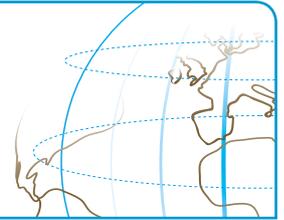


# NOMA 2010



NORWEGIAN CENTRE FOR INTERNATIONAL COOPERATION IN HIGHER EDUCATION

## Norad's Programme for Master Studies (NOMA) Annual Report 2010

July 2011



# Introduction

Norad's Programme for Master Studies (NOMA) and the Norwegian Programme for Development, Research and Education (NUFU) were evaluated in 2009, and the final report was presented in early 2010. The main conclusions in the report are that the contribution by both the NUFU and NOMA programmes to capacity building has been significant, widely recognized and highly valued; while there is now a need to revisit the programmes' capacity building concepts in order to also meet the demand for more holistic approaches which encompass the department, the faculty, and even the university management.

One of the recommendations from the evaluation was that more synergies should be sought between the two programmes, and as a first step towards merging NUFU and NOMA, a joint Interim Board for the NUFU and NOMA Programmes was established from 1 July 2010, replacing the former separate programme boards. The Interim Board's period of work will last until 31 December 2011.

Following the presentation of the evaluation report, Norad initiated a process for developing a new programme concept to succeed the NUFU and the NOMA Programme. The Interim Board has been an active player in this process, by discussing the emerging plans and providing input to Norad. Towards the end of 2010 the chair of the Interim Board participated in a working group in Norad that developed the first drafts for a programme document for the new programme. The development of the new programme is delayed, which is of great concern to the Interim Board. It is imperative that uninterrupted funding is secured for continued capacity building activities within the higher education sector in developing countries.

During 2010 more than 1,700 Master's and PhD students have been pursuing their degrees with support from the NUFU and NOMA programmes. The two programmes have for several years been Norway's main instruments for contributing to capacity

building in higher education in partner countries in Africa, Asia and to a limited degree in Latin America.

As the NUFU Programme moves towards its concluding phase and the majority of the NOMA projects are within the mid to end term of their project periods, one of the main challenges is to secure sustainability of the capacity and competence that has been built up through NUFU and NOMA support. The increased individual competence has to be utilised to serve the institution as a whole, the education programmes established should be integrated as part of the mainstream activities of the institution, and graduates from the programmes should be employed in order to increase the general capacity of the institutions and the wider society. The ultimate goal of the two programmes is to provide the partner countries with capacity and competence to meet their diverse development challenges with domestic resources.

The project portfolios in the NUFU and NOMA programmes were mainly selected in 2006 and 2007, based on political priorities at that time and the aims and objectives stated in the Programme Documents for each of the two programmes. Although the programmes have long-term perspectives many of the projects are in line with the most recent priorities in Norwegian development policies. Both in the NUFU and NOMA programmes a number of projects are doing research and are educating experts to take care of issues related to natural resource management and climate change. Support is given to institutions in fragile states, with Sudan as the prominent example – and several projects are focusing on issues related to governance, democracy and post-conflict situations. It is our hope that the emerging programme will be able to combine political priorities with academic perspectives in a partnership programme that will be attractive for partner institutions in the South and in Norway.

*Fanny Duckert*  
Chair of the Interim Board for the NUFU and NOMA Programmes.



*INVESTIGATING GERMS/ Medical students in the laboratory at the Medical School at the University of Zambia. Here the students are practising microscopy; their task is to study microbes and to make realistic drawings of them.*

# Executive Summary

This report gives an overview of the core activities and results with regard to capacity building and institutional development in the NOMA Programme in 2010. The report is based on the annual reporting from the institutions and projects participating in the NOMA cooperation. The report is structured in accordance with the Agreement between Norad and SIU for the Administration of the NOMA Programme Sections 8.2–8.3 and the NOMA Programme Document 2006–2010, Section 8.

The core activity in NOMA is to contribute to education through building capacity at Master's level at higher education institutions in the South and to enhance gender equality in all programme activities.

The majority of the 44 NOMA projects were in 2010 approaching the middle or end of their project periods. In 2010 the NOMA Programme Board allocated funding and extended the project period to 2012/2013 for 17 projects.

The tenure of the NOMA Programme Board ended on 30 June 2010. The NOMA Board was replaced by the Interim Board for the NUFU and NOMA programme.

In 2010 a total of 1,287 NOMA students were pursuing their Master's degrees. 40 percent were female students, which is an increase of 2 percentage points in the number of female students from 2009 to 2010, following a positive trend in the student gen-

der distribution since the first intake of NOMA students in 2007. In 2009 the first 114 NOMA students completed their Master's degrees. In 2010 the number increased to 240 graduates from 29 NOMA Master's programmes. 35 percent were female graduates.

74 percent of the Master's degrees awarded in 2010 were awarded by a partner institution in the South. 67 percent of the expected number of students graduated as scheduled in 2010. There were 2,102 applicants to NOMA Master's programmes in 2010. This includes applicants to 32 of the 44 Master's programmes with a scheduled intake of students in 2010. Of the total number of applicants, 742 were female. This is an increase of 227 female applicants from 2009.

Students trained under a NOMA programme are often employed as members of staff in the institution in the South, helping to alleviate the lack of qualified staff. Many programmes are increasingly attracting self-financing students, thus also contributing to the university income, and the programmes are gradually mainstreamed into the university system in all areas, including financing and strategic plans.

In order to meet long-term institutional needs and create capacity building, PhD funding and funding of basic laboratory facilities have been described as vital by the majority of the South partner institutions.

## 1. The NOMA programme – General Information

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

NOMA was established in 2006 following a comprehensive evaluation of its predecessor, the Norad Fellowship Programme (NFP). The total budget framework for the programme period 2006 to 2010 is NOK 343 million. In November 2008 an addendum to the agreement between Norad and SIU for the administration of the programme was signed, extending the programme period to 31 December 2014 and the budget framework with up to NOK 180 million.

NOMA-financed Master's programmes are open to all students, but only candidates from eligible countries may apply for a NOMA scholarship.

### 1.1 Programme objectives

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

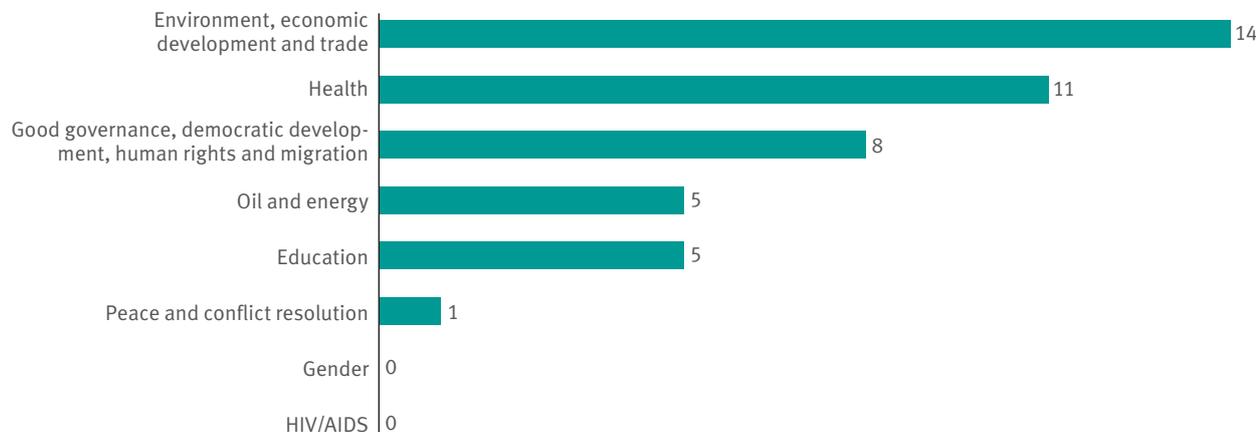
### 1.2 Thematic fields

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

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

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

Figure 1: Number of NOMA projects 2010 within the eight thematic fields:



### 1.3 Geographical areas

#### Listed NOMA countries

For the current programme period these are: Bangladesh, Bolivia, Malawi, Mozambique, Nepal, Nicaragua, Tanzania, Uganda and Zambia.

#### Other developing countries

Other developing countries are also included. For the current programme period these are the following country categories:

1. Countries that can further the Norwegian contribution to peace and conflict resolution and that are relevant to the rebuilding of society after conflict.
2. Countries whose expertise and capacity within higher education and research enable them to assist and cooperate with countries within the region that meet the criteria outlined above.

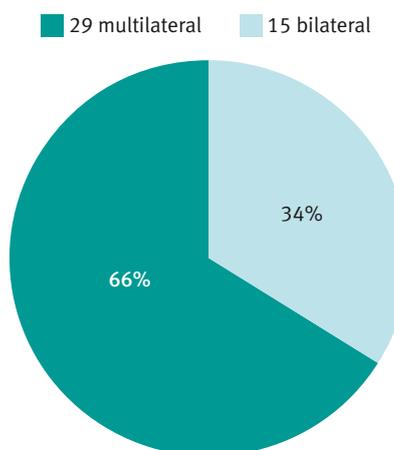
At present 30 NOMA projects have been established in one of the listed NOMA countries, ten projects are in countries furthering Norwegian contribution to conflict resolution and the rebuilding of society and four are within countries of regional relevance.

### 1.4 Master's programme categories

The NOMA Master's programmes are divided into the following categories:

1. Bilateral Master's programmes are based on cooperation between two higher education partner institutions, one in the South and one in Norway.
2. Multilateral Master's programmes involve two main partner institutions, one outside Norway (IoN) and one in Norway (IiN), but may consist of additional partner institutions both outside and inside Norway. It is a requirement for multilateral NOMA programmes to have a minimum of two partner institutions outside Norway; one main partner and one additional partner.

Figure 2: NOMA Master's programme categories:



## 2. Results obtained in the NOMA programme in 2010

One of the overall objectives of the NOMA programme is to provide the national workforce with adequate qualifications within selected academic fields of study and thus easing the shortage of qualified staff in the public and private sectors in relevant fields. The production of NOMA graduates is therefore the most direct result or output of NOMA programme activities.

In 2010 a total of 1,287 NOMA students were pursuing their Master's degrees. This includes students admitted in the years 2008, 2009 and 2010.

### 2.1 Graduated students

In 2009 the first 114 NOMA students completed and submitted their Master's theses. In 2010 the number increased to 240 graduates from 29 NOMA Master's programmes. 35 percent were female graduates. The expected number of graduates in 2010 was 358 students, meaning that 67 percent of the expected number of students graduated on schedule. Of the remaining 118 students due for graduation in 2010, seven students (one female and six male) discontinued their studies. The others are either delayed or awaiting their final examination or approval of their dissertation and will formally obtain their Master's degree in 2011.

177 or close to 74 percent of the Master's degrees awarded in 2010 were awarded by a partner institution in the South. The remaining 63 degrees or 26 percent were awarded by the Norwegian partner institution.

