



Norwegian Agency for
International Cooperation
and Quality Enhancement
in Higher Education

The Norwegian Partnership Programme for Global Academic
Cooperation

NORPART

Annual Report 2019

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Diku – Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education – aims to contribute to increased quality of Norwegian education.

We promote development and innovation in education, encourage international cooperation and digital learning methods.

Through investigations, analyses, and counselling, Diku contributes to expand and strengthen the knowledge base for quality enhancement in education. The aim is to provide authorities and actors in the education sector with a more informed basis for developing their policies, strategies, and measures.

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Executive summary

Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku) is pleased to present the annual report of the NORPART programme for 2019.

This report is based on information provided by the 46 ongoing NORPART projects through their annual progress reports for the year 2019 to Diku. By the end of 2019, 21 projects were in the third project year, and 25 projects had completed their first year. The reports for 2019 showed that most projects were on track and had established a well-functioning collaboration between the partners.

This report presents different aspects of the projects' contribution to quality enhancement in higher education in Norway and the partner countries. The results of 2019 indicate that, on programme level, quality enhancement might benefit partner country institutions slightly more. Nevertheless, it is evident that the collaborations provide mutual benefits. For example, the report shows that course development is taking place both at institutions in Norway and the partner countries, and some courses are jointly offered by the partner institutions. In addition to course development, guest lecturing and joint seminars have also been key activities in 2019.

The number of student exchanges is increasing, particularly the number of incoming students to Norway that complete a long-term exchange stay (3 months or more). Nevertheless, many of the projects experience difficulties in terms of facilitating the high number of planned student exchanges, both for incoming students to Norway and for outgoing students to partner countries. There are different reasons for this, partly related to administrative challenges, and some related to recruitment of students.

The extensive effects that the coronavirus pandemic has had on the projects are not covered in this report. We do, however, know that this has affected to projects severely, particularly with regards to student mobility. Nevertheless, an important foundation for educational collaboration with the Global South has been made through first three years of the NORPART Programme. This report will serve as a backdrop to the discussions on how to move forward.

1 Introduction

1.1 Background

The Norwegian Partnership Programme for Global Academic Cooperation, NORPART, was developed to meet new priorities and opportunities in higher education cooperation with developing countries. Global challenges necessitate global responsibility and cooperation, joint development of new knowledge and up-to-date education, and mutual exchange of ideas and promising practices.

NORPART is funded through the Ministry of Education and Research and the Ministry of Foreign Affairs and is administered by The Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku). The programme addresses both higher education policy and development policy goals. NORPART responds to the United Nations' Sustainable Development Goals (SDGs), particularly goal 4, Quality education, goal 17, Partnership for the goals, and goal 5, Achieve gender equality and empower all women and girls. Other goals are also addressed through the thematic focus of the projects.

The programme is intended to be a flexible tool for academic partnerships and student mobility. NORPART aims to create synergies with other programmes that support cooperation within higher education and research between Norway and developing countries, be the national ones such as NORHED or international ones such as Erasmus+ Capacity Building in the field of Higher Education (CBHE).

Two calls for application have been issued, the first one in 2016 and the second in 2018. A third call is planned to be issued in 2021. The first call received 114 applications from which 21 projects were selected (the NORPART 2017-21 project portfolio). The second call received 86 applications from which 25 projects were selected for funding (the NORPART 2019-23 project portfolio). The combined project portfolio of 46 projects covers 24 partner countries and extends across all academic disciplines. A total of 14 Norwegian higher education institutions are represented as coordinators, with NTNU, University of Oslo, University of Bergen and University of South-Eastern Norway hosting more than half of the projects. The projects have a five-year project period and can receive a maximum allocation of 5 million NOK.

A Programme Board for NORPART was established for 2016-2020 (see Appendix 4 for list of members). The Programme Board was authorised to make the final administrative decisions regarding grant allocation in NORPART in 2016 and 2018. The Board also meets to discuss programme development as well as policy and administrative issues.

1.2 Aim and objectives

The overall aim of NORPART is to enhance the quality of higher education in Norway and developing countries through academic cooperation and mutual student mobility.

To reach this overall aim, the programme shall fulfil four objectives:

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

2 The project portfolio

2.1 Partner countries and institutions

Eligible NORPART partner countries outside Norway consist of 39 different countries in Africa, Asia, and Latin America (see Appendix 1). The 46 projects currently running are represented in all three continents. There is a concentration of NORPART projects in East Africa, with Ethiopia (12), Tanzania (7), Uganda (5) being the countries with the largest number of higher education institutions involved. In addition, Nepal, Sri Lanka, and Vietnam are the countries with the most project partners in Asia (see Figure 1 and Appendix 2).

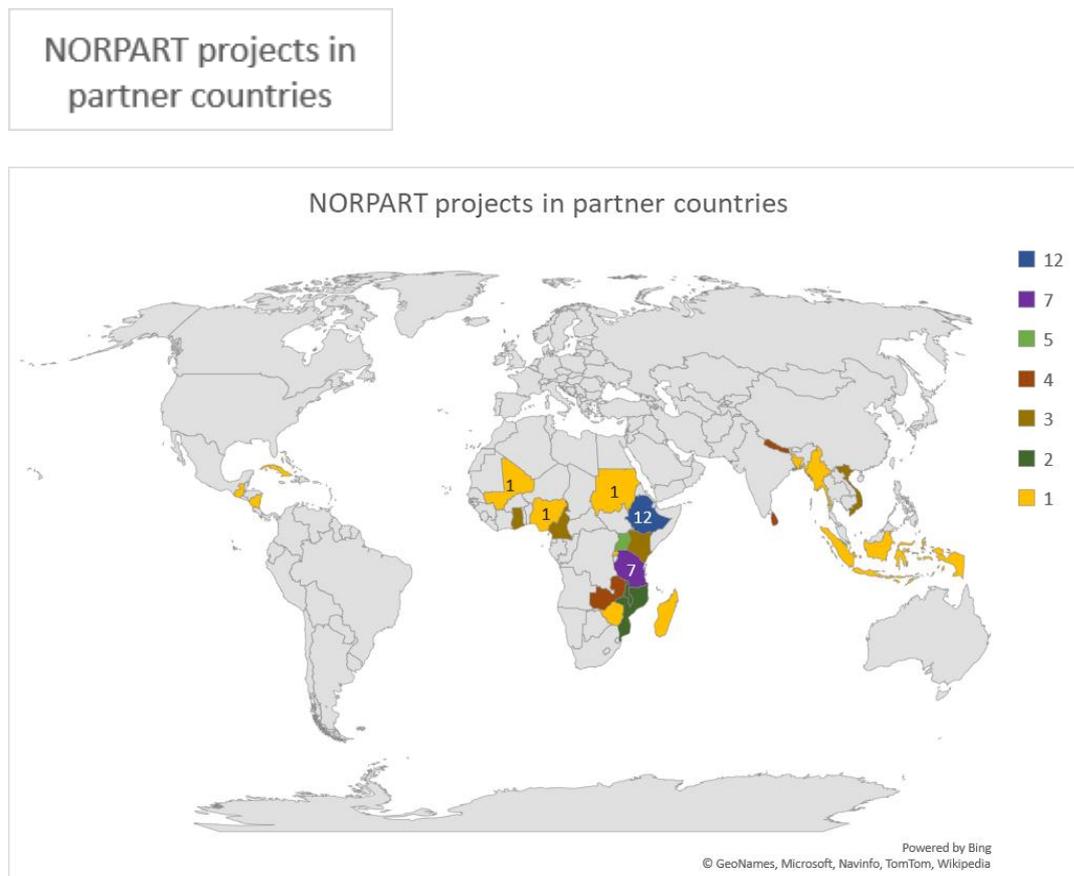


Figure 1: Shows number of NORPART projects with a higher education institution present per partner country outside Norway

The geographical concentration of projects is likely to be related to the long history of cooperation between Norway and the partner countries within capacity building programmes in higher education. Ethiopia, Tanzania, Uganda, and Zambia were countries frequently represented in programmes like NUFU (1991-2012)¹ and NOMA (2006-2014),² the Quota Scholarship Programme³ (1962-2016), as well as in NORHED (2013-).⁴ This is also the

¹ Norwegian Programme for Development, Research and Education (NUFU).

