not to a middleman like the NUCOOP office coordinator, even though the initial idea from SIU was safety and security issues.

Some of the Norwegian stakeholders viewed the NUCOOP office as constructed to solve the problems during start-up and not to solve present challenges. Given the low level of support from the Norwegian partners the review team supports these views.

Relevance

The team assess the relevance from a south perspective to be somewhat important but not urgent. We understand that the university has to focus on urgent and important needs in the near future. The NUCOOP programme therefore does not respond to universities first priorities.

From the North perspective the programme support four out of the five set of NUCOOP objectives, objective 1, 3, 4 and 5 (please see main text for details). Objective nr 2 “Stimulate co-operation between HEI and the government at local, regional and national levels” is not significantly achieved in the programme.

Risk management

Well qualified staff at the universities is in much demand by the growing labour market in South Sudan. There is a risk that a number key staff may leave their positions and this may be at threat to the project objectives. Mitigation strategy should be to monitor the situation and keep the compulsory working period long enough.

5.3 Recommendations

Based upon over findings and conclusions we recommend the following actions to secure future success, cope with challenges, improve relevance and reduce risk:

Build on success

The programme – with all their individual projects – has generated success. The programme should continue, not necessarily all projects. It is beyond this evaluation to make individual reviews of the projects, beyond what is done under the project performance section. However, projects with little real support or priority from partner universities’ top management, or that breach other key criteria for good aid effectiveness, should be potential candidates for exit.

The successes should be continued and strengthened. The review team believes that it is these strong aspects that are likely to be what generate the most significant benefits. We see that the library concentration has given results, and therefore we encourage therefore the programme to concentrate to generate larger significant results that what small scattered individual projects can do.

Move towards programme

NUCOOP should move towards a programme approach. At the moment it is mostly individual projects with individual strategic processes, plans and management, with insufficient ownership from university management.

The NUFU programme approach

The team recognizes the funding gap, which requires Norwegian universities to find committed people that are willing to work on a voluntary basis to at least some extent. We support the Norwegian partners in their views that NUFU are not designed for development projects, but for research, and that this creates a tension within NUCOOP. Funding gaps also arise from university reforms, aspects that are well covered in the NUFU evaluation, and will not be elaborated here. The

review team assess the funding issues as important but that it needs to be resolved on a NUFU programme level not on NUCOOP programme level, and therefore will not be discussed in more detail in our report.

Redesign reporting

Redesign reporting to be readable and in line with good performance and results management, Norad's guide can be used as a starting point.

Be aware of challenges related to weak institutional capacity

The transitional context of the country during which the programme is being implemented possess a great deal of challenges. The strenuous relationship between the Government of National Unity (GoNU) and the Government of South Sudan (GoSS) established under the CPA and the interim Constitution of 2005 has resulted in the formation of new and under-capacitated institutions which to date have remained in effective or all-together dysfunctional. Within the context of Higher Education and Vocational Training institutions at Central Level (Khartoum) and South Sudan levels the complications are just as much and coordination between state organs and ministries remains hampered and impacted as a result of political differences between the two ruling political parties – SPLM in South Sudan and NCP in North Sudan.

With the South Sudan Referendum which was carried out in early 2011 and the resulting secession outcome the complexities regarding legislation and policy making between the Centre and the South may have been partially resolved, and will most likely resolve many of the problems that were caused during the interim period (2005-2011). Nonetheless, weak institutional capacity in South Sudan will continue to raise other stumbling blocks and challenges to the program.

Improve inter-university coordination and communication

Coordination and communication between the universities (South-South and North-South) also needs to be strengthened. It is evident that infrastructure challenges do exist nonetheless with more effort these are not insurmountable. The real challenges lie with the universities in South Sudan where a greater commitment is needed at the higher levels of leadership in the universities. Implementation to date is suffering due to the lack of ability by the South Sudan universities to integrate the work/programme into their existing structures. The programme also suffers from insufficient policies which can address the grievances of the universities in South Sudan. Policies regarding selection of candidates for the various MA and PhD programmes, and with regard to procurement and ownership of assets purchased through the programme, as well as incentives and compensation for project staff need to be put in place and unified across the running projects. Such policies are better developed through a participatory and consultative process which would involve the partners jointly as well as the persons hired and working with the programmes.