Table 1: Employment status graduated NOMA students 2010

Status after graduation	Percent of graduated students in 2010
No information	30
Employed by public sector	25
Employed by home higher education institution	21,2
Employed by other higher education institution	7,9
Employed by civil society/NGO	7,5
Employed by private sector	5,4
Other	1,7
Emigrated/Live abroad	0,8
Unemployed	0,5

The employment status after graduation was reported as being known for about 70 percent of the students who graduated in 2010. While 25 percent were employed by a public sector agency, 21, 2 percent were employed by their home higher education institution, and 7,9 percent by another higher education institution in their home country or in the region.

### Capacity development in public and private sectors and civil society

A total of 354 NOMA students graduated in 2009 and 2010 and have returned to their previous job environment or are seeking new and better employment opportunities. While the effect of the NOMA programme on social change in civil society and on capacity building in the public and private sectors can hardly be proven in a short-term perspective, information gathered

from the annual reporting certainly contains evidence that the programme is heading in the right direction.

The training of graduate students specialising in academic fields relevant to national development and research may lead to capacity development in the public and private sectors in a country. The student population in the majority of NOMA Master's programmes include civil service officials, NGO practitioners or staff at higher education institutions. The Master's programmes are of high relevance and have been tailored to develop the students' knowledge in order to meet challenges in their local environment.

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

The commencement of a new Master's programme within a given field at an institution often attracts special attention from government agencies and local public and private industries. The graduates from a particular programme are in high demand since they are newly qualified and possess the latest knowledge and skills within their particular field of interest. A NOMA Master's programme is also often the only course catering to the development of personnel needed for improvement of a certain sector of society.

Many of the graduates are already employed by public and private sectors, local government and civil society institutions. This represents a significant contribution of a NOMA programme to capacity development.

### 2.2 Student recruitment and enrolment in 2010

#### Recruitment

According to the general agreement on the administration of the NOMA projects, the student recruitment process should be open and transparent and based on the principle of equitable access. Broad recruitment of NOMA candidates from the whole country or region where the Master's programme is located is ensured by the following means:

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

Transparent and fair procedures for student recruitment to the NOMA Master's programmes have been established based on information received in the annual project report and during visits to the partner institutions. Calls for NOMA scholarship applications are made public through advertisements in national daily newspapers, on websites at partner institutions, through NGOs and INGOs offices and related departments of higher education institutions and government departments. In most cases entrance examinations are scheduled for the NOMA applicants, and shortlists are prepared. Written examinations

are followed by interviews, and the final selection of NOMA applicants is often made jointly by the cooperating partner institutions.

**Table 2: Applicants to NOMA Master’s programmes 2007–2010**

Year	No. of female applicants	No. of male applicants	Total no. of applicants
2007	261	563	824
2008	273	486	759
2009	515	980	1495
2010	742	1360	2102
<b>Total</b>	<b>1791</b>	<b>3389</b>	<b>5180</b>

There were 2,102 applicants to NOMA Master’s programmes in 2010. This includes applicants to 32 of the 44 Master’s programmes with a scheduled intake of students in 2010. This is an increase of 607 in the total number of applicants from 2009.

Of the total number of applicants, 742 were female. This is an increase in female applicants of 227 from 2009. The gender distribution female to male applicants in 2010 was 35 percent female to 65 percent male applicants.

The relatively high increase in the number of applicants from 2009 to 2010 can be interpreted as a sign of the actual relevance and the demand for the Master’s programmes within a given academic field. Other factors that may have contributed to the increase in applicant numbers are the fact that the majority of the Master’s programmes are announced through the regular institutionalised channels for advertisement of postgraduate studies in a country and the fact that students and graduates are “spreading the word” about the academic quality of a programme to colleagues and fellow students.

### Enrolment

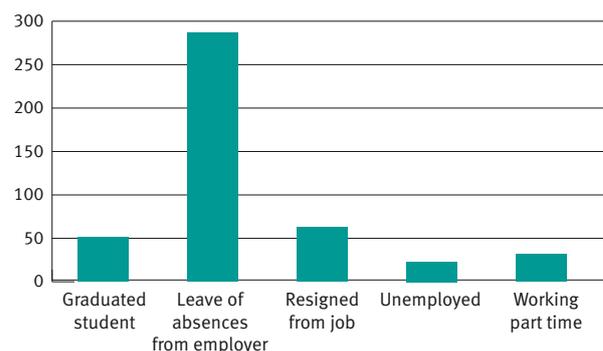
A total of 452 new NOMA students were enrolled into 29 NOMA Master’s programmes in 2010.

Of these, 198 or 44 percent were female students. 26 percent of the female applicants were admitted, while only 19 percent of the male applicants were accepted. This confirms a trend from previous years: that the ratio of applicants to admitted students is higher for female applicants than for male.

**Table 3: NOMA students enrolled 2007–2010**

Year	No. of female students enrolled	No. of male students enrolled	Total
2007	58	124	182
2008	138	234	372
2009	161	226	387
2010	198	254	452
<b>Total</b>	<b>555</b>	<b>838</b>	<b>1393</b>

**Figure 3: Status of the NOMA students when enrolled in 2010**



Based on the information in the annual project reports for 2010, 282 students or 62 percent of the new students enrolled in 2010 have leave of absence from their employer during the study period. The others had to resign from their jobs, are working part-time or are recently graduated students without an employment background.

## 2.3 Gender equality

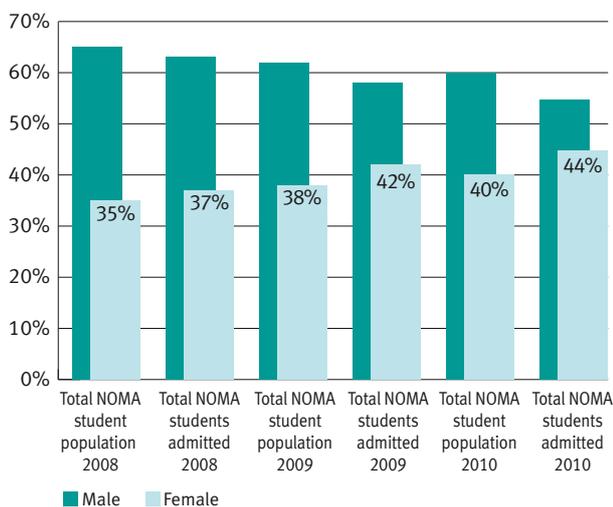
One of the main objectives of the NOMA programme is to contribute to gender equality in education and to the empowerment of women. NOMA Master’s programmes should pursue the enrolment of female candidates in order to reach 50 percent female student participation through active recruitment strategies, gender perspectives, ‘gender mainstreaming’ and gender-relevant Master’s programmes.



*GRADUATION/ NOMA students and programme coordinator (in the middle), Master of Arts in Political Science at the University of Malawi.*

NOMA projects are asked to indicate in their reporting how they are incorporating gender issues in the Master's programme activities, and some of the programmes have incorporated modules on gender issues in the curricula. However, all projects report a general concern and commitment towards reaching gender balance in their recruitment of students. This commitment is paying off, and the number of female NOMA students has seen a yearly increase since the first intake of students in 2007.

Figure 4: Gender balance NOMA students 2008–2010



In 2010 there were 1287 students pursuing their master degrees. 40 percent were female students. In 2009, 38 percent of the active NOMA students were female, thus an increase of 2 percent points from 2009 to 2010.

To illustrate the positive trend, NTNU reports that some of the programmes within technology and sciences have increased the number of female students in the programmes. The master programme ANHEI - Angolan-Norwegian Higher Education Initiative at the University of Agostinho Neto, Angola enrolled 80 percent female candidates and only 20 percent male candidates in 2010. The same programme enrolled only male candidates in 2009. The MASTMO programme in Mathematical Modelling at the Hawassa University, Ethiopia, enrolled three female candidates of a total of 20 candidates. These are small but positive achievements as the numbers of qualified female applicants within this field are very few.

Since gender issues are complex matters rooted in culture and society, some of the master programmes are still struggling to attract and recruit enough qualified women to effectively use affirmative actions and the admission process to improve the gender ratio. Women are often faced with cultural and religious barriers as well as economic difficulties preventing them from applying. The same pertains to men in fields traditionally dominated by women, such as health and education. The institutions can only to a limited extent influence socioeconomic factors that determine the number of qualified applicants available.

To address these issues, the Interim Board for the NUFU and NOMA Programme therefore decided in 2010 to allocate funding to gender incentive activities in the NOMA Programme. Funding of NOMA Gender Incentive Activities was introduced as a supplement to projects supported by NOMA for the years 2011-2013/14. The projects can for instance apply for funding of activities to recruit more female students and for funding for development of bridging/introductory courses. They can apply

for funding of sensitisation visits to higher education institutions/seminars in order to stimulate interest among potential female applicants and grants for maternity leave and/or child care for female NOMA students. Funding for improvement of the working conditions for female NOMA students, e.g. improvement of accommodation facilities and of a secure working environment, is also available. The Gender Incentive Activities scheme was introduced in 2010, and the implementation of the activities will take place during the years 2011 to 2014.

## 2.4 Institutional development and capacity building

The NOMA programme has focus on institutional development through cooperation between higher education institutions in the South and in Norway through specific Master's programmes. An important element in institutional development is the embedding of Master's programmes in the South. Awarding of degrees and the level of institutional responsibility of a Master's programme are important indicators in determining the degree of local ownership and embedding. The fact that 74 percent of the NOMA Master's degrees awarded in 2010 are awarded by a higher education institution in the South is a strong indicator of institutional embedding of the Master's programmes.

Institutional development comprises academic, administrative and managerial perspectives. Sustainability implies that the institutional development established through Master's programme cooperation can be maintained and continued after the termination of the formal project and funding period. This implies that the South partner institution has obtained and can retain the necessary academic and administrative resources in academic and administrative matters, that vital infrastructure is in place and that the funding of the continuation is secured through strategic plans.

The first NOMA programme period came to an end in 2010. However, through extended programme funding, the majority of the NOMA Master's programmes will continue until 2012/13. This means that they are approaching the mid to end of their project periods. Based on information from the applications for extended programme funding, there appears to be increased awareness of plans for securing long term financing and academic and administrative resources after the project period expires in two to three years time.

In many cases students trained in a programme are employed as members of staff in the institution in the South, helping to alleviate lack of qualified staff. Many programmes are increasingly attracting self-financing students and thus also contributing to the university income, and the programmes are gradually mainstreamed into the university system in all areas, including financing and strategic plans.

In order to meet long-term institutional needs and generate capacity building, PhD funding and funding of basic laboratory facilities are considered to be vital for the majority of the South partner institutions. Some NOMA projects have applied for PhD positions through the Quota Scheme, and NTNU reports that these applications have been prioritised as a contribution to the sustainability of the NOMA Master's programmes in the South.