² Norad's Programme for Master Studies (NOMA).

³ The Quota Scholarship Programme 1962-2016.

⁴ The Norwegian Programme for Capacity Development in Higher Education and Research for Development (2013-), administered by Norad.

case for Nepal, Sri Lanka and Vietnam, the countries with the highest representation in Asia. Many of these countries have also been prioritized countries for Norwegian development aid for several decades, and some of them are still defined as prioritized partner countries for development support.⁵

Most NORPART partner countries (see Appendix 1) have been represented in applications to the Programme (36 of 39 countries), except for Burkina Faso, East Timor, and Haiti. This may indicate that the *interest* for academic collaboration is not as concentrated as Figure 1 suggests.

The geographical concentration of projects in the current portfolio may also be related to the representation of large and acknowledged universities in these countries. Most frequently represented partner institutions outside of Norway in the applications to NORPART are Makerere University (Uganda), Addis Ababa University (Ethiopia), and the University of Dar es Salaam (Tanzania). However, there are many other institutions involved as well; a total of 114 institutions and organisations outside of Norway are involved in NORPART-projects, as well as 38 different institutions and organisations in Norway.

The size and make-up of the partnerships vary from project to project. Some projects consist of two higher education institutions, while other projects involve several higher education institutions in more than one country. Some projects include other organisations and institutions in the network, in addition to higher education institutions. A broad range of network partners are involved to strengthen the collaboration, improve the quality of educational activities, and offer work placement opportunities for students. Network partners typically include research institutes, public agencies, private enterprises, hospitals, non-governmental organisations, and other associations.

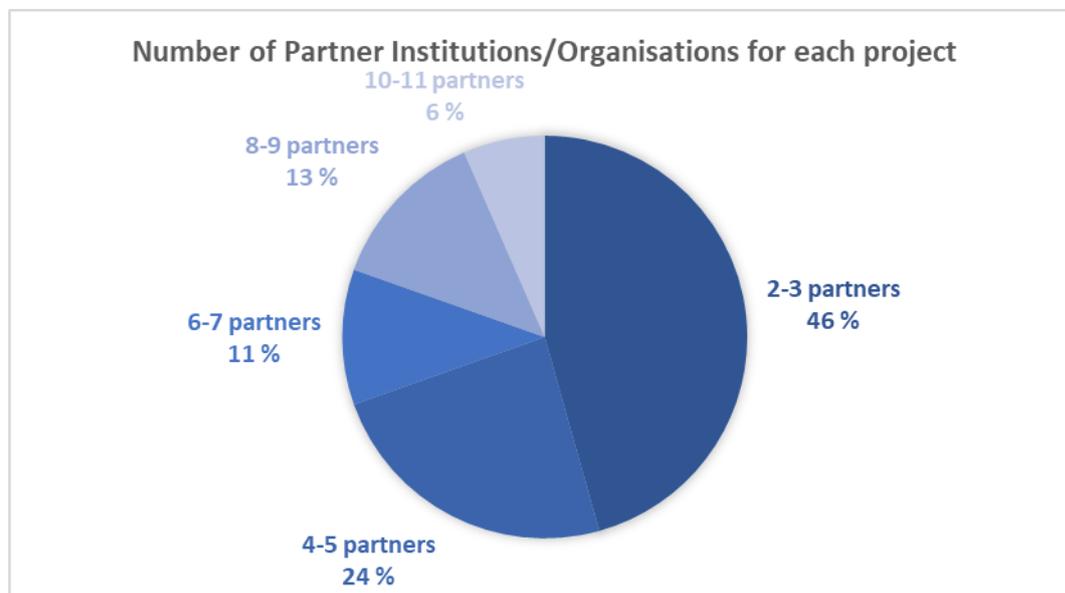


Figure 2: Number of partner institutions/organisations per project

⁵ <https://www.regjeringen.no/no/tema/utenrikssaker/utviklingssamarbeid/partnerland/id2514932/>.

2.2 Academic disciplines

The current NORPART portfolio is diverse regarding academic disciplines, from visual anthropology to nanotechnology and pedagogics. Some of the projects are multidisciplinary and could therefore be placed in more than one category. A rough breakdown of academic disciplines is presented in figure 3.

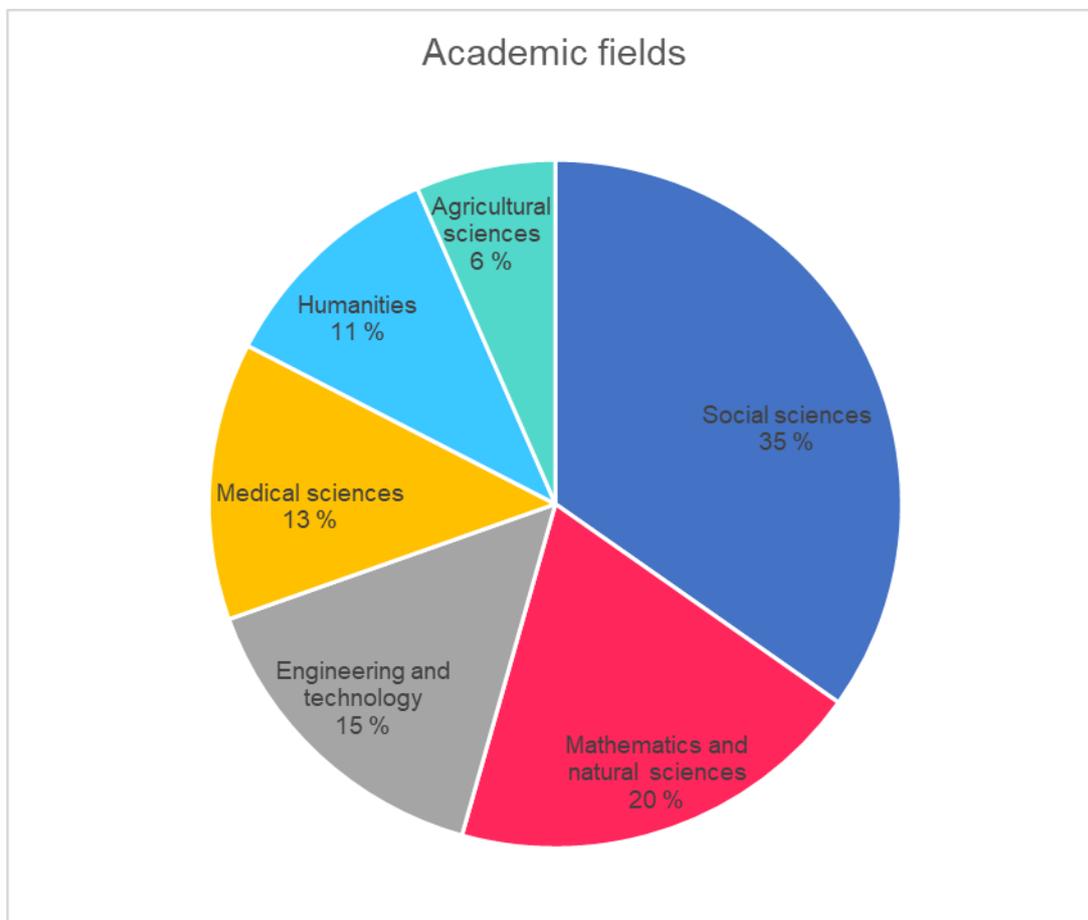


Figure 3: Academic disciplines; percentage.