Improve ownership

Ownership remains a formidable challenge – where the partners in South Sudan up until now have shown very little sense of. This can be largely attributed to the fact that the purse strings are to a great extent controlled by the Norwegian Partners and the role of the South Sudan partners is merely to submit their budgets and account for the funds which are advanced to them.

The projects do not seem to match particularly well the priority needs of the South Sudan universities during the current period. Norwegian partners find most of the South Sudan partners easy to talk to, some have communication challenges; however none work out priorities in a participatory way with the South Sudan university partner. The projects should be more flexible and streamlined to recognize that there are priorities which if unattended to will only reduce the engagement and responsibility levels of the South Sudan university partners, leaving the Norwegian partners with the continued responsibility of being the driving force for NUCOOP and its progress.

It would be advisable to explore mechanisms whereby greater responsibility and participation might be entrusted to the universities, despite that fact that this might result in some inefficiency.

Several of the projects where UNU has been south partner have changed or experienced difficulties. The UNU top management have expressed disagreement with the Norwegian institution. In some projects like the NUCOOP-2007/10003, the disagreement caused UNU not to be a part of the project. This is a suitable way of acknowledging and respecting that a key partner does not have ownership to the project ideas. Acknowledging and respecting south partners' priorities, even though the Norwegian stakeholders may disagree, should be the preferred approach in the collaboration.

Realistic expectations on capacity building

Capacity building within the academic and administrative domains is questionable. This however is to a large extent beyond the control of the partners, where the context and challenges being faced by the universities are quite significant. Security conditions, high turnover in leadership positions both within the universities as well as within the relevant state ministries, lack of adequate infrastructure and resources, under-staffing are all working in combination to deter any meaningful capacity building advances within the higher education universities involved in the programme. This is not

expected to change any time in the near future, and the programme must be realistic in its expectations and pursue a longer-term view to capacity building.

Support should be extended to the partner universities in South Sudan which would help them in setting up better and integrated structures/committees whereby their learning, both academically as well as organizationally, from the experience to be derived from NUCCOP may be captured.

Improve documentation and reporting in South Sudan partners

Documentation and reporting regarding the project and partnerships at the level of the universities in South Sudan is inadequate. Monitoring and reporting is seen as a way of fulfilling the requirements for continued funding rather than a process whereby institutional memory might be built up and learning's consolidated. Norwegian partners would be advised to work with their partners in South Sudan to help them improve their own internal reporting and monitoring processes whereby reports may be discussed, lessons captured and new directions agreed to.

Annex 1: Terms of Reference

TERMS OF REFERENCE

REGARDING

MID-TERM REVIEW OF NORWEGIAN UNIVERSITY COOPERATION PROGRAMME FOR CAPACITY BUILDING IN SUDAN (NUCOOP)

1. BACKGROUND

Norwegian Ministry of Foreign Affairs (MFA) expressed in 2006 the need to support the implementation of the Comprehensive Peace Agreement and contribute to poverty reduction in Sudan, and the interest to make use of the knowledge and experiences on Sudanese affairs that existed in Norwegian institutions of research and higher education. MFA requested in letter dated 23.03.2006 Norad to establish a programme for a university cooperation, and Norwegian Centre for International Cooperation in Higher Education (SIU) was requested to administer the programme.

The Programme Document for the Norwegian University Cooperation Programme for Capacity Development in Sudan (NUCOOP) was finalised in August 2007. The programme includes the following aims and objectives:

The Overall aim of the programme is to:

Contribute to the development of sustainable capacity of higher education institutions (HEI) in Southern Sudan and other marginalised areas to provide the workforce with adequate qualifications in selected fields of study through multiphase cooperation. In the first phase of the Programme (2007-2011), the geographical priority will be Southern Sudan.

The objectives are to:

1. stimulate co-operation between higher education institutions (HEI) in Sudan and Norway to produce research and knowledge in areas that are deemed relevant to the goals and objectives of the Government of Southern Sudan: agriculture, education, health, gender equality, water, sanitation, land management, public administration and infrastructure, as well as socio-cultural issues
2. stimulate co-operation between HEI and the government at local, regional and national levels in Sudan
3. develop national, regional and international networks between higher education institutions in Northern and Southern Sudan and Southern-Southern-Northern institutions (e.g. Kenyan, Tanzanian, Ethiopian and Tanzanian, South African + Sudanese and Norwegian)
4. support leadership and management training and education of personnel at institutional level (laboratories, libraries, management, etc.)
5. enhance gender equality and promote women's rights in all programme activities

The programme document was appraised by Norad 03.10.2007 and the Contract between Norad and SIU was signed by Norad on 03.10.2007 and by SIU on 08.10.2007. Clause 6 of the agreement says: NUCOOP shall be reviewed at least one time during the programme period 2007-2011.