### Academic staff development

Capacity building of the staff involved in the Master's programmes has been achieved through the exchange of knowledge in the course of South-South-North collaboration and through



*CAPACITY BUILDING/ Students from the NOMA programme MSc in Clinical Neuropsychology at the University of Zambia. Lumbaka Kuanda (left) was a first cohort NOMA student and is currently working as a staff development fellow and a trainee lecturer at UNZA. Mazuba Hamweene is a second cohort student and was recruited from the police forces.*

international workshops and conferences. As a result of the NOMA cooperation, lecturers and students have improved their professionalism in coordinating international academic activities in addition to the development and enhancement of research capacity and research methodology.

The establishment of NOMA has led to collaborations between specialists, resulting in capacity building within an academic discipline that, prior to NOMA, may have been non-existent at the institution in the South. The funding available through a NOMA project has enabled such collaborations to be more evocative and useful for the partners involved by exposing them to global best practices and quality standards. Also, when staff members from the Norwegian partner institution visit the South partner institution to teach modules which need special expertise, this contributes to furthering the knowledge of South staff members in analytical techniques and research methods. As all the projects funded by NOMA are research-based, staff members are often trained within these projects, which is a direct contribution to capacity building at an institution.

NOMA students are participating in national and international research projects, many of which are useful to their Master's theses and in respect of their job prospects after graduation. Some of the first NOMA graduates will be employed as teaching staff at higher education institutions, which will take advantage of the experience they gained from participating in such a context.

### **Administrative development**

The academic and administrative responsibilities for the Master's programmes supported by NOMA shall gradually become the sole responsibility of the partners in the South. At some institutions the NOMA programme has been running for close to four years. As a result, the institutions involved have acquired additional experience in cooperating in an international training programme. Eight new Master's programmes awarded supports in 2009 have started the project activities during 2010. As a result, the NOMA cooperation has enabled administrative staff to enhance their capacity to combine skills both in initiating and running a Master's programme.

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

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

## 3. NOMA activities at programme level

### 3.1 Call for applications and allocation of funding

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

In November 2009 SIU made a call for applications from projects approved for funding in 2006 and 2009 (NOMA I projects) and from projects approved for funding in 2007 (NOMA II projects). The projects could apply for funding for one additional student cohort commencing in 2010/11 with graduation of students due by 31.12.2013.

The call was based on the NOMA Programme Board's decision to allocate funds from the NOMA budget framework 2010–2014 for an extension of the programme period for NOMA I and NOMA II projects until 31.12.2013. In the call the NOMA Programme Board stressed the importance of clearly defined exit strategies to secure the long-term sustainability of the Master's programmes after the termination of the NOMA funding in 2013. SIU received 31 applications. 16 applications were from the 2006 NOMA I portfolio, and 15 applications were from the 2007 NOMA II portfolio. Five projects from the overall NOMA portfolio of 36 projects eligible to apply for NOMA funds in this round did not apply. The applications were presented to the NOMA Board at its meeting in February 2010. The Board approved additional funding for 17 of the 31 applications.

### 3.2 Institutional visits to NOMA higher education institutions in the South

During the period 27–30 September 2010, a delegation from Norad and SIU visited the University of Malawi (UNIMA). UNIMA was established in 1964 as the first public university in Malawi. Over the years the university has expanded and currently has five constituent colleges: Chancellor College in Zomba, the Polytechnic and College of Medicine in Blantyre, and Bunda College of Agriculture and Kamuzu College of Nursing in Lilongwe.

UNIMA has a long-standing history of cooperation with Norwegian higher education institutions through the NUFU programme and, more recently since 2007, through the NOMA programme. Both programmes are well supported by the university management and are acknowledged for their contribution to capacity building at the University of Malawi.

The purpose of the visit was to collect first-hand information and get a feel for the general situation at the University of Malawi. Meetings were held with the leadership, project coordinators in the two NOMA projects at UNIMA: *Health and Information Systems – Two integrated programmes at the University of Malawi in cooperation with the University of Oslo and Master of Arts in Political Science at the University of Malawi* in cooperation with the University of Bergen.

Topics discussed during the meetings were the main challenges and successes related to the establishment and running of the programmes and the sustainability of the Master's programmes after the termination of NOMA funding. Meetings were also arranged with the teaching staff and NOMA students from both programmes.

Despite University of Malawi's challenges within the area of infrastructure and capacity, the overall impression is that the two NOMA programmes that were visited are progressing well and are contributing to capacity building at UNIMA and in a long-term perspective to the Malawian society at large, as the programmes are demand-based and of high relevance. Both Master's programmes are an integral part of the postgraduate programme portfolio at UNIMA and are well supported by the university management.

The cooperation with the Norwegian partner institutions has been instrumental in the process of establishing guidelines, manuals and working modalities for the Master's programmes, thus strengthening the local foundations and long-term sustainability of the programmes. In addition the Norwegian partners have contributed with learning materials, teaching and supervision of the students and administrative support.

The Master's programme in Political Science is sustainable after only four years of support from the NOMA programme, and the PAS department will continue the programme with self-financed students from 2011.

Malawi has an underproduction of qualified academics, and the students met during the visit confirmed their confidence in finding or returning to well paid and relevant jobs after graduation.

### 3.3 The Norad-SIU Communication Plan

In 2007 Norad and SIU developed a Communication Plan for the cooperation between the two institutions. The plan was revised in 2008. In November 2010 a working group consisting of Norad and SIU staff conducted a brief internal evaluation of the communication plan and its implementation.

The main conclusions of the internal evaluation was that since the existing plan was developed after the agreements, contracts and programme and project documents were already in place, the consistency between the different documents was not optimal. The experiences gained through implementation of the existing plan form the basis for the possible development of a new plan for new programme phases. A new communication plan should be developed in parallel with – or as an integral part of – the cooperation agreement and programme document. It is an aim that the cooperation between Norad and SIU regarding communication activities should be strengthened.

The conclusions of the internal evaluation were endorsed by the consultative meeting between Norad and SIU in December 2010. The issue of developing a new communication plan, however, depends on decisions not yet made regarding the future capacity building programme to succeed the NUFU and NOMA programmes.

### 3.4 Follow-up of the 2009 evaluation of the NUFU and NOMA programmes

The report from the evaluation of the NUFU and NOMA programmes carried out by COWI Denmark in 2009 was presented by Norad's evaluation department in January 2010.

The evaluation team, together with representatives from Norad's Evaluation Department and the Education and Research Department, visited four Norwegian universities to present the report. SIU attended all the meetings as an observer. The report was also presented at an open seminar in Norad's premises in Oslo. All meetings were well attended, and Norad's evaluation department invited stakeholders to submit written comments after the consultation meetings.

During 2010 Norad has followed up on the evaluation report. In September a concept note for a new programme to succeed the NUFU and NOMA programmes was presented, and a new round of meetings was held at Norwegian institutions. Written comments were invited from institutions in the South.

The follow up of the evaluation and the development of a new programme have been on the agenda for each meeting of the NUFU/NOMA Programme Board and later the Interim Board of the NUFU and NOMA programme. The chair of the Interim Board has since November 2010 been part of a working group at Norad developing the first draft of a new programme document.

During 2010 SIU received an increasing number of enquiries from institutions about the future of the NUFU and NOMA programmes, but by the end of 2010 a new programme had still not been launched.

### 3.5 Evaluation of SIU

Based on an initiative from the Norwegian Ministry of Education and Research (MER), NIFU STEP and Technopolis have carried out an evaluation of the overall activities and performance of SIU. The evaluation report was presented in October 2010. In general the evaluation describes SIU's role as a national programme office in positive terms, while there is also room for improvement. SIU still needs to develop its role and responsibilities as a national centre of expertise on international cooperation and as a service centre for the entire education sector. The evaluation report also recommends that adjustments be made to the governance and management of SIU. MER and SIU are working on the basis of the conclusions from the evaluation report in the further organisational development of SIU.

### 3.6 Risk factors and risk management in SIU's programme administration

The Annual Report focuses on the immediate results in the NOMA programme. There are, however, a number of risk factors that may hamper the achievements of the intended results both in the shorter and longer term. These factors can be found at different levels and involving different participants.

SIU includes in its yearly work plan an assessment of risks to SIU's own work, including strategies for mitigating these risks. SIU has also established "Guidelines for handling of irregularities". Implementation of the programmes is monitored according to agreements with Norad, and SIU acts promptly on all information regarding irregularities of any kind. However, the

most important responsibility in the monitoring of project activities, including financial management, lies with the partner institutions themselves.

There are also several other risk factors to the successful implementation of a project not directly related to management of funds. Many of these relate to human resources in terms of time and capacity available for project management, recruitment of staff and students, inadequate administrative procedures, illness, migration etc. The partner institutions themselves have the main responsibility of mitigating these risks and ensuring that sufficient human resources are available for a successful project implementation.

External factors beyond the control of any of the parties directly involved in the programme implementation such as political and economical situations, armed conflicts and natural disasters are also risk factors to the implementation of the NUFU/NOMA programme.

### 3.7 Publications related to the NOMA programme

#### NOMA Magazine 2006–2010

In 2010 SIU issued a magazine presenting the output of a number of the Master's programmes supported by NOMA during the first programme period 2006–2010. The magazine provides glimpses of some of the immediate effects and results of the NOMA cooperation through interviews with students, project coordinators and others who have been involved in the scheme since the start in 2006.

The magazine is available from this web page:

[http://www.siu.no/eng/Front-Page/Global-menu/Publications/Publication-database/\(view\)/5979](http://www.siu.no/eng/Front-Page/Global-menu/Publications/Publication-database/(view)/5979)

#### Guide to NOMA

In 2010 SIU published an online guide to the NOMA programme. The guide is intended to serve as a tool for present and future project coordinators and institutional contact persons participating in Norad's Programme for Master Studies (NOMA). The target groups are particularly project coordinators and institutional contact persons in the NOMA programme and others who are considering applying for NOMA funds in the future. The guide gives a short presentation of NOMA, including the background to the programme and the principles and the types of cooperation projects and activities funded by the programme. It also describes the different stages of a NOMA project, from the first initiatives and initial planning of a joint project, through the phases of application, selection, set-up and implementation, to the final reporting after the project has been completed.

The guide is available from this web page:

<http://www.siu.no/eng/Front-Page/Programme-information/Development-cooperation/NOMA#>

#### "Gender matters"

In 2010 SIU published the booklet "Gender matters", which presents advice on and examples of how to better integrate gender issues in South-South-North university cooperation projects in research and education. The main target group for the booklet is project coordinators and institutional contact persons in the NUFU and NOMA programmes. The booklet is based on recom-

mentations from Prof. Manuh's report and other sources such as Gender Balance in Research – Norway, but it also draws on programme-based experiences in order to provide practical suggestions on how to mainstream gender into research. The booklet also includes recommendations and practical examples of how to integrate gender mainstreaming in education activities.

### SIU's project database

SIU's website, [siu.no](http://www.siu.no), provides general information about the NOMA programme as well as specific information for participants in the programme activities. A major overhaul of the website was performed in 2010. The new online project database provides information on all projects supported by the NOMA programme and by other programmes managed by SIU, and it includes abstracts of NOMA Master's theses and lists of publications and dissemination activities in other programmes.