Compared to the other partnership programmes administered by Diku, such as UTFORSK, the High North Programme and the Eurasia Programme, the share of projects within social sciences and humanities is larger in NORPART (46 per cent). Within social sciences and humanities there are also several projects within teacher education. Grouped together, the share of projects within natural science and technology (including agricultural sciences), represents just over 40 per cent. In addition, medical sciences represent 13 per cent. That indicates that the current project portfolio is relatively balanced in terms of overall representation of the different academic disciplines.

2.3 Synergies with other funding programmes

Several of the NORPART partnerships are established as a continuation of or in synergy with projects funded by other national funding programmes. Synergies with other programmes may improve the results and impact of the projects and contribute to the sustainability of institutional partnerships. It is also beneficial for the individual students involved. In the current project portfolio, there are projects that are interlinked with projects supported by NORHED, UTFORSK, Erasmus+ International Credit Mobility, the Eurasia Programme, and INTPART.

As an example, the NORPART-funded project *Education in the field of sustainable tourism and ecology in Norway and Guatemala* is closely related to a project with support from the Eurasia programme,⁶ and has also received support from Erasmus+ Global Mobility to strengthen the collaboration. The NORPART project is based on a long-term institutional and academic cooperation, and it is founded on strategies and priorities at the two partner institutions, University of South East Norway, and Universidad del Valle de Guatemala.

⁶ CPEA2015/10035 *Sustainable tourism: rural entrepreneurship and heritage. Educational cooperation between Kyrgyzstan, Georgia and Norway*

3 Programme objectives – Results in 2019

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

3.1 Strengthened academic partnerships

Strengthened academic partnerships is seen as an expected outcome, but the partnerships also serve as a framework for student mobility and quality enhancement in higher education. Educational cooperation facilitates knowledge sharing, network building and the development of improved and more relevant academic programmes. The objective of strengthened partnerships is thus strongly intertwined with the objective of enhanced quality in education. Therefore, to study the two objectives separately, this section will mainly address the institutional level, while 3.2 below will address internationalisation and student learning.

Most of the projects in NORPART are based on long standing partnerships within education and research, while a few of the partnerships have been established more recently. The partnerships are based on mutual academic interests and formalised commitment to project implementation.

Among the selection criteria for the two calls for applications were the following: quality of the partnership (including complementarity), experience and expertise of the project team, level of formalized commitment, potential for long-term collaboration between the partners, and the degree to which the partnership is based on mutual academic interests and capacity within relevant academic programmes.

The degree of strengthened commitment and complementarity can be indicated through the numbers of joint courses and programmes that have been developed during the project periods. Joint courses and programmes may contribute to internationalisation for all, thereby also reaching students who for various reasons do not travel abroad, and to commitment to the partnership. Several partnerships have also signed bilateral Memorandums of Understanding (MoUs), which strengthens the formal commitment between the partners.

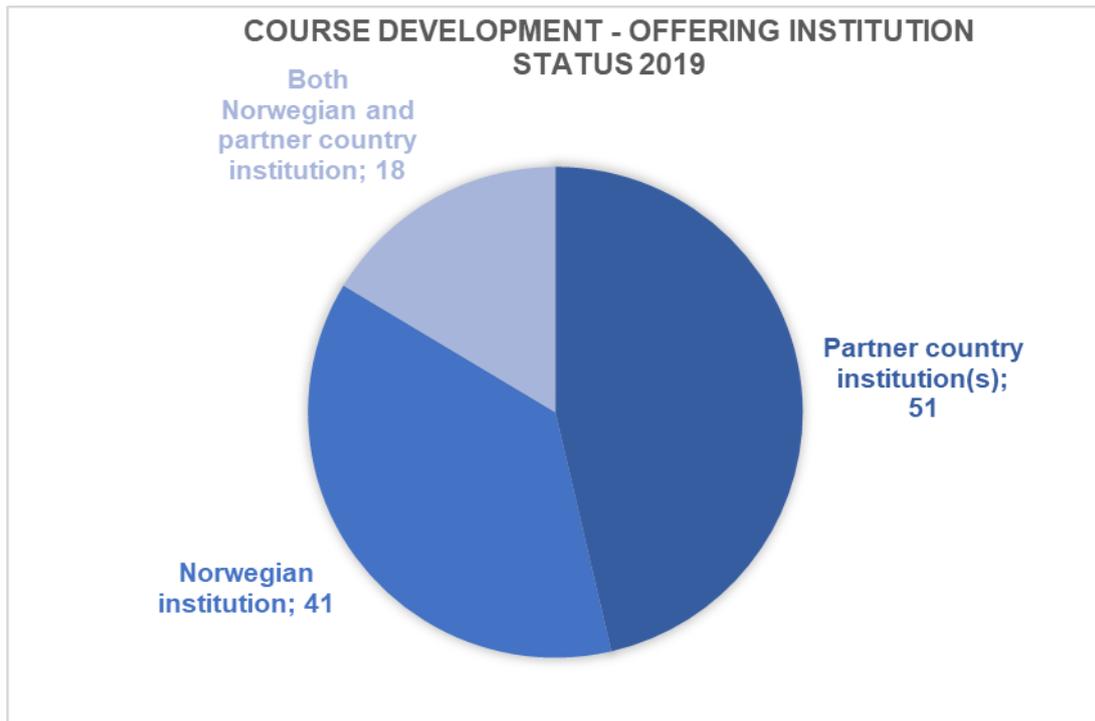


Figure 4: Courses started 2017-2019, offering institution

Many projects have developed joint courses on Master or Ph.D. level, and 110 courses are reported as started by 2019. The courses differ from each other in length, volume, and level of formalized institutional frames: short courses, intensive courses, summer school courses, and modular courses which are integrated into a master or Ph.D. programme. The courses differ from 0 to 120 ECTS, although most courses reported as developed awards between 5 and 10 ECTS. Course development is often closely linked to plans for increasing student mobility to Norway, where students from Norway and developing countries attend the courses together.

Figure 4 shows the course development at Norwegian institutions vs. institutions in the partner countries. The number of joint courses developed and offered at both institutions, in and outside of Norway (18) reveals that the institutions involved are committed and see the relevance of the partnership to improving education. The majority of the courses developed within the frames of the NORPART projects is established and offered at the partner country institutions, which is also the case for most of the master's degree programmes that will be or are already developed. This indicates that the need for new courses and capacity building is larger in the partner countries. However, the number of courses established at Norwegian institutions is also high, which shows that there are mutual benefits of the collaboration.

Example 1

The project collaboration between the Department of Development Studies at Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania, and the Centre for International Health (CIH) at the University of Bergen (UiB) in health economics capacity,¹ has development of a master's programme as one of its objectives. By 2019 the project has developed a curriculum for a joint MSc. in Health Economics and Policy to be offered at MUHAS, while a course in Equity and Fairness is being planned and will be established at CIH. Also, a credit approval and transfer system has been established. The partnership has been strengthened through development of the courses and the programme and through student and staff mobility between the partner institutions.

Example 2:

Higher education and Research collaboration on Nanomaterials for Clean Energy Technologies (HRNCET) is a collaboration between the University of Jaffna, Sri Lanka, and Western Norway University of Applied Sciences (HVL) that works to establish a sustainable partnership for higher education, research, and innovation in nanomaterials for clean energy technologies. A new master's programme in Clean Energy Technologies has been developed and recognized at the University of Jaffna, and there has been a high number of student and staff mobilities between the institutions.

To facilitate the collaboration, NORPART supports staff exchanges of both academic and administrative personnel. As Figure 5 below shows, most staff mobility stays have project meeting and support activities as main purpose.⁷ Evident from the figure below, there is a difference in the purpose of stay between outgoing and incoming staff. A substantially higher number of outgoing staff from Norway travel to serve as guest lecturers and participate in summer schools or other intensive courses compared to incoming staff to Norway. This is likely to be related to a greater need for teaching capacity at the partner institutions outside Norway compared to the institutions in Norway. The numbers of incoming staff mobility do not differ much from the number of outgoing mobility for project meetings, which indicates the reciprocity in the partnerships.