2. PURPOSE

The main purpose of the review is to make an assessment of the NUCOOP Programme. The assessment should focus on the implementation of NUCOOP-supported projects, including organisation and management. In particular, and

especially it should consider analyse whether to what extent the projects are 'on track', how the achievements have been so far and which needs there are for possible adjustments. In addition, the review should assess the relevance of the activities being undertaken.

The review should make recommendations with regard to the remaining programme period and beyond. The review should relate to both learning and accountability.

The findings of the review will be used by the participating institutions as well as, SIU and Norad/MFA to make adjustments in the organisation and implementation of the projects in this programme period and will give input to a possible next phase of the NUCOOP Programme after 2012.

3. SCOPE

The review is to cover the period from the initiation of the programme in 2007 until the start of the review, and assess the following aspects:

3.1 Project implementation and organisation:

The review is to assess the implementation of each project supported by the Programme, with a focus on:

- organisation and management (with focus on the organisation at and between the participating universities),
- the approaches that have been chosen,
- preliminary and likely achievements,
- possible deviations between the activities planned for and the activities that have taken place so far.

The review should examine whether approaches, organisation and cooperation between the partner institutions are adequate in order to achieve the aims set out in the project documents. Challenges faced by the partner institutions in Sudan and Norway in putting the planned activities into practice should also be identified. Recommendations on how to improve project implementation and organisation in order to reach the aims of the projects should be made (see 3.3 below).

3.2 Relevance

The review is to assess the relevance of the activities being undertaken in the projects according to institutional strategies at the partner institutions in Sudan, governmental policies in Southern Sudan, development challenges of Southern Sudan, Norwegian policy for development cooperation with Sudan, and the aims and objectives of the NUCOOP Programme.

3.3 Risk management

The review is to identify potential risk factors to a successful implementation of the programme and assess how the projects are handling these risk factors.

3.4 Recommendations

The review should make recommendations with regard to the remaining programme period (with focus on recommendations relevant to project implementation and organisation) and a possible next phase of the NUCOOP Programme after 2012.

The Review team is free to propose additional aspects and recommendations as found relevant.

4. THE REVIEW TEAM

The review team shall consist of two members, preferably including one member from Sudan. The members should possess knowledge of the role of higher education in development in general, and of the Sudanese society, policies and higher education system including recent and future challenges. All consultants need to have experience with evaluation/review work. Proficiency in English is required. Gender balance in the team is encouraged.

The analytical and practical framework for the review as a whole shall be developed by the team. One of the team members will act as the team leader and be responsible for delivering the review report. Further distribution of responsibilities shall be done within the team.

5. IMPLEMENTATION

5.1. Methodology

The review should be based on a desk study and field visits.

The desk study requires familiarisation with relevant agreements and correspondence between MFA, Norad and SIU, Annual Reports, minutes from meetings, call for proposals, etc. The NUCOOP specific documentation required to carry out the review shall be provided by SIU. In addition the desk study requires a review of relevant policy documents by the governments in Sudan and Norway. The review team may in addition identify and study other relevant documents produced by other donors or other institutions in Sudan covering related subjects.

The field visit to Sudan shall include visits to all the universities cooperating with support from the programme, in-depth interviews with the leadership and administrators at these institutions, the coordinators and organisers of projects, students supported by the programme and relevant staff from policy making institutions.

Interviews with leadership, administration and project coordinators at the Norwegian partner institutions shall be conducted. In addition the reviewers shall conduct interviews with relevant personnel at MFA, Norad and SIU.

An important task for the review team will be to develop a methodological approach which allows the team to address the evaluation topics in a thorough and precise manner. The methodological approach must be presented in detail.

The consultants will be free to divide their field visits according to competency under the various components. However, the consultants shall coordinate their programmes and interviews in order to reduce demands on the Norwegian Embassy in Khartoum and the Consulate General in Juba.