### NOMA articles in Global Knowledge (GK) and Highlights

#### Global Knowledge

Global Knowledge is an interdisciplinary magazine that offers stories on political issues with global implications in research and higher education. The magazine provides an international arena for debate and focuses on cooperation where partners have a wide range of political, economic, cultural and/or religious backgrounds. GK is published by SIU, but the content is not limited to the programmes managed by SIU. GK is financed by Norad, the Ministry of Foreign Affairs and the Ministry of Education and Research.

<http://www.siu.no/eng/Front-Page/Global-knowledge/About-Global-Knowledge>

#### Highlights

Highlights is an internet-based magazine that presents results from the NOMA and NUFU programmes to the general public, academics, administrators, policymakers and other interested parties. Highlights' aim is to provide an insight into the activities and results of the projects within the research and education of Master's and PhD candidates in the South.

<http://www.siu.no/highlights>

In 2010 GK and Highlights contained two articles based on two NOMA projects:

- *Master of Arts in Political Science at the University of Malawi* and the article: "The Politics of Water"
- *MSc sandwich programme within the petroleum sector in Asia and Africa* and the article "In Need of Engineers"

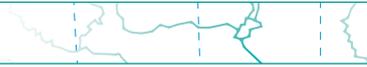
## 3.8 The NOMA Programme Board

The tenure of the NOMA Board ended on 30 June 2010. The NOMA Board's main task was to oversee qualitative aspects regarding the programme, assess project applications and allocate funding to projects according to the stated aims, monitor activities, and to have a consultative role in the further development of the NOMA programme.

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

In 2010 the NOMA Board held two meetings in Bergen: 2 February and 26 May.

#### Members of the NOMA Programme Board (until 30 June 2010):

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

### 3.9 The Interim Board for the NUFU and NOMA programme

As a follow-up to the recommendations in the evaluation report on the NUFU and NOMA programmes presented to stakeholders on 4 February 2010, SIU's Board of Directors appointed a joint Interim Board for the NUFU and NOMA programmes on 14 June 2010. The members of the Interim Board were appointed for a period from 1 July 2010 to 31 December 2011.

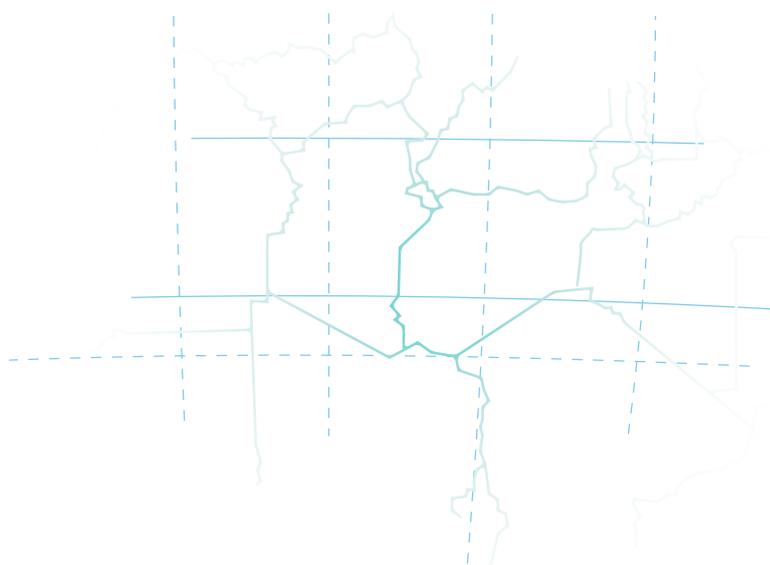
The Interim Board for the NUFU and NOMA programme is responsible for allocating funds to projects and activities under the NUFU and NOMA programmes and for making decisions in support of the intentions of the respective Programme Documents. The Board shall contribute towards strengthening the

collaboration and achieving synergy between the NUFU and NOMA programme and the participating institutions within the framework of the agreements for the two programmes. The Board shall also be an active contributor and dialogue partner in the development of new programme activities to succeed the two existing programmes.

The Interim Board consists of four members from the Norwegian higher education sector, two members appointed by Norad, and one student appointed by the Norwegian Student Organisation. Norad and the Norwegian Association of Higher Education Institutions (UHR) participate in the Interim Board meetings with observers.

#### Members of the Interim Board for the NUFU and NOMA programme (from 1 July 2010):

Members	Deputy members
Professor Fanny Duckert – Chair <i>University of Oslo</i>	
Professor Tore Jarl Gutteberg – Deputy Chair <i>University of Tromsø</i>	Frank Lindberg <i>University of Nordland</i>
Professor Asunción Lera St. Clair <i>University of Bergen</i>	Sidsel Roalkvam <i>University of Oslo</i>
Professor Stein R. Moe <i>Norwegian University of Life Science</i>	Thorkild Tylleskär <i>University of Bergen</i>
Professor Lennart Wohlgemuth, <i>University of Gothenburg, appointed by Norad</i>	Marit Nesje <i>Norwegian School of Veterinary Science</i>
Dr. Gitiara Nasreen <i>University of Dhaka, appointed by Norad</i>	Tomas Kjellqvist <i>Sida, appointed by Norad</i>
Student Håvard Vederhus, <i>National Union of Students in Norway</i>	Julie Ness <i>Appointed by the National Union of Students in Norway</i>



## 4. The NOMA Programme at Country Level

This section provides an overview of the progress made by the NOMA projects in terms of their expressed goals and objectives. The summaries are based on the 44 Annual Project Reports for 2010 for the NOMA I, II and III project portfolios.

The projects are presented according to the geographical areas stated in the NOMA Programme Document 2006–2010:

- Listed NOMA countries.
- Countries that can further Norwegian cooperation on peace and conflict resolution and rebuilding society after conflict.
- Countries with expertise and capacity within higher education and research.

### 4.1 Listed NOMA countries

#### Bangladesh

##### *Integrated Master's Programmes (M.Phil.) in Public Health Research in Asia (Bangladesh, Nepal, Bhutan, India and Pakistan) (2006–2013)*

This is a multilateral project with the Bangladesh Institute of Health Sciences and the University of Oslo as main partners. The main aim of the programme is to develop capacity to deal with the challenges in developing countries with regard to non-communicable diseases such as diabetes, cardio-vascular disease and mental health. The programme has a strong regional presence and recruits students from Bangladesh, Nepal, Bhutan, India and Pakistan. The programme started in 2008, somewhat later than planned. So far, a total of 67 students, of whom 25 are female, have been enrolled. Four students have graduated in 2010. One has been employed by the Bangladesh Institute of Health Sciences.

##### *MSc sandwich programme within the petroleum sector in Asia and Africa (2006–2013)*

This is a multilateral project with Bangladesh University of Science and Technology (BUET) and the Norwegian University of Science and Technology (NTNU) as main partners. Eduardo Mondlane University (EMU) in Mozambique and the University of Stavanger (UoS) are additional partners. There is high demand for petroleum graduates both in Africa and Asia, and the aim is to provide students with the necessary knowledge and skills for employment in the private and public sectors. The first two semesters of the programme are taking place in Norway, at NTNU or UoS, while the two final semesters take place at BUET. The programme started in August 2007. So far, 28 NOMA students have been enrolled, of whom three have been female. Twelve students have graduated, of whom the majority continue to work in their respective companies after graduation. Besides BUET, other institutes have also benefitted from the programme as two of the graduates have found work at another university in Bangladesh.

##### *Joint regional programme for Master's degree in journalism, media and communication (2007–2013)*

This is a multilateral project with the University of Dhaka and Oslo University College as the main partners in collaboration with the Pathshala South Asian Institute of Technology, College of Journalism and Mass Communication and the University of Punjab. The project aims to strengthen capacity in the field of professional journalism and communication in relation to

processes of democratisation, good governance and the understanding of human rights and processes of migration. The programme started in September 2008 and recruits students from Bangladesh and Nepal. All 26 students from the first cohort graduated in 2010, some with excellent grades. The enrolment of 26 new students in the second cohort improved the overall gender balance among students (14 female and 12 male students).

##### *Master's in Public Policy and Governance (MPPG) (2007–2013)*

This programme is a multilateral project with North-South University and the University of Bergen as the main partners in collaboration with Tribhuvan University. The programme enrolled the first group of students in 2008. One of the major objectives of the programme is to analyse policies used in NGO poverty reduction, programmes such as microcredit, the government's Poverty Reduction Strategy Paper (PRSP), policies on the environment, health and education, women and empowerment, and local democracy. The programme involves close collaboration with the government of Bangladesh and attracts an increasing number of students from the civil service. All 22 students from the first cohort graduated successfully in 2010. The majority of the students recruited are already in employment, and the graduates from the first cohort were mainly from the civil service, NGOs and research institutions. Due to its expertise in human resource development of civil servants, the project has been involved in establishing a 'Change Management' training programme in co-operation with Ministry of Establishment and UNDP.

#### Bolivia

##### *Master's in Educational Technologies and Digital Resources (M.Ed.Tech.)/Maestria en Tecnologías Educativas y Recursos Digitales (M.Ed.Tec.) (2010–2014)*

This is a multilateral project with the Universidad Privada del Valle in Bolivia and the University of Bergen as main partners. Universidad EAFIT, Colombia is an additional partner. The aim of the programme is to educate professionals for teaching and research using information and communication technologies (ICT). The initial plan was to start up in August 2010 with 19 NOMA students, but due to national regulations in Bolivia, the Master's programme can only start after a formal accreditation of the programme. The main objective in 2010 has been to pursue this accreditation.

#### Malawi

##### *Master of Arts in Political Science at the University of Malawi (2006–2010)*

The programme is a bilateral project between the University of Malawi and the University of Bergen. The aim of the project is to provide Malawian society with expertise in political science. The programme started in May 2007, and 2010 was the last year with NOMA funding. 40 NOMA students, of whom eight female students, have been enrolled in the programme. 15 students have graduated, while the others have submitted their theses. The actual graduation will take place during 2011 due to the graduation procedures at Malawi University. Most of the graduates have either returned to their previous employment or found new positions in relevant institutions such as the media and governmental institutions. From 2011 the programme will continue

without NOMA funding, and in 2010 the programme accepted 15 self-funding students who will start their studies in 2011. The Master's programme has thus achieved sustainability.

### ***Health and Information System – Two integrated programmes at the University of Malawi (2007–2013)***

The project is a bilateral cooperation between the University Malawi and the University of Oslo. The project consists of two tracks: a Master's in Informatics, Information Systems Specialisation and a Master's in Public Health, Information Systems Track. The aim is to develop and enhance management capacity in public health in Malawi and the region. Through collaboration between the two programmes, some of the candidates will acquire specialised expertise in managing the country's health informatics systems. Most of the students have been granted leave by their employer to complete the Master's degree and write their thesis in connection with their work. While the Master's programme in Public Health started as planned in 2008, the Informatics programme was delayed, and the first cohort was enrolled in 2009. Graduation of students from the first cohort has also been delayed, and expected graduation has been postponed to 2011. A new group of students was admitted in 2010, and currently a total of 22 students are enrolled in the programme.