⁷ Please note that staff visits may have multiple purposes, but only one can be reported in Diku's online report.

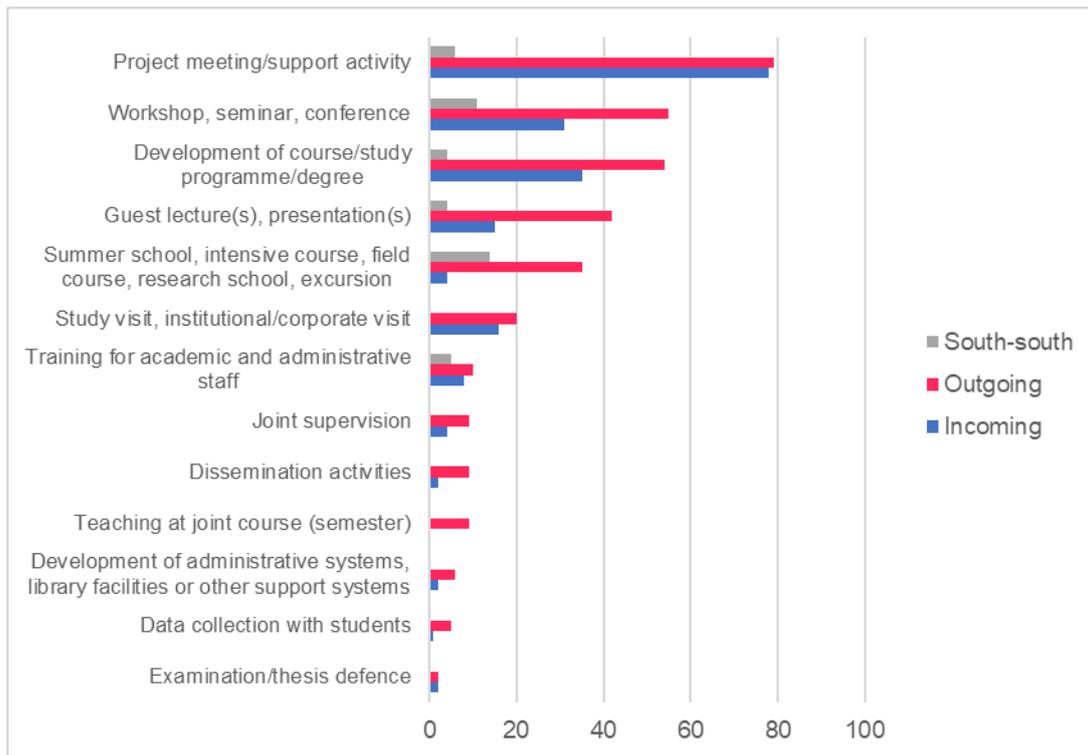


Figure 5: Purpose of staff mobility stays (reported for the period 2017-2019)

Beyond course development and regular exchange of academic staff, the projects also establish other administrative structures to secure long-term collaboration. As an example, the project Adverse childhood experiences, that started in 2018, has already established agreements for the NORPART consortium collaboration, a system for credit transfer, practicum placements, and a Ph.D. cotutelle agreement between the Vietnamese university and Inland University in Norway.

Sustainable institutional partnerships require commitment from the leadership at faculty or institutional level, both in Norway and in the partner country. For a few of the NORPART projects this backing is somewhat limited, which has caused some challenges. Partnerships that depend solely on individual faculty members without any proper institutional commitment are less resilient, whereas robust institutional support will increase the chances of achieving good results. For all its partnership programmes it is Diku's aim to support projects that can demonstrate solid leadership and managerial commitment. The NORPART administration is working on ways this important aspect can be strengthened in the future.

3.2 Increased quality and internationalisation of academic programmes

One way to achieve increased quality in education and in the academic programmes is to strive for research-based, student-active and internationally oriented education (cf. St.meld. 16). For the NORPART programme, this may include jointly reviewed curricula, development of new educational tools and methodology, and inclusion of students in the international research collaboration.

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

3.2.1 Connection between education and research

As mentioned above, one way to achieve increased quality in education and in the academic programmes is to strive for research-based education. Many of the NORPART projects include students in research projects and some projects develop courses based on research collaboration. Also, many of the projects jointly supervise master and Ph.D. students. Joint supervision as well as student and staff mobility will also increase internationalisation at the home institution. Guest-lecturing at the partner institutions as part of the staff mobility in many projects will similarly contribute to the aim of internationalisation and quality enhancement.

Many projects report that master and Ph.D. students are involved in activities related to research projects and disseminations, such as conferences, seminars, and workshops, as part of the NORPART project. Research collaborations in NORPART projects have so far resulted in several journal articles, papers, and other research publications, as well as development of teaching curricula.

The project 16/10023 *Norway-Vietnam Industry and Infrastructure Safety Consortium*, which is a partnership between NTNU in Norway and NUCE in Vietnam, have on-site intensive courses, workshops and online courses and supervision as part of their project portfolio, which will enhance internationalisation and research for mobility students as well as for non-mobile students. The project has had a high number of student exchanges from Norway to Vietnam and from Vietnam to Norway, both for studies and for workshops and field visits. The project has expanded with several new university partners and one industry partner, which also indicates sustainability and strengthening of the partnership.

The EXCEL-SMART project has established a MOOC in Scientific Writing in Health Sciences, which has been a success in 2019 and has the potential to increase the quality of education and research not only for the partnership, but for researchers worldwide within the field of medicine and health sciences. The two sessions that were held in 2019 had over 5000 participants from 158 countries across the globe.

3.2.2 Education / work

Several projects cooperate with industries, NGOs and other organisations, and many projects include work placements at for instance schools or hospitals as part of their student mobility stays in a partner country. Some students also do field work in the partner country as part of their master or Ph.D. theses.

The long-term aim of the project *Intercultural historical studies*,⁸ a partnership project between the Norwegian University of Science and Technology (NTNU) and University of Cape Coast and two other universities in Ghana, is to improve the employability of students of historical studies. Therefore, internships, fieldwork, and joint workshops are among the project's main activities. Under the support of the NORPART project, a master's programme has been established at the University of Education in Winneba, and master students have been sent on exchange studies to NTNU, which included work placement at Trondheim Science Museum. For incoming master students on exchange studies from Ghana, NTNU has also established a master's course in master thesis project design.

⁸ NORPART 2016/10009 *Intercultural historical studies*.

The Norwegian students Mathias Rui and Ole Kristian Lund have been on exchange studies in Dar es Salaam, Tanzania, through the NORPART project *Entrepreneurship Facing Global Competition*. The project collaborates with the University of Dar es Salaam and Equinor, and both studies in Tanzania and work placement at Equinor are approved as part of the master's programme. The two students, who Diku met during a project visit in Dar es Salaam in 2019, believe that the international experience that combine work placement and studies in an African country will give them advantages in the labour market.



Photo: Diku

A high-quality research-based and work-life relevant educational partnership is the overall goal of the project CitRes.Edu⁹ between NTNU and the partner institution UGM in Indonesia. The project has already developed and implemented a new master specialization in natural resource governance within a Master of Politics and Government at UGM. Joint field trips, international workshops, and internships are among the activities, and five students from NTNU have already done 4-6 months internship, fieldwork, or both in Indonesia. In 2019, three Norwegian students did internships at Research Centre for Politics and Government (PolGov) at UGM, where they for instance were involved in preparing an annual training and in mapping on participation and citizen engagement in natural resource governance of UGM. The report on the students' work has disseminated in a public discussion and will be published in PolGov's official website in 2020.