5.2. Timeframe

The time frame for the total assignment shall not exceed 30 working days (divided between the team members), including travel.

The timetable for the review is as follows:

Desk study, field visits and interviews	November 2010 – February 2011
Submission of draft report by the Review Team	1 March 2011

Feedback from MFA, Norad and SIU 15 March 2011

Submission of Final report 1 April 2011

The security situation in Sudan may be volatile. The upcoming referendum in Sudan 2011 may influence this situation. Any changes in the policy and security environment or developments that may impact on the implementation of this review shall immediately be discussed with SIU.

All expenses of the review shall be covered by the NUCOOP grant with the upper budget limit of NOK 250 000 incl. VAT.

6. REPORTING

The final report shall be of maximum 25 pages (annexes not included) in English. The report shall include an executive summary, considerations on methods applied, description of the development of the programme, major findings, conclusions and recommendations. The final report shall cover all issues identified in the ToR and be oriented towards providing practical knowledge useful to the implementation of the programme.

The final report will be submitted to SIU for approval.

The review team members shall be available for one or two presentations of the review at seminars in Norway and/or Sudan in 2011. Possible travel costs related to the presentations will be covered separately by SIU.

Annex 3: Field Visit Programme

Date	Activity	Time
13.12.2010	Interview with project coordinator for Edlib/Julap	09:30-10:30
	Interview with Physics	10:45-11:45
	Interview with Computer Science	12:00-13:00
	Lunch	13:00-14:30
	Interview with Chemistry	14:30-15:30
	Site visits with Resident Engineer	15:45-16:45
14.12.2010	Interview with Geology	09:30-10:30
	Interview with Library	10:45-11:45
	Interview with project coordinator Livelihood project	12:00-13:00
	Lunch	13:00-14:30
	Interview with students	14:30-15:30
	Interview with NUCOOP office	15:45-16:45
15.12.2010	Interview with Norwegian Consulate General	09:30-10:30
	Interview with Joint Donor Team	10:45-11:45
	Lunch	12:00-13:00
	Interview with Deputy VC	13:00-14:30
	Interview with project coordinator for Teaching Basic Sciences	14:30-15:30
16.12.2010	Workshop with UoJ	09:30-12:00
	Lunch	12:00-13:00
	Interview with Ministry of Higher Education, Research, Science and Technology	14:30-15:30
17.12.2010	Interview The Bridge University	09:30-10:30
	Team wrap-up meeting	10:45-11:45
	Interview with Makerere University	17:00-17:45

Annex 4: List of people interviewed

	Name		Title	Institution
Ms.	Kristin	Bugge	Head of International Section	AUC
Mr.	Johan	Houge- Thiis	Department Technical and Vocational Pedagogy and Teacher Training	AUC
Mr.	Duma	Christopher	Project/Operation Manager	Jamirk Construction Company
Mr.	David	Omandi	Site Manager	Jamirk Construction Company
Ms.	Ketil	Vaas	Policy Officer, Education	Joint Donor Team
Ms.	Lis	State	Senior Librarian	Makerere Universitetet
Mr.	Mou Mou	Athian Kuol	Under Secretary	Ministry of Higher Education Research, Science & Technology, GoSS
Ms.	Margot	Skarphaug	Senior Advisor	Norad
Mr.	Anne	Wetlesen	Senior Advisor	Norad
Mr.	Quintino Gorsh	Al-Tom	General Manager	Ophomi Construction
Mr.	Anders	Breidlid	Faculty of Education and International Studies	OUC
Ms.	Ragnhild Øien	Guldvog	Head Adviser	OUC
Ms.	Nina Scheldrup		Consul - Development	Royal Norwegian Consulate General, Juba
Mr.	Arne	Eide	Chief Scientist	Sintef
Ms.	Lisbet	Grut	Senior Social Scientist	Sintef
Mr.	Lars	Lien	Senior Scientist	Sintef
Mr.	Jon Gunnar	Simonsen	Senior Adviser	SIU
Ms.	Ragnhild	Tungesvik	Acting head of unit	SIU
Dr.	Andrew Anthony	Cula	Deputy Vice Chancellor	The Bridge University
Mr.	Yosa	Wawa	Vice Chancellor	The Bridge University
Mr.	Cagour Adong	Manyang	NUCOOP Coordinator	UBG
Mr.	Ole Gunnar	Evensen	University Library	UiB
Mr.	Dag E.	Helland	Department of Molecular Biology	UiB
Ms.	Ane	Landøy	University Library	UiB
Mr.	Ove	Stoknes	Head of Administration	UiB
Ms.	Marit	Egner	Adviser, International Research Cooperation	UiO
Mr.	Edvard	Hauff	Department of Mental Health and Dependency/Faculty of Medicine	UiO