## **Mozambique**

### ***Applied Marine Sciences for Sustainable Management of Natural Resources in Mozambique (2007–2013)***

This is a bilateral project between Eduardo Mondlane University and the University of Bergen. The programme integrates disciplines of Marine Sciences to build knowledge on environmental sustainability, fisheries and aquaculture management and integrated coastal zone management. Four students were enrolled at the start of the programme in 2008 and successfully graduated in 2010. All of them were in employment while completing their degrees, three of them at the School of Marine and Coastal Sciences and one at the National Institute for Hydrography. A second group of students has now been admitted and is expected to graduate in 2012. The new group consists of ten students, six of whom are female. The first group was awarded their degrees by the University of Bergen. However, three new courses have now been developed in the South, and the degree for the second cohort of students will be awarded by Eduardo Mondlane University.

## **Nepal**

### ***MSc programme in Hydropower Development (2006–2011)***

This is a bilateral project between Tribhuvan University and the Norwegian University of Science and Technology. The programme has been developed to meet the training needs of engineers engaged in the planning and implementation of hydropower and/or water resources projects. The programme started in August 2007 and has had a total of 12 NOMA students (one female) enrolled to date. Four students graduated in 2010. All graduates have returned to their home countries and taken up relevant employment. The third and last cohort of four students enrolled in 2009 will graduate in August 2011.

### ***Master's programme in Conflict, Peace Building and Development (2006–2013)***

This is a multilateral project with Tribhuvan University and the Norwegian University of Life Sciences as the main partners in collaboration with the University of Ruhuna and Eastern Uni-

versity in Sri Lanka. The overall objective of the programme is to contribute to higher level capacity building in conflict management, peace-building and development in order to assist with the rebuilding and long-term development of war-torn communities and regions in Nepal and Sri Lanka. The Master's programme started in September 2007. The first two semesters are taught at Tribhuvan University, while the third and fourth semesters are taught in Sri Lanka. Tribhuvan University has institutionalised the programme as an independent department: the Department of Conflict, Peace and Development Studies under the Faculty of Humanities and Social Sciences. This bodes well for the sustainability of the programme. To date 56 NOMA students, of whom 22 are female, have been enrolled in the programme, and nine have graduated. The graduates have reported that the knowledge gained through the programme has enhanced their professional ability and competence in their day-to-day work. The programme has in 2010 extended the collaboration beyond the NOMA partners, including the Ministry of Peace and Reconstruction in Nepal.

### ***Master of Engineering in Electrical Power Engineering (2007–2013)***

This is a bilateral project between Kathmandu University and the Norwegian University of Science and Technology. The project started in August 2008 and has recruited students from Nepal and Zambia. The number of female undergraduates in electrical power engineering is very low, and it has been a challenge to recruit female candidates to the Master's programme. The first cohort consisted of only male students, but the project successfully recruited four female students in the second cohort (out of 11 students in total). In 2010 all nine students of the first cohort graduated. Through NOMA support Kathmandu University organised a national seminar on development in the power and communication sectors in December 2010. The feedback from the power-producing companies where some of the students are employed has been positive, and the programme's popularity is reflected in an increasing number of applicants.

### ***Regional Master's programme in Biodiversity and Environmental Management (2007–2013)***

This is a multilateral project with Tribhuvan University and the University of Bergen as the main partners. Three institutions in India (Kumaon University and Jawahar Lal Nehru University) and China (China Academy of Social Sciences) are involved as network partners. The programme aims to equip students with the management and practical skills required for preserving biodiversity and simultaneously developing society. The programme recruited its first students in March 2008 and has enrolled students from Nepal, China and India. The students spend one semester in Norway, but both teaching and thesis supervision have been carried out jointly to ensure knowledge sharing and research collaboration between the North and the South. All but one student from the first cohort graduated in 2010, and a new group of 15 students has been admitted to the programme. The examinations in the first semester in Nepal and second semester in Bergen have demonstrated very good results.

### ***Master's programme in Environment Education and Sustainable Development (2007–2013)***

The programme is a multilateral project with Kathmandu University and the Norwegian University of Life Sciences as the main partners in collaboration with the University of Dhaka and Oslo University College. The programme aims to enhance the capacity for developing teacher education programmes in

the areas of environment and sustainable development. The subjects incorporate several different disciplines, and the programme will help meet the demand for qualified teachers and teacher educators in this field. The programme started in August 2008. Seven out of 14 students from the first cohort have been delayed, while the other half graduated as expected in 2010. The second cohort, enrolled in 2009, is about to complete the third semester. A third cohort of 15 students, 13 of whom are female, was admitted in 2010. The project has seen good progress. There is a strong need for professionals in the field of environment and development in Nepal and the region. The graduates from this programme have been employed by academic institutions and NGOs, or they are self-employed.

#### ***Master's programme in Sustainable Water and Sanitation, Health and Development (2007–2013)***

This is a multilateral project with Tribhuvan University and the Norwegian University of Life Sciences as the main partners. The PK-COMSATS Institute of Information Technology in Pakistan is involved as a network partner. The programme aims to educate students in the field of environmental engineering, public health and community development in order to facilitate improvements to water and sanitation systems in Nepal and Pakistan. The programme started in November 2008 and has 45 registered NOMA students in addition to 27 students with other types of financing. Seven of the 15 students from the first cohort have now graduated, while the remaining eight have been slightly delayed. Special efforts have been made to increase the number of female participants, and the project was able to do so through the enrolment of the second cohort in 2009.

#### ***Master of Science in Technology and Innovation Management – Nepal (2010–2014)***

This is a bilateral project between Tribhuvan University and the Norwegian University of Science and Technology. The programme started in August 2010. The low levels of competitiveness and limited participation by academia in industrial development are considered major obstacles to the national goal of rapid industrialisation of the country, and the long-term goal of this programme is to help alleviate this situation. Eight fully sponsored NOMA students enrolled in the programme in August 2010. Only one student is female as only two female candidates applied, but it is stated that the project will implement specific activities in order to increase the number of female applicants. The programme has initiated links between the Institute of Engineering and industry, which is crucial for a programme of this kind.

## **Nicaragua**

#### ***Master's programme in Intercultural Communication and Media Studies (2010–2014)***

The programme is based on a bilateral cooperation project between the University of the Autonomous Regions of the Caribbean Coast of Nicaragua and Oslo University College. The aim of the project is to strengthen the capacities of journalists and communicators working in the multicultural context of the Autonomous Regions of Nicaragua for developing an intercultural, social communication process that promotes gender equality, development with identity, participatory democracy and the effective exercise of human and autonomic rights. The Master's programme started as planned in September 2010. 15 NOMA students were enrolled; eight female and seven male students.

## **Tanzania**

#### ***Integrated Master's in health information systems – Tanzania and Ethiopia (2006–2013)***

The programme is a multilateral project between the University of Dar es Salaam and the University of Oslo. The University of Gondar and Addis Ababa University, both in Ethiopia, are additional partners. The aim is to address the human resource crisis in the health sector in the three cooperating countries, particularly in the areas of health information systems, health management and ICT. The programme is run as three independent but integrated Master's programmes at the three South universities. It started in October 2007 and has to date had a total of 108 NOMA students enrolled, of whom 38 are female. A total of 47 NOMA students have graduated to date and the majority has returned to their previous workplace in the health sector. All teaching takes place in the South, and each participating institution manages and coordinates its own Master's programme activities, while the coordination and management of the three programmes are mainly provided by the University of Oslo.

#### ***Master's programme in Health Policy and Management (2006–2013)***

This is a multilateral project between the Muhimbili University of Health and Allied Sciences and the University of Bergen. The programme started in October 2007. The main objective of the programme is to improve quality and equity in health and healthcare for disadvantaged population groups. The programme accepted its fourth cohort of students in 2010 and has to date had 41 NOMA students enrolled, of whom 19 are female. Two cohorts with a total of 20 students have graduated and the success rate in terms of passing examinations and graduation has been 100 %. A short tracer study of the students who graduated in 2009 was carried out in 2010, and all responded that the programme had empowered them with useful knowledge and skills. Plans to make the programme sustainable are under implementation; two module courses that were conducted at University of Bergen will be offered at MUHAS, as will all dissertation-related work.

#### ***Sandwich programme for M.Med and MSc degrees in clinical medicine (2006–2013)***

This is a multilateral project with the Muhimbili University of Health and Allied Sciences and the University of Bergen as main partners. Addis Ababa University, Ethiopia, and the Christian Medical Centre, India, are additional partners. The aim is to develop programmes in clinical medicine where these are lacking or in need of academic strengthening at the two major medical teaching institutions in Tanzania and Ethiopia. The programme started in September 2007 and is largely running as intended, although some cohorts have not reached the target intake due to admission regulations. Furthermore, the programme has not yet succeeded in terms of cross-border intake, but it is anticipated that this will be achieved with the extra intake in autumn 2011. 39 NOMA students have been enrolled to date, of whom 11 are female. 15 students have graduated and taken up employment with their home institutions or other public institutions. The process of increasing the level of local teaching is ongoing, and this is strengthening the programme.

### ***Southern African Master's programme in Mathematical Modelling (2007–2013)***

This is a multilateral project with the University of Dar es Salaam and the University of Oslo as the main partners. There are as many as 11 additional partners, and the programme has enrolled students from Tanzania, Malawi, Uganda, Mozambique and Zambia. The programme provides training in advanced mathematical techniques in pure and applied mathematics relevant to epidemiology, pollution control, ecology conservation, environmental change, economics and industrial development. A new curriculum has been developed and implemented as planned. The number of students enrolled in the programme is higher than expected, and approximately one third of the students are NOMA funded. Eight out of ten NOMA students from the first cohort graduated in 2010, and a third group of students was enrolled in 2010. Out of 31 new students, nine of them are NOMA-funded.

### ***Regional Master's in nursing (2010–2014)***

This is a multilateral project with the Muhimbili University of Health and Allied Sciences (MUHAS) and Bergen University College as main partners. Makerere University, Addis Ababa University (AAU) and the University of Bergen are additional partners. The main aim of the programme, which was established in 2010, is to develop sustainable MSc programmes in clinical nursing specialisations at the collaborating partner institutions. MUHAS has enrolled 13 students in the first cohort, and AAU enrolled 36 students. At Makerere University the first students will be enrolled in August 2011. Only three of the enrolled students are receiving full NOMA scholarships – the others are only partially supported by NOMA.