3.3 Student mobility

All NORPART projects support student mobility stays of longer or shorter durations, both to and from Norway. Scholarships for students from developing countries to study at higher education institutions in Norway constitute core elements of each NORPART funded project, and consequently a large share of scholarships is awarded to incoming students to Norway. The purpose of the stays varies, and includes semester mobility, supervision, fieldwork, summer schools, research activities, and work placements (see figure 10). Both incoming and outgoing students will in many cases attend courses on topics not given at their home institutions. In addition to the academic output, the mobile students gain international understanding, intercultural competences, and access to international networks. When returning, the students bring new experiences and international perspectives that may contribute to internationalisation at the home institution, and thereby benefit students who cannot go abroad.

⁹ NORPART 2018/10198 *CitRes.Edu*.

3.3.1 Mobility in numbers

A total of 612 students have been on an exchange stay in Norway or in a partner country with support from NORPART by 2019. Of these, 394 are incoming students to Norway, and 218 have travelled from Norway to a partner country. Incoming students typically stay for longer stays of more than 3 months, while outgoing students typically stay for less than 3 months (see figure 7 below). In addition, 155 students have been supported for exchange stays between partner countries (south-south mobility), typically shorter stays for summer schools or short courses/seminars. 85 % of student mobilities are at master's level, while 15 % are at Ph.D. level.

The NORPART-funded project UDSM-NTNU Mobility Program in Energy Technology supports mutual mobility of students between Norway and Tanzania within the field of energy technology. This photo is of Norwegian and Tanzanian students who met in Dar es Salaam during field work research of the NTNU students in February 2020. The students went on an excursion and seminar together, and also shared experiences and gave each other feedback on their different master projects. *Photo: Susan Dorothy*



The Malawi-Norway Mobility Programme in Mathematics and Mathematics Education (MaNoMME), which started in 2018, has student and staff mobility as its core activities. Already in 2019, the project had six Malawian students on one-year exchange to the University of Stavanger. One PhD student from UiS spent three months in Malawi in the autumn semester of 2019. *Photo: University of Stavanger*



As Figure 6 shows, the number of student exchanges is increasing, particularly the number of incoming students to Norway that complete a long-term exchange stay (3 months or more). This is in line with the objectives of the programme. The projects that have completed their second project year (started in 2017), have substantially increased numbers of student exchanges. However, it is not likely that the initial target numbers for student mobility will be reached as several projects have reduced the target number of expected student exchanges. Difficulties in recruitment, unexpected costs, political turmoil, or other unforeseen obstacles are some of the different reasons for reducing the initial target numbers.

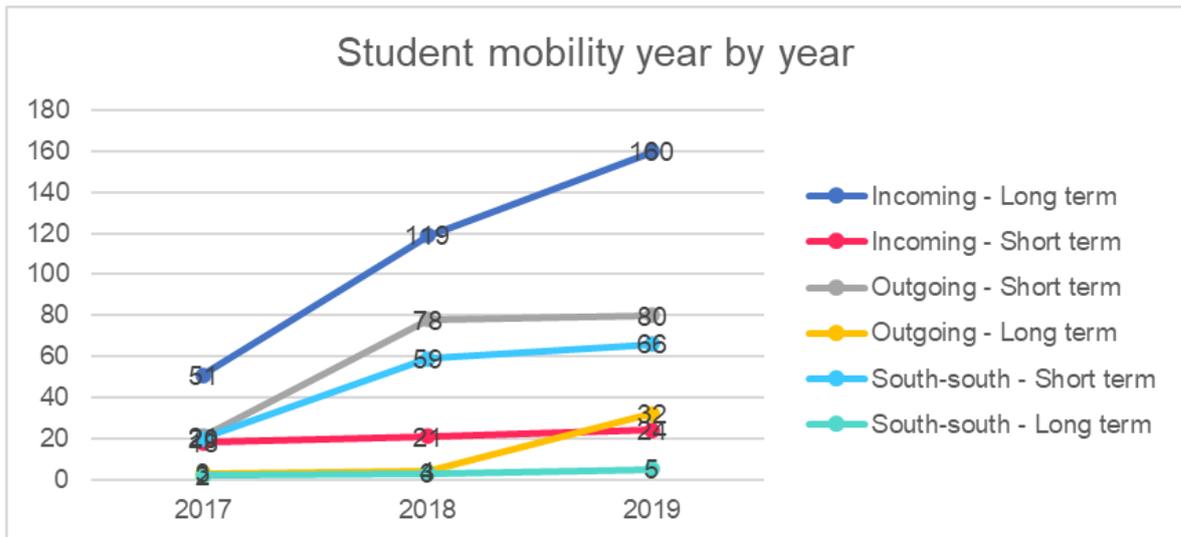


Figure 6: Student mobility per year. Long term= 3 months or more, Short term= Less than 3 months duration.

Figure 7 below shows the numbers of reported student mobility versus target numbers for incoming and outgoing student exchanges. As about half of the projects have just completed their first year, the largest share of mobilities have taken place in the first batch of projects that have completed three years of the project period. There is a large difference between the projects in terms of achievement of target numbers for student mobility by 2019, and some projects have experienced greater difficulties in recruitment than others.

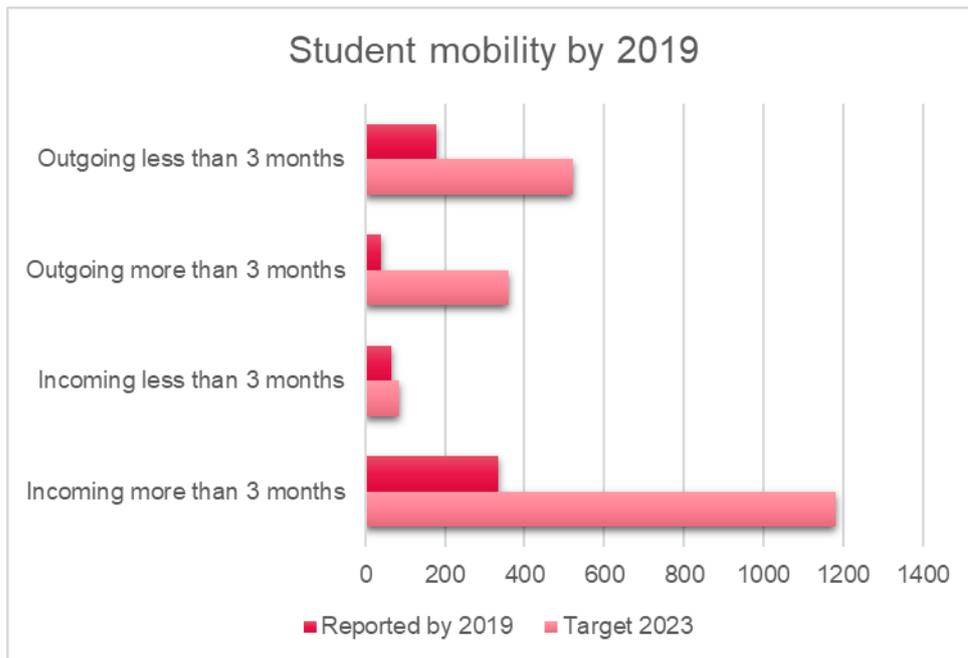


Figure 7: Student mobility by 2019 compared to target numbers

The table below shows the number of students coming to Norway from the different partner countries outside Norway, the majority being from Zambia, Sri Lanka, Bangladesh, Ghana, Ethiopia, and Vietnam (see Figure 8). Students from Zambia come to Norway through three projects related to teacher education, health, and agriculture. The students from Sri Lanka come to Norway through three projects related to nanotechnology, human rights studies, and aquaculture. All the students from Bangladesh are related to only one NORPART-funded project within policy and governance studies, and this project has been very successful in terms of recruitment and implementation of student mobility to Norway.

Although Tanzania and Ethiopia are the two countries with most NORPART projects (cf. figure 1), one could expect that most incoming students originated from these partner countries. This can be explained in the fact that most of these projects belong to the 2019-23 portfolio, and many have planned to start student mobility activities in 2020. The political situation in Ethiopia has also been an obstacle for student mobility for a few of the projects in the 2016 portfolio.