Mid-Term Review of Norwegian Cooperation for Capacity Building in Sudan

Mr.	Tarique T.M.	Salah	Scientist	UiO
Mr.	Trygve	Berg	Noragric, Department of Internal Environment and Development Studies	UMB
Ms.	Joanna	Boddens- Hosang	Advisor	UMB
Mr.	Malong Keer	Aguto	Administrative Coordinator	UNU
Prof.	Faisal	Ibrahim	Deputy Vice Chancellor	UNU
Mr.	Deng Akol	Juach	Dean, Fac. Of Education	UNU
Ms.	Faiza	Ahmed	Deputy Dean (AIS)	UoJ
Mr.	Ruba	Candiga	NUCOOP office coordinator	UoJ
Mr.	Gabrieal	Choktap	Student Biology/Chemistry	UoJ
Mr.	Francis	Dida	Prof. Chemistry	UoJ
Ms.	Joyce	Enock	Library	UoJ
Ms.	Alyaa Hassan	Hilal	Medical Student Year 3	UoJ
Ms.	Mary Diko	John	Student Physic/Math	UoJ
Mr.	Cosmos	Jumar	Library assistant	UoJ
Dr.	Ladu	Kenyi	Head of Computer Department	UoJ
Mr.	Ayoub	Khalil	Deputy Vice Chancellor UoJ	UoJ
Mr.	Paul Guli	Lasuru	Chief technician	UoJ
Mr.	George	Lomude	Librarian	UoJ
Mr.	Robert	Lumasing	Library Attendant	UoJ
Mr.	Bojoi	Moses	Adminsitrator. Livelihoods Project	UoJ
Mr.	Anthony	Orilo	Lecturer	UoJ
Mr.	Lino	Qwalai	Physics Dept.	UoJ
Mr.	Denis Wani	Santo	Ag. Resident Engineer	UoJ
Ms.	Flora Ejoha	Severino	Lecturer	UoJ
Ms.	Martha Foaceo	Wawi	Student Physic/Math	UoJ

Annex 7: Documents reviewed

NUCOOP 2007-2012 Project Document	All project
NUCOOP 2007-2012 Annual Progress Report 2009	All project
NUCOOP 2007-2012 Annual Progress Report 2010	All project
NUCOOP Annual Institutional Report 2009	University of Bahr el Ghazal
NUCOOP Annual Institutional Report 2009	University of Oslo
NUCOOP Annual Institutional Report 2009	Upper Nile University
NUCOOP Annual Institutional Report 2009	University of Juba
NUCOOP Annual Institutional Report 2009	Akershus University College
NUCOOP Annual Institutional Report 2009	University of Bergen
NUCOOP Annual Institutional Report 2009	Oslo University College
Contract between Norad and SIU regarding NUCOOP	
First call for proposal NUCOOP	
Second call for proposal NUCOOP	
Third call for proposal NUCOOP	
NUFU NUCOOP Guidelines for Applicants	2007, 2008, 2009
NUCOOP Annual Report 2009	
Summons Annual Consultative Meeting about NUCOOP	2008, 2009, 2010
NUFU NUCOOP Programme Document 2007-2011	
Tripartite Contracts SIU, OUC, UNU	
Contract SIU Uof	
Annual plan for NUCOOP	2009, 2010, draft 2011
SIU	Report from SIU's visit to NUCOOP partner institutions in Sudan, 15-21 September 2009
SIU	Report from SIU's visit to Juba, Sudan, 1-5 March 2011 September 2009
NUCOOP Newsletter	1, 2 and 3
Odra, James (2008)	Proceedings of the Workshop in Livelihood and Environment in Equatoria and Upper Nile Regions of Southern Sudan
Norad (2009)	Evaluation of the Norwegian Programme for Development, Reserach and Education (NUFU) and of Norad's Programme for Master Studies (NOMA)
Technopolis (2010)	Evaluation of SIU - Norwegian Centre for International Cooperation in Higher Education