## **Uganda**

### ***North-South-South Collaborative MSc in Development and Natural Resource Economics (2006–2011)***

This is a multilateral project with Makerere University and the Norwegian University of Life Sciences as main partners. The three network partners are Hawassa and Mekelle University, Ethiopia, plus the Bunda College of Agriculture, Malawi. The Master's programme started in August 2007. Gender mainstreaming has been considered for all relevant courses, and the programme has strived to encourage qualified female students to apply and to include female students in each cohort. This has been achieved by giving preference to female applicants ahead of male applicants with better grades.

### ***Master's programme in renewable energy systems (2006–2013)***

This is a multilateral project with Makerere University and the Norwegian University of Science and Technology as main partners. Mekelle and Addis Ababa Universities in Ethiopia are additional partners together with the University of Malawi, Eduardo Mondlane in Mozambique and the University of Dar es Salaam in Tanzania. The Master's programme is based at Makerere University and the University of Dar es Salaam. The aim of the programme is to educate students in the sustainable energy sector, meeting the future needs of the region. It started in May 2008 at Makerere and in June the same year at the University of Dar es Salaam. Thus far 75 NOMA students, of whom 23 are female, have been enrolled in the programme. Five students have graduated, and the majority has been employed by higher education institutions. In order to achieve sustainability, the programme has enrolled 22 students funded by sources other than NOMA, and the number of such students is increasing.

### ***Master's programme in Urban Transformation and Sustainable Development (2007–2013)***

This is a multilateral project with Makerere University and the Oslo School of Architecture and Design as the main partners. Five other higher educational institutions in both the South and the North are participating as additional partners. The aim of the programme is to address the challenges facing urban development, urban poverty and urban sustainability in East Africa. The programme started in September 2008 and has enrolled a total of 32 students in three cohorts. The students, who are from Ethiopia, Tanzania, Uganda and Kenya, have selected topics for their projects relevant to urban challenges in their home countries. Students in the three enrolled cohorts have completed the teaching modules on schedule, but nine out of 11 students in the first cohort have not graduated as planned. Some of the students have completed their theses, however, and are in the final stages of the graduation process.

### ***Master's programme in Vocational Pedagogy Uganda-Southern Sudan-Norway (2007–2013)***

This programme is a multilateral project with Kyambogo University and Akershus University College as main partners. The Upper Nile University is involved as a network partner. The objective is to provide students with functional knowledge, skills and values for all types of work that are essential to development in their respective countries. By making research visits to both schools and workplaces, the students have obtained a clear understanding of how vocational education relates to working life. The start of the programme was delayed for six months due to problems such as strikes and changes in the top management of the University governing bodies. It was officially launched in February 2009, and 20 students were enrolled. Graduation of the first cohort was postponed from 2010 to 2011 due to the initial delay. Enrolment of the second cohort will start early 2011. The programme is now well established, and attitudes towards vocational education have changed tremendously.

### ***Master of Science in Innovation and Industrial Development – Uganda (2010–2014)***

This programme is a bilateral project with Makerere University and the Norwegian University of Science and Technology. Low levels of competitiveness and limited participation by academia in industrial development are considered major obstacles to the national goal of rapid industrialisation of the country, and the long-term goal of the programme is to help alleviate this situation. The original plan was to start the first intake of students in 2010, but it has been delayed for one year due to the accreditation process. The programme will now start in August 2011. It is nevertheless anticipated that the programme will manage to enrol the number of students and cohorts initially planned for by the project's end date.

### ***Develop and deliver cooperative regional Master's programmes in "Nutrition, Human Rights and Governance" (2010–2014)***

This is a multilateral project with Makerere University and the University of Oslo being the main partners. Kyambogo University in Uganda, Stellenbosch University in South Africa and Akershus University College are additional partners. The aim of the programme is to link nutritional sciences with principles of human rights, especially economic, social and cultural rights. The programme will start in April 2011, which is according to the initial plan, and 2010 has been used to prepare for the first intake of students.

## Zambia

### *Master of Science in Clinical Neuropsychology – Building expertise to deal with the Neuropsychological challenges of HIV infection (2007–2012)*

This programme is a bilateral project between the University of Zambia and the Norwegian University of Science and Technology. The programme started in October 2008. The programme aims at providing students with an understanding of a wide variety of neurological disorders and specifically of the neuropsychological effects of the HIV virus. The first year of study consists of theoretical education, while in the second year the emphasis is on clinical internship, clinical neurological assessments and independent research. The first cohort of nine students has completed their research work and will submit their theses soon. The curriculum has been evaluated and revised in preparation for the enrolment of a second cohort in 2011.

### *Master's in Education, Literacy and Learning (2007–2013)*

This is a multilateral project with the University of Zambia and Hedmark University College as the main partners. The University of Namibia participates as a network partner. The programme aims to educate qualified professionals with relevant competencies for promoting and improving literacy and learning in schools in Southern Africa. Despite the belated start of the programme, 15 NOMA students were recruited at the beginning of 2009. They are now in the last phase of their studies. A good gender balance has been reached. A new cohort of 15 students was enrolled in 2010 (8 females and 7 males). Three successful workshops in Namibia, Zambia and Norway were arranged in 2010 to increase staff exchange and competence building among the partner institutions.

### *Master of Science in Epidemiology (2010–2014)*

This is a multilateral project with the University of Zambia and the University of Bergen as main partners. The University of Malawi is an additional partner. The aim of the project is to improve the quality/effectiveness of health and healthcare in low-income countries through a training programme that focuses on developing solid epidemiological qualifications. The first intake of students is planned for April 2011 as originally planned, and 2010 has been used to focus on the curriculum and on clarifying educational facilities.

## 4.2 Countries that can further Norway's cooperation in peace and conflict resolution and rebuilding society after conflict

### Angola

#### *ANHEI – Angolan-Norwegian Higher Education Initiative (2006–2011)*

This is a bilateral project involving Agostinho Neto University and the Norwegian University of Science and Technology (NTNU). The aim is to provide Angola with much needed specialists within the oil industry. The first part of the Master's programme is conducted in Norway, while the second year takes place in Angola. The degree is awarded by NTNU. The Master's programme started in August 2007. So far, a total of 14 NOMA students, of whom four female, have been enrolled in the programme. Five students have graduated, all of whom have found relevant employment afterwards. From the 2008–2010 cohort,

two students did not qualify for their MSc degree in 2010. However, it is anticipated that they will complete their exams, although belated.

### Ethiopia

#### *Master's programme: Urban development and urban challenges in East Africa (2007–2012)*

This is a bilateral project between Addis Ababa University and the Norwegian University of Science and Technology. The project started in 2009. The programme's objective is to train professionals in the field of urban planning and development. The emphasis is on the livelihoods of the urban poor, the informal urban economy, land tenure issues and public participation in urban development and management. A total of 15 NOMA students, four female, from Ethiopia, Tanzania and Uganda are enrolled in the programme. The first cohort of students is working on their theses. The students in the second cohort have completed one semester of training at NTNU and will subsequently start their training at Addis Ababa University in the spring of 2011. The recruitment of female students has been a challenge for the programme, as a low number of female candidates apply.

#### *MASTMO MSc programme in Mathematical and Statistical Modelling (2007–2013)*

This is a bilateral project involving Hawassa University and the Norwegian University of Science and Technology. The programme aims at providing students with a broad understanding of mathematical modelling, numerical analysis and probability and statistics. The focus is on the applied potential of mathematical sciences. In 2008 six staff members from Hawassa University, including one female, enrolled at NTNU in order to obtain the necessary qualifications to start the programme in Hawassa. The MASTMO MSc programme was officially launched in October 2010. 137 candidates applied, and 20 highly qualified students were selected, three of whom were females. The first cohort is partially supported by 12 NOMA grants and partially through external funding from the home universities of several of the students.

### Palestine

#### *Community Psychology Master's programme at Birzeit University (2007–2013)*

This is a bilateral project between Birzeit University and the Norwegian University of Science and Technology. The programme's objective is to graduate psychologists equipped with multi-disciplinary knowledge for working in local communities, schools, organisations and hospitals. The start of the programme was delayed for one year due to the formal accreditation process of the Ministry of Education. The programme managed to recruit 12 students in 2009. All of them have now completed their assigned programme, including a practicum course where the students are placed at various local governmental and non-governmental institutions. A second cohort of 12 students was accepted in 2010. Psychology is a female-dominated field at Birzeit University. This is reflected in the gender balance among the enrolled students: out of a total of 22 students enrolled in the programme, only three of them are male.

## Sri Lanka

### *Development of Master's studies at the University of Moratuwa, with emphasis on environmental and industrial projects (2006–2013)*

This is a bilateral project between the University of Moratuwa and Telemark University College. The programme started in December 2007. The aim of the project is to educate process development professionals so that they can initiate changes within the industrial development framework. Since the start of the programme 30 NOMA students, of whom 11 are female, have been enrolled, and a total of four persons have graduated. The small number of graduates is due to the fact that many students are studying part-time. The quality of the programme is confirmed by the fact that employers/companies encourage and support the participation of their employees. The demand for M.Sc. engineers is high, and all graduates to date have been gainfully employed. Almost all teaching is provided by local staff, securing the sustainability of the programme.

### *Master of Science in Development Management (2006–2013)*

This is a multilateral project with the University of Ruhuna and Agder University as main partners. Additional partners are the Kwame Nkrumah University of Science and Technology in Ghana, Mzumbe University in Tanzania, Mekelle University in Ethiopia and Makere University in Uganda. The aim of the programme is to address sustainable development through education and research. The programme, which is an online programme, started in August 2007. So far 44 NOMA students have been enrolled in the programme, of whom 24 have been female. As the programme is effectively internet based, it may be easier for women to participate. 24 students have graduated to date, and as the majority of recruited students have been junior staff at partner universities, many have been employed by their home institutions after graduation.

### *Master's in Medical and Health Informatics: Asia Focus (2007–2013)*

The project is a multilateral one with the University of Colombo and the University of Oslo as the main partners. Hanoi School of Public Health is an additional partner. The aim of the programme is to strengthen the field of medical and health informatics in Sri Lanka and the region. The Ministry of Health recognised the programme and released 29 of its employees to follow the programme in 2009, all with full paid leave for two years. After graduation these students are guaranteed employment at the Ministry of Health in positions where they can directly contribute to ongoing health informatics projects within the health services in Sri Lanka. A second cohort of 30 students was recruited in 2010. The initial plan was to enrol six NOMA-funded students, but the arrangement with paid leave allowed a larger number of students to be admitted. The number of female students remains low, however, mainly because of a lack of female candidates applying for the programme.

### *MSc Medical Genetics (2010–2014)*

This is a multilateral project with the University of Colombo and the University of Oslo as main partners. The National Academy of Medical Sciences in Nepal is an additional partner. The aim of the project is to cater to the need for manpower within Medical Genetics in Sri Lanka and the region. The programme started in August 2010. While the initial plan was to enrol 20 students, only 14 students qualified, and 12 eventually enrolled in the programme – ten female and two male students.