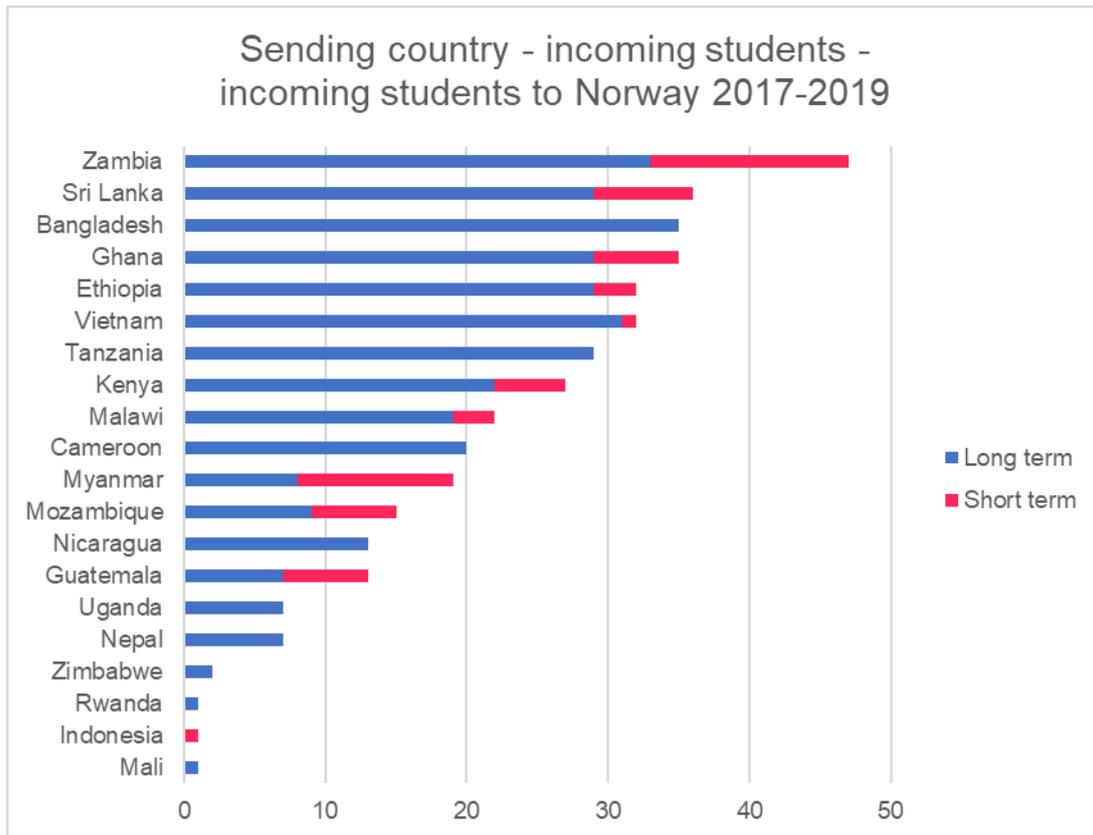


Figure 8: Incoming students to Norway by sending country (reported for the period 2017-2019). Long term = 3 months or longer, Short term: Less than 3 months duration.

Most students travelling from Norway stay in Ghana, Malawi, Ethiopia, Kenya, and Guatemala (see Figure 9). Evident from the figure below, most outgoing students from Norway stay for a short period of time, on average approximately 1 month per exchange.

NORPART greatly emphasizes the support for long term exchanges for incoming students to Norway and this is reflected in the NORPART programme design and calls. For outgoing students, the emphasis on long term stays has not been that strong in the calls for applications in NORPART

The modest number of long-term exchanges for outgoing students could also be related to what courses are available for exchange students, the difficulties in establishment of credit transfer systems and differences in academic calendars. Outgoing students mainly travel to attend joint courses and for data collection (ref Figure 10). Only a few students stay for a whole semester. The NORPART project coordinators also report that it is difficult recruiting Norwegian students to travel to their partner institutions outside Norway. Sometimes this is related to students' reluctance or practical hindrances to travel, other times it is different academic and country specific interests.

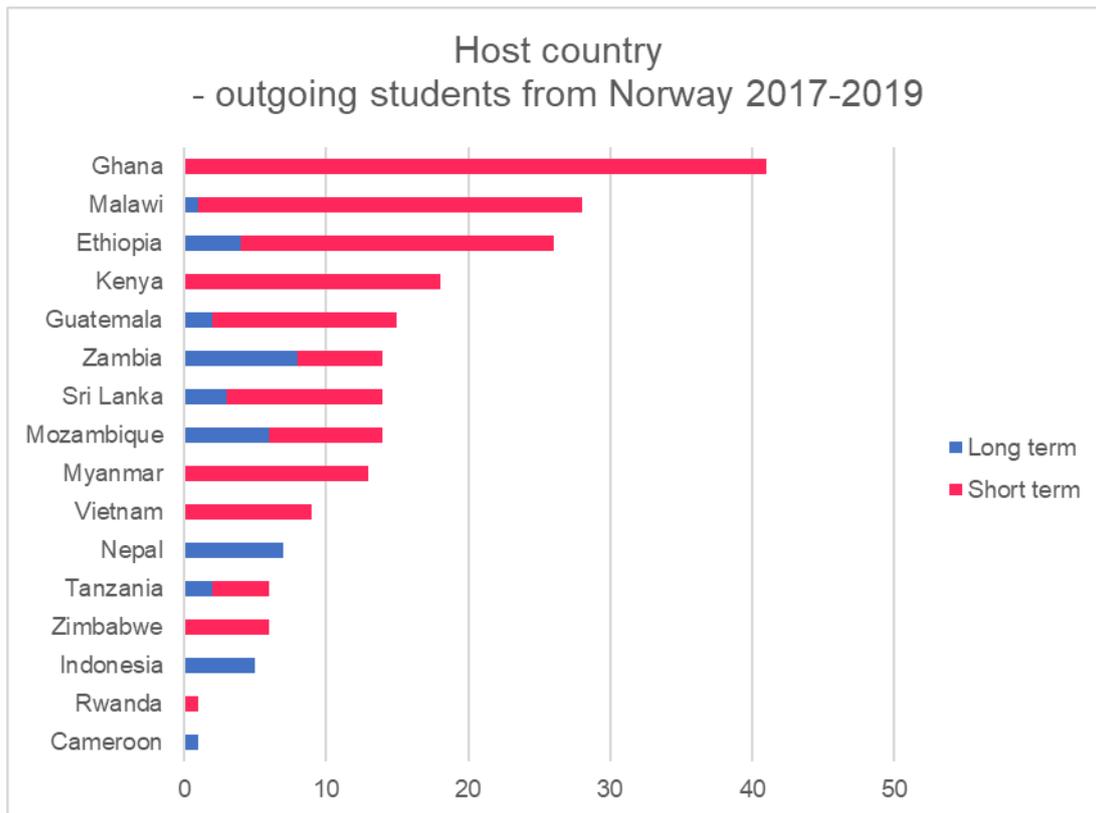


Figure 9: Host country of outgoing students from Norway (reported for the period 2017-2019). Long term = 3 months or longer, Short term: Less than 3 months duration.

In other partnership programmes administered by Diku, student mobility is mainly short term, both for incoming and outgoing students. Evident from project reports, in for example UTFORSK and NORPART, is that many of the short-term exchanges facilitates a close link between education and research. For example, students often attend joint field courses in collaboration with students from the host country, as well as data collection and/or research activities related to the ongoing research collaboration between the partner countries. Both for long-term and short-term exchanges this could be highly beneficial to student learning.

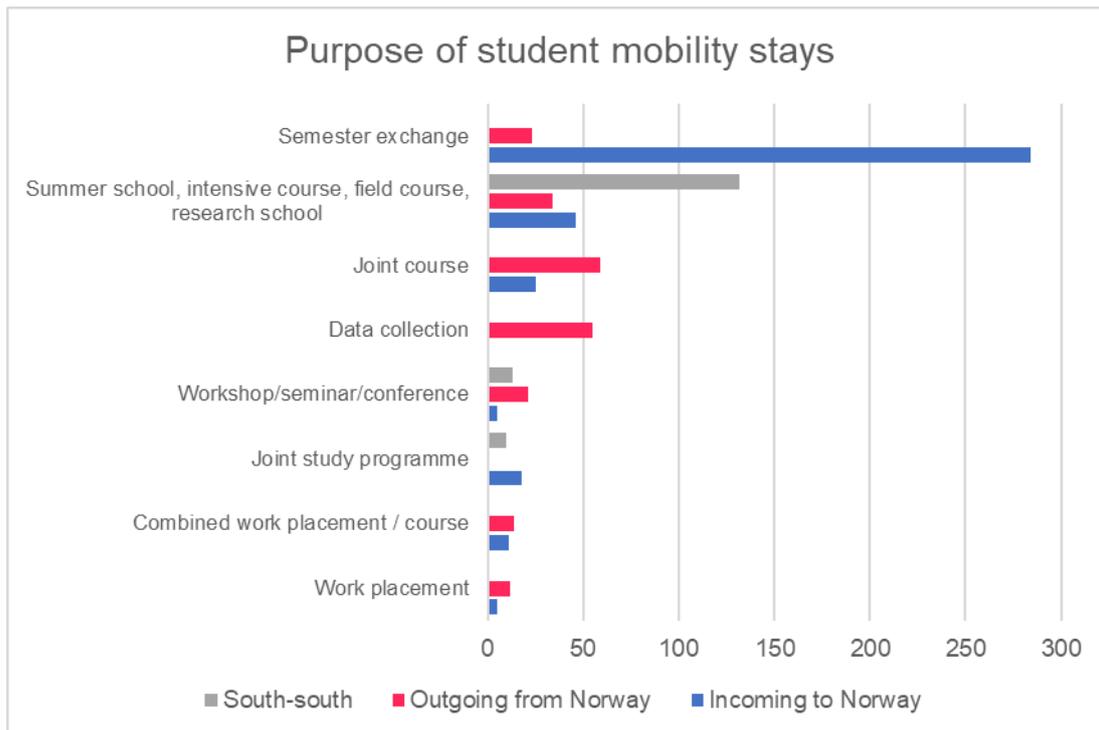


Figure 10: Purpose of student mobility stays reported for the period 2017-2019

3.3.2 Promoting gender equality

NORPART projects should make every effort to recruit at least 50 % female students for mobility in all directions under the framework of the partnership. This is in line with Norway's gender equality efforts and the Action Plan for Women's Rights and Gender Equality in Foreign and Development Policy 2016-2020. Under objective 1 of the Action Plan it is stated that Norway will promote equal opportunities for vocational training and higher education through channels that receive Norwegian funding, for example through university cooperation.

Inclusive practices towards indigenous peoples, ethnic minorities, people with disabilities, and other vulnerable or marginalised groups of society has also been emphasised in the quality assessment of NORPART applications. This has, however, not been reported on so far in the projects.

Figure 11 below shows the percentage of female and male students financed by NORPART for mobility stays from 2017-2019. It shows that 60 per cent of incoming students to Norway are male students. For outgoing students, the share is opposite, with 60 per cent female students. The greatest gender gap is for south-south student mobility, where 68 per cent are male students. Please note, however, that as south-south mobility is not emphasised in NORPART, the numbers are relatively low compared to incoming/outgoing students (155 students in total, mainly short-term mobility for a summer school in Ghana).

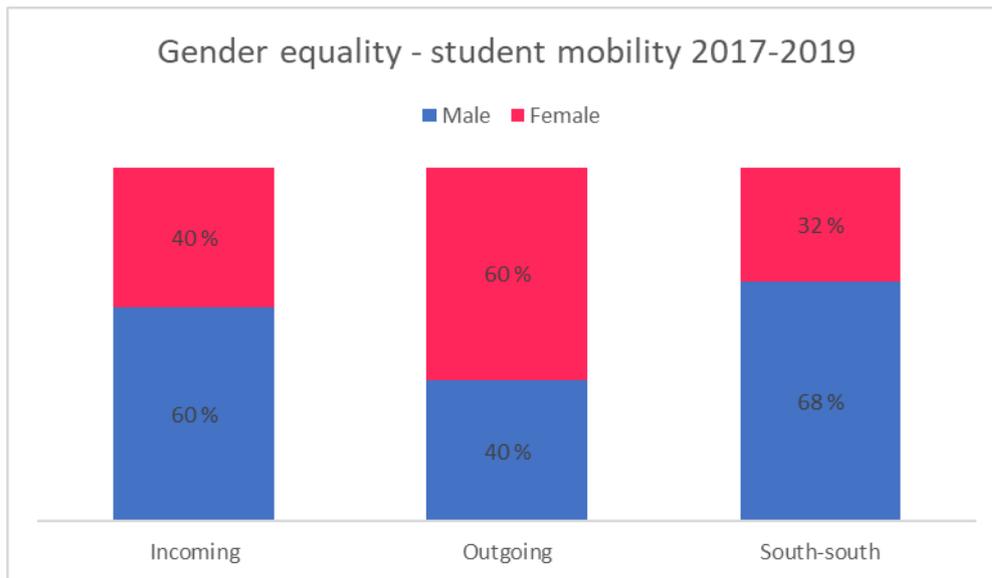


Figure 11: Share of male and female students 2017-2019

The projects' ability to recruit an equal share of female and male students greatly differs between the projects. Some projects have previously reported that they have made great efforts to secure gender equality among students offered an opportunity to study abroad. This is particularly so in subject fields where the student body is already either male or female dominated. The numbers reported on gender representation among scholarship holders in NORPART shows that the balance is not yet at 50 per cent. This suggests that a continuous emphasis is needed to facilitate equal opportunities and benefits for male and female students.

4 Challenges and follow-up

4.1 Challenges in project implementation

The individual annual reports for 2019 show that most projects have progressed according to plan. Some projects have had deviations from the original project plan and have adjusted the projects accordingly. Many activities planned for 2020 will likely be postponed or cancelled due to the coronavirus pandemic, since these activities involve intercontinental travel. Diku expects that projects will apply for a no-cost extension to try and salvage as many of their objectives as possible. In addition to this, Diku is opening for more flexibility with regards to project activities and the dialogue with the individual projects is ongoing. The coronavirus pandemic excepted, projects have met other challenges in 2019, which will be outlined below.

Mobility of students and staff

The challenges have mostly been connected to student mobility. Many projects experience less student mobility than planned, which may indicate that the ambitions have not been realistic, and that student mobilities have involved some unforeseen challenges. There are other administrative obstacles related to exchange stays compared to full degree studies in Norway. This has contributed to delays in the projects. Staff mobility has also been challenging for a few projects. This is, among others, due to heavy teaching and administrative burden at the partner institutions, which have affected the ability to travel.

Delays caused by administration and bureaucracy

Several of the projects have experienced delays caused by administration and bureaucracy, either at institutional level or at governmental level. Lengthy administration and recognition processes at the institutional level, sometimes have the effect that students chosen for exchange may lose their opportunity to travel. Delays caused by bureaucracy outside of the institutions may concern transfer of funds from the institutions in Norway to the partner institution. Many projects also underestimate the time needed for establishing the partnership and planning for activities. Establishing a master or Ph.D. programme can be time consuming and challenging, and many of these development processes have been delayed.

Visa applications

Lengthy visa application procedures have impaired the collaboration and student mobility in some cases. This has been a great obstacle in one of the projects, where students from Cameroon did not get their visa soon enough to travel to Norway as planned. The project has been in contact with Diku regarding this issue. Also, for students from Ethiopia on student exchange to Norway and for outgoing students to Zambia and there have been obstacles in terms of delays with visa applications. However, visa issues cannot be solved by Diku alone and may need some attention from the Ministries in the future.

Language skills

A few projects, especially from Vietnam and Mozambique, report that language obstacles have been an issue for incoming students that do not have sufficient language skills to follow courses in English. One of these projects also have some problems with recruiting students for exchange studies to Norway. Some projects have developed language courses to solve this issue. Other projects have language abilities (English) in mind when recruiting

students for mobility. The academic level has also been an issue for a few projects, especially regarding Ph.D. students.

Political issues

The political situation has been a concern for some projects, especially for those with partners in Nicaragua and Sri Lanka. In one case, the challenges were in the end unsolvable, and the project decided to end the partnership. In Sri Lanka, the partner university of one of the projects was closed for a period due to a terror attack, and several activities were delayed.

4.2 Follow-up by Diku

Diku monitor progress through annual reporting and project visits, as well as through continuous dialogue with projects that experience different challenges. Some of the challenges described above is outside the project's control. Others can be met by sharing experiences and find common solutions. To facilitate mutual learning, Diku arranges annual seminars for the projects. Different thematic areas are covered, depending on what issues are reported by the project to Diku.

In 2019, NOKUT was invited to a NORPART seminar in October to discuss issues of credit recognition, as well as the new Global Convention on Recognition of Higher Education Qualifications. In addition, a panel discussion between different project coordinators on the use of digital tools in educational cooperation with the Global South was held.

Several meetings with project leaders and students in Norway and in partner countries were held during the year. In 2019, Diku visited projects with partners in Mozambique and Tanzania. During such project visits, Diku is in dialogue with institutional leadership, as well as Norwegian Embassies represented to discuss challenges and opportunities for the projects.

In 2019, Diku also prepared for the planned external evaluation of the NORPART Programme. The call for tender was issued towards the end of 2019. The evaluation will be completed in 2020 and will provide important feedback as to how the programme can be improved.

Appendix

Appendix 1: List of eligible countries

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

Appendix 2: Project per country

The list shows number of projects represented by a higher education institution per country. Please note that several projects are represented in more than one country.

Country	Projects represented
Ethiopia	12
Tanzania	7
Uganda	5
Nepal	4
Zambia	4
Sri Lanka	4
Cameroon	3
Vietnam	3
Kenya	3
Ghana	3
Malawi	2
Mozambique	2
Bangladesh	1
Cuba	1
Guatemala	1
Indonesia	1
Madagascar	1
Mali	1
Myanmar	1
Nicaragua	1
Occupied Palestinian Territories	1
Rwanda	1
Sudan	1
Zimbabwe	1

Appendix 3: List of projects

Project	Project title
NORPART-2016/10003	Master in English Education
NORPART-2016/10009	Intercultural historical studies
NORPART-2016/10013	Collaborative learning in biodiversity, excellence in education through two-way North-South mobility
NORPART-2016/10014	Partnership Program Norway - Vietnam (paproNoVi)
NORPART-2016/10023	Norway-Vietnam Industry and Infrastructure Safety Consortium
NORPART-2016/10026	LEMS - Literacy Education in Multilingual Settings
NORPART-2016/10063	KeNoMo - Kenya-Norway Mobility Programme for Computer Science Education
NORPART-2016/10072	Cooperation on Religious Studies in Myanmar - CORSIM
NORPART-2016/10074	The VISCAM project - Visual Anthropology at the universities of Maroua, Ngaoundere and Tromsø
NORPART-2016/10134	ExTending Health Informatics Capacity (ETHIC)
NORPART-2016/10213	EXCEL SMART-Exceeding Learning through Strategic Mobility and Academic Partnership
NORPART-2016/10237	Higher education and Research collaboration on Nanomaterials for Clean Energy Technologies (HRNCET)
NORPART-2016/10239	Human rights and reconciliation in a post conflict multicultural society
NORPART-2016/10255	Education in the field of sustainable tourism and ecology in Norway and Guatemala
NORPART-2016/10285	Policy and Governance Studies (PGS) in South Asia
NORPART-2016/10380	BERGUNZA-SHINE - Strengthening health systems and health care implementation
NORPART-2016/10387	Mozambique/Norway Accessibility Partnership (MAP)
NORPART-2016/10470	Ghana-Norway Collaboration in Medical Physics and Radiography Education
NORPART-2016/10471	Enhancing Norway–Ethiopia relations in Journalism and Communication education and research
NORPART-2016/10480	Project to Strengthen Health Economics Capacity at Bergen and Muhimbili Universities (SHEC)

NORPART-2016/10498	Academic cooperation on sustainable, climate-smart agriculture between Zambia and Norway
NORPART-2018/10001	UDSM-NTNU Mobility Program in Energy Technology
NORPART-2018/10005	Cuban and Nordic Welfare
NORPART-2018/10032	Striving for Excellence through Action Research and Capacity building in eHealth (SEARCH)
NORPART-2018/10039	Collaboration in Higher Education in Mental Health between Nepal and Norway
NORPART-2018/10045	NOR-LANKA BLUE - innovative network in fisheries, aquaculture and aquatic science
NORPART-2018/10048	Strengthening Education and Research in Conservation biology
NORPART-2018/10052	Adverse childhood experiences.
NORPART-2018/10068	AAU-NTNU Partnership to Promote Knowledge on Children and Sustainable Development
NORPART-2018/10074	SUSTAIN
NORPART-2018/10082	Transdisciplinary Education for a Sustainable Society (SAMAJ)
NORPART-2018/10091	IPDM NORPART Project: Indigenous, Peace and Diversity Management Programs
NORPART-2018/10121	Enhancing Quality and Internationalisation of Study Programmes Through Mobile Transformative Pedagogy (EQIP)
NORPART-2018/10149	MA Programme in social anthropology – NTNU – Wollo University collaborative project
NORPART-2018/10166	Developing the Teacher Education in Pedagogy
NORPART-2018/10178	Malawi-Norway Mobility Programme in Mathematics and Mathematics Education (MaNoMME)
NORPART-2018/10182	Academic Partnership and Student Mobility to Foster Evidence-based Practice, Innovation and Quality in Health Sciences Education
NORPART-2018/10198	Citizen Engagement and Natural Resource Governance Education (CitRes-Edu)
NORPART-2018/10207	Muhimbili-Bergen University Partnership to Enhance Pharmacy Education and Research (PEPER)
NORPART-2018/10213	Fostering quality graduate and postgraduate training and research (FORTECASE-PROJECT)
NORPART-2018/10254	ANTENNA: Norwegian – African network for training a new generation of entomologists in DNA-based molecular methods
NORPART-2018/10260	UDBS - UiA-SBL: Entrepreneurship Facing Global Competition
NORPART-2018/10277	Establishment of joint research-based education in dentistry in Norway and East Africa
NORPART-2018/10296	NORCAM Exchange

NORPART-2018/10298	Capacity building for joint education and research in applied ecology
NORPART-2018/10304	Collaborative Action for Strengthening Training Capacities in Climate Risk and Natural Resource management (CoSTClim)

Appendix 4: List of NORPART Programme Board Members

The Board is appointed for 5 years (2016-20), and consisted in 2019 of the following members:

1. Lise Øvreås, Professor at the Department of Biology, University of Bergen (Chair)
2. Halla-Björk Holmarsdottir, Professor at the Department of International Studies and Interpreting, OsloMet (Deputy Chair)
3. Tore Jarl Gutteberg, Chief Physician and Professor in Medical Microbiology at the University Hospital North Norway and UiT, The Arctic University of Norway.
4. John Arild Andersen, former Director of the Section for Student Exchange and Internationalisation, NHH – The Norwegian School of Economics.
5. James Otieno Jowi, Former Executive director, African Network for Internationalisation of Education (ANIE)
6. Student representative appointed by the National Union of Students in Norway (NSO). Representatives have been Mirela Cacan and Johannes Somerset Bjartnes

Deputy members:

1. Anne