## Sudan

### *International Education and Development (2006–2013)*

This is a multilateral project with Afhad University for Women and Oslo University College as main partners. The University of Zambia is an additional partner. The aim of the programme is to address issues related to education, gender, HIV/AIDS and development within multicultural and multi-ethnic societies. The programme started in August 2007. Teaching is conducted at all three collaborating universities, giving the students a range of experiences both from the North and the South. Field work is conducted in the student's own country, and each student has two supervisors; one from the South and one from Norway. Staff exchange between partner institutions took place in 2010 in order to ensure the quality of the programme. So far a total of 36 NOMA students, of whom 25 are female, have been enrolled in the programme. Nine students have graduated to date. All graduates have found relevant work.

### *Development of Master's programmes in physical and chemical oceanography at Red Sea University, Sudan (2007–2012)*

The programme is a bilateral one between Red Sea University and the University of Bergen. The programme started in August 2008. The programme educates students in basic and advanced theories in physical and chemical oceanography and provides training in data analysis, modelling, global information systems and remote sensing. The first cohort of four students graduated successfully in 2010. All of them have found relevant employment after graduation and three of them are teaching at Red Sea University. The first cohort of students spent two semesters in Bergen. However, the programme has gradually been transferred to Sudan as planned. A second cohort of eight students has now been enrolled. Teaching is now conducted by graduates from the first cohort in collaboration with staff from Geophysical Institute at the University of Bergen.

## 4.3 Countries with expertise and capacity within higher education and research

### Egypt

#### *MSc in International Transport and Logistics for East Africa (2007–2013)*

This is a multilateral project with the Arab Academy for Science, Technology and Maritime Transport (AASTMT) and Molde University College as the main partners. The University of Dar es Salaam is involved as a network partner. The main objective of the programme is to train students for positions in the transport sector in their East African home countries. The students are from Kenya, Zambia, Malawi, Rwanda, Tanzania, Uganda, Mozambique and Sudan. The programme was postponed due to the accreditation process and commenced in January 2009. In 2010 the first cohort of students graduated at AASTMT and the University of Dar es Salaam. Two new cohorts were enrolled in 2010. The second cohort of seven students was enrolled in January. The third cohort was enrolled in November and added another eight students to the programme. The results of the student evaluation of the courses and lecturers at AASTMT were very good.

## Indonesia

### *Graduate programme in Democracy Studies (2006–2013)*

This is a multilateral project with Gadjah Mada University and the University of Oslo as main partners. The University of Colombo is an additional partner. The aim of the Master's programme is to enhance knowledge and research on contextual issues of democracy, human rights and conflict resolution. The Master's programme started in September 2007 and was running well, but in 2010 the NOMA project and the associated NUFU project at the University of Colombo were terminated because of long-standing major challenges with regard to communication, academic cooperation and institutional commitment. The project will continue as a bilateral one. While there has been no official communication with Colombo concerning the students enrolled at Colombo in the first and second cohorts, it has been unofficially communicated that the Master's degree programme is continuing and that most of the Master's students are working on their thesis research projects. UGM has had four cohorts of students and is preparing for the fifth cohort, which is due to start in October 2011. The programme has had 31 students enrolled to date, of whom 18 female. Two students have graduated and have found relevant employment. Some of the students have even entered good positions before completing their thesis. While this is a sign of employability, it also constitutes a challenge in respect of graduation within the stipulated timeframe of the NOMA programme. The programme is firmly institutionalised at UGM and relies primarily on local expertise.

## South Africa

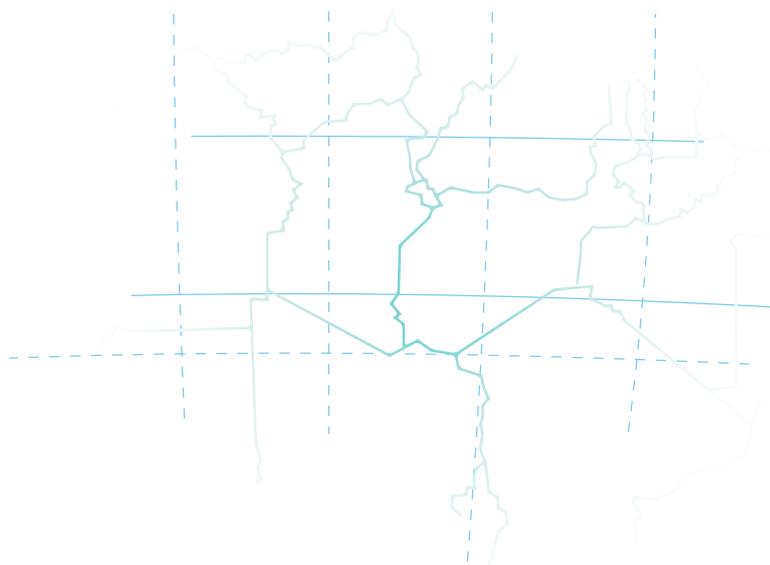
### *Strengthen and Deliver Cooperative Master's Level Programmes in Higher Education Studies (2006–2013)*

The programme started in January 2008 as a multilateral project with the University of the Western Cape and the University of Oslo as main partners and Makerere University in Uganda as an additional partner. The aim of the programme is to contribute to the strengthening of higher education in Africa. The programme initially made steady progress, however, major challenges concerning Makerere University began to arise in 2009, and in 2010 the cooperation with the university was terminated. From 2011 the project will continue as a bilateral project. So far 28 NOMA students, of whom 18 are female, have been enrolled in the programme. A total of 13 students have graduated and have gone on to do PhDs or to work at universities and organisations. The students currently enrolled are reported to be progressing well.

## Vietnam

### *MSc in Fisheries and Aquaculture Management and Economics (FAME) (2006–2013)*

This is a multilateral project with Nha Trang University and the University of Tromsø as main partners. The aim of the programme is to provide students with knowledge and skills to meet the need for human resources in fisheries economics and aquaculture in Vietnam and other developing countries. The Master's programme started in August 2007. A total of 68 NOMA students have been enrolled to date, of whom 36 are female. A total of 37 students have graduated, of whom the vast majority have found relevant employment. Nha Trang University has, as part of the exit strategy, taken over the formal responsibility for the fourth cohort of students.



## 5. NOMA Accounts 2010

	Accounts 2008	Accounts 2009	Accounts 2010
<b>Income</b>			
Transfers from last year	10 831 890	270 334	607 346
Transfers from Norad	54 375 595	65 836 328	76 178 451
<b>Total income</b>	<b>65 207 485</b>	<b>66 106 662</b>	<b>76 785 797</b>
<b>Expenses</b>			
Courses in Norway (NFP)	9 659 556		-37 589
Courses in the South (NFP)	2 485 400	906 700	-4 464
NOMA portfolio 2007-2010 (I)	30 741 878	37 210 817	37 037 191
NOMA portfolio 2008-2012 (II)	15 616 930	21 682 714	28 081 431
NOMA portfolio 2010-2014 (III)			4 902 744
Start-up Funds		583 075	137 834
Seminars	1 465 666	16 010	
Development measures	12 000		
Compassionate leave	72 000		
SIU administration	4 883 721	5 100 000	5 100 000
<b>Total expenses</b>	<b>64 937 151</b>	<b>65 499 317</b>	<b>75 217 147</b>
<b>Balance</b>	<b>270 334</b>	<b>607 345</b>	<b>1 568 650</b>

## Appendices

### Appendix 1: NOMA Projects by country

#### Angola

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##### **ANHEI – Angolan-Norwegian Higher Education Initiative**

Project-id: NOMA-2006/10002

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

Additional partner: University of Oslo

Category: Bilateral Master's programmes: 2006–31.12.2011

Total allocation: NOK 6 290 185

#### Bangladesh

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

Project-id: NOMA-2006/10011

Main partners: Bangladesh Institute of Health Sciences, University of Oslo

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

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 11 832 554

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

Project-id: NOMA-2007/10053

Main partners: University of Dhaka, Oslo University College

Additional partners: College of Journalism and Mass

Communication, University of the Punjab

Category: Multilateral Master's programmes: 2007–31.12.2012

Total allocation: NOK 5 664 682

##### **Master in Public Policy and Governance (MPPG)**

Project-id: NOMA-2007/10042

Main partners: North South University, University of Bergen

Additional partner: Tribhuvan University

Category: Bilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 8 981 000

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

Project-id: NOMA-2006/10028

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

Additional partner: University of Stavanger

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 11 030 701

#### Bolivia

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

Project-id: NOMA-2010/13848

Main partners: Universidad Privada del Valle, University of Bergen

Additional partner: CO-Universidad EAFIT

Category: Multilateral Master's programmes, project period: 2010–2014

Total allocation: 5 171 875

#### Egypt

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##### **MSc in International Transport and Logistics for East Africa**

Project-id: NOMA-2007/10050

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

Additional partner: University of Dar es Salaam

Category: Multilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 9 000 000

#### Ethiopia

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##### **Masters programme: Urban development and urban challenges in East Africa**

Project-id: NOMA-2007/10054

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

Additional partner: University of Oslo

Category: Bilateral Master's programmes: 2007–31.12.2012

Total allocation: NOK 4 455 000

##### **MASTMO – MSc Programme in Mathematical and Statistical Modelling**

Project-id: NOMA-2007/10048

Partners: Hawassa University, Norwegian University of Science and Technology

Category: Bilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 4 501 416

#### Indonesia

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##### **Graduate program in Democracy Studies**

Project-id: NOMA-2006/10007

Main partners: Gadjah Mada University, University of Oslo

Category: Bilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 11 091 429

#### Malawi

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

Project-id: NOMA-2007/10045

Partners: University of Malawi, University of Oslo

Category: Bilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 6 750 000

##### **Master of Arts in Political Science at the University of Malawi**

Project-id: NOMA-2006/10017

Partners: University of Malawi, University of Bergen

Category: Bilateral Master's programmes: 2006–31.12.2010

Total allocation: NOK 4 441 546

#### Mozambique

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##### **Applied Marine Sciences for Sustainable Management of Natural Resources in Mozambique**

Project-id: NOMA-2007/10049

Main partners: Eduardo Mondlane University, University of Bergen

Category: Bilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 6 711 494

#### Nepal

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##### **Master of Engineering in Electrical Power Engineering**

Project-id: NOMA-2007/10039

Partners: Kathmandu University, Norwegian University of Science and Technology

Category: Bilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 4 294 200

##### **Master Program in Environment Education and Sustainable Development**

Project-id: NOMA-2007/10037

Main partners: Kathmandu University, Norwegian University of Life Sciences

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

Category: Multilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 8 193 157

### **Master program in Sustainable Water and Sanitation, Health and Development**

Project-id: NOMA-2007/10041

Main partners: Tribhuvan University, Norwegian University of Life Sciences

Additional partners: COMSATS Institute of Information Technology

Category: Multilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 8 893 056

### **Master programme in Conflict, Peace building and Development**

Project-id: NOMA-2006/10019

Main partners: University, Norwegian University of Life Sciences

Additional partners: University of Ruhuna, Eastern University, Tribhuvan University

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 11 928 570

### **MSc Programme in Hydropower Development**

Project-id: NOMA-2006/10030

Partners: Tribhuvan University, Norwegian University of Science and Technology

Category: Bilateral Master's programmes: 2006–31.12.2011

Total allocation: NOK 6 486 449

### **Regional Master program in Biodiversity and Environmental Management**

Project-id: NOMA-2007/10036

Main partners: Tribhuvan University, University of Bergen

Additional partners: Kumaon University

Category: Bilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 8 407 250

### **Master of Science in Technology and Innovation Management – Nepal**

Project-id: NOMA-2010/13643

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

Category: Bilateral Master's programmes, project period: 2010–2014

Total allocation: 4 500 000

## **Nicaragua**

### **Master Programme in Intercultural Communication and Media Studies**

Project-id: NOMA-2010/13431

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

Category: Bilateral Master's programmes, project period: 2010–2014

Total allocation: 3 359 700

## **Palestinian areas**

### **Community Psychology Master Program at Birzeit University**

Project-id: NOMA-2007/10055

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

Additional partner: Norwegian University of Science and Technology

Category: Bilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 5 665 480

## **South Africa**

### **Strengthen and Deliver Cooperative Masters Level Programmes in Higher Education Studies**

Project-id: NOMA-2006/10034

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

Additional partners: Makerere University, University of the Western Cape

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 11 250 000

## **Sri Lanka**

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

Project-id: NOMA-2006/10001

Main partners: University of Ruhuna, University of Agder

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 11 903 516

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

Project-id: NOMA-2006/10005

Partners: University of Moratuwa, Telemark University College

Category: Bilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 6 344 186

### **Masters in Medical and Health Informatics: Asia Focus**

Project-id: NOMA-2007/10043

Main partners: University of Colombo, University of Oslo

Additional partners: Hanoi School of Public Health

Category: Multilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 8 525 000

### **MSc Medical Genetics**

Project-id: NOMA-2010/11622

Main partners: University of Colombo, University of Oslo

Additional partners: NP-National Academy of Medical Sciences

Category: Multilateral Master's programmes: 2010–2014

Total allocation: 5 994 000

## **Sudan**

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

Project-id: NOMA-2006/10038

Partners: Red Sea University, University of Bergen

Category: Bilateral Master's programmes: 2007–31.12.2012

Total allocation: NOK 4 499 000

### **International Education and Development**

Project-id: NOMA-2007/10013

Main partners: Ahfad University for Women, Oslo University College

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 11 914 021

## **Tanzania**

### **Integrated Masters in Health Informatics – Tanzania and Ethiopia**

Project-id: NOMA-2006/10010

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

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

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 11 530 299

#### **Master Programme in Health Policy and Management**

Project-id: NOMA-2006/10020

Partners: Muhimbili University of Health and Allied Sciences, University of Bergen

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

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 10 283 399

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

Project-id: NOMA-2006/10032

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

Additional partners: Addis Ababa University, Christian Medical Centre

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 11 897 099

#### **Southern African Masters Programme in Mathematical Modelling**

Project-id: NOMA-2007/10057

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

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

Category: Multilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 8 342 750

#### **Regional Master in Nursing**

Project-id: NOMA-2010/13185

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

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

Category: Multilateral Master's programmes: 2010–2014

Total allocation: 6 000 000

### **Uganda**

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#### **Master Programme in Renewable Energy system**

Project-id: NOMA-2006/10021

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

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

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 12 000 000

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

Project-id: NOMA-2007/10047

Main partners: Kyambogo University, Akershus University College

Additional partners: Upper Nile University

Category: Multilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 8 718 628

#### **Masters Program in Urban Transformation and Sustainable Development**

Project-id: NOMA-2007/10052

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

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

Category: Multilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 6 008 185

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

Project-id: NOMA-2006/10031

Main partners: Makerere University, Norwegian University of Life Sciences

Category: Multilateral Master's programmes: 2006–31.12.2011

Total allocation: NOK 9 000 000

#### **Develop and deliver cooperative regional Master Programmes in "Nutrition, Human Rights and Governance"**

Project-id: NOMA-2010/13528

Main partners: Makerere University, University of Oslo

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

Category: Multilateral Master's programmes: 2010–2014

Total allocation: 5 922 759

#### **Master of Science in Innovation and Industrial Development – Uganda**

Project-id: NOMA-2010/12562

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

Category: Bilateral Master's programmes: 2010–2014

Total allocation: 4 500 000

### **Vietnam**

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#### **MSc in Fisheries and Aquaculture Management and Economics (FAME)**

Project-id: NOMA-2006/10029

Main partners: University of Fisheries, University of Tromsø

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

Category: Multilateral Master's programmes: 2006–31.12.2013

Total allocation: NOK 11 690 994

### **Zambia**

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#### **Master in Education. Literacy and Learning**

Project-id: NOMA-2007/10040

Main partners: University of Zambia, Hedmark University College

Additional partners: University of Namibia

Category: Multilateral Master's programmes: 2007–31.12.2013

Total allocation: NOK 8 942 062

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

Project-id: NOMA-2007/10046

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

Category: Bilateral Master's programmes: 2007–31.12.2012

Total allocation: NOK 3 505 733

#### **Master of Science in Epidemiology**

Project-id: NOMA-2010/12841

Main partners: University of Zambia, University of Bergen

Additional partners: MW-College of Medicine

Category: Multilateral Master's programmes: 2010–2014

Total allocation: 6 000 000

## Appendix 2: Number of NOMA projects at institutions in Norway

Norwegian universities	NOMA Projects	
Norwegian University of Life Sciences		4
Norwegian University of Science and Technology		11
University of Agder		1
University of Bergen		9
University of Oslo		9
University of Tromsø		1
	6	35

Norwegian University Colleges	NOMA Projects	
Akershus University College		1
Bergen University College		1
Hedmark University College		1
Molde University College		1
Oslo University College		3
Telemark University College		1
The Oslo School of Architecture and Design		1
	7	9

## Appendix 3: Number of NOMA projects per country, institution and partner category

Country	NOMA Projects pr. institution	Main partner outside Norway	Network partner	Total
<b>Angola</b>	Agostinho Neto University	1	0	1
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Bangladesh</b>	Bangladesh Institute of Health Sciences	1	0	1
	Bangladesh University of Engineering & Technology	1	0	1
	North South University	1	0	1
	Patshala South Asian Institute of Technology	0	1	1
	University of Chittagong	0	1	1
	University of Dhaka	1	1	2
	<b>Total</b>	<b>4</b>	<b>3</b>	<b>7</b>
<b>Bhutan</b>	Ministry of Health	0	1	1
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Bolivia</b>	Universidad Privada del Valle	1	0	1
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Botswana</b>	University of Botswana	0	1	1
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>China</b>	China Academy of Social Sciences	0	1	1
	Shanghai Fisheries University	0	1	1
	<b>Total</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Colombia</b>	Universidad EAFIT (Economía, Administración, Finanzas, Ingeniería y Tecnología)	0	1	1
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Egypt</b>	Arab Academy for Science, Technology, and Maritime Transport	1	0	1
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Ethiopia</b>	Addis Ababa University	1	5	6
	Hawassa University	1	1	2
	Mekelle University	0	3	3
	University of Gondar (Gondar College of Medical Sciences)	0	1	1
	<b>Total</b>	<b>2</b>	<b>10</b>	<b>12</b>

Country	NOMA Projects pr. institution	Main partner outside Norway	Network partner	Total
<b>Ghana</b>	Kwame Nkrumah University of Science and Technology	0	1	1
	<b>Total</b>	0	1	1
<b>India</b>	Christian Medical Centre	0	1	1
	Diabetes Research Centre & M.V.Hospital for Diabetes	0	1	1
	Jawahar Lal Nehru University	0	1	1
	Kumaon University	0	2	2
	<b>Total</b>	0	5	5
	<b>Indonesia</b>	Gadjah Mada University	1	0
<b>Total</b>		1	0	1
<b>Kenya</b>	Jomo Kenyatta University of Agriculture and Technology	0	1	1
	University of Nairobi	0	1	1
	<b>Total</b>	0	2	2
<b>Malawi</b>	Bunda College of Agriculture	0	1	1
	College of Medicine	0	1	1
	University of Malawi	2	2	4
	<b>Total</b>	2	4	6
<b>Mozambique</b>	Eduardo Mondlane University	1	2	3
	<b>Total</b>	1	2	3
<b>Namibia</b>	University of Namibia	0	1	1
	<b>Total</b>	0	1	1
<b>Nepal</b>	College of Journalism and Mass Communication	0	1	1
	Kathmandu University	2	6	8
	National Academy of Medical Sciences	0	1	1
	Tribhuvan University	5	2	7
	<b>Total</b>	7	10	17
<b>Nicaragua</b>	University of the Autonomous Regions of the Caribbean Coast of Nicaragua	1	0	1
	<b>Total</b>	1	0	1
<b>Pakistan</b>	Baqai Medical University	0	1	1
	COMSATS Institute of Information Technology	0	1	1
	University of the Punjab	0	1	1
	<b>Total</b>	0	3	3
<b>Palestinian territory, occupied</b>	Birzeit University	1	0	1
	<b>Total</b>	1	0	1

Country	NOMA Projects pr. institution	Main partner outside Norway	Network partner	Total
<b>South Africa</b>	Stellenbosch University	0	1	1
	University of Cape Town	0	2	2
	University of Kwazulu-Natal	0	1	1
	University of Limpopo, Turfloop Campus	0	1	1
	University of Witwatersrand	0	1	1
	University of the Western Cape	1	2	3
	<b>Total</b>	<b>1</b>	<b>8</b>	<b>9</b>
<b>Sri Lanka</b>	Eastern University	0	1	1
	University of Colombo	2	1	3
	University of Moratuwa	1	0	1
	University of Ruhuna	1	2	3
	<b>Total</b>	<b>4</b>	<b>4</b>	<b>8</b>
<b>Sudan</b>	Ahfad University for Women	1	0	1
	Red Sea University	1	0	1
	Upper Nile University	0	1	1
	<b>Total</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>Tanzania</b>	Ardi University	0	1	1
	Muhimbili University of Health and Allied Sciences	3	0	3
	Mzumbe University	0	1	1
	University of Dar es Salaam	2	6	8
	<b>Total</b>	<b>5</b>	<b>8</b>	<b>13</b>
<b>Uganda</b>	Kyambogo University	1	1	2
	Makerere University	5	4	9
	<b>Total</b>	<b>6</b>	<b>5</b>	<b>11</b>
<b>Vietnam</b>	Hanoi School of Public Health	0	1	1
	Nha Trang University	1	0	1
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Zambia</b>	University of Zambia	3	2	5
	<b>Total</b>	<b>3</b>	<b>2</b>	<b>5</b>
<b>Zimbabwe</b>	National University of Science and Technology	0	2	2
	University of Zimbabwe	0	1	1
	<b>Total</b>	<b>0</b>	<b>3</b>	<b>3</b>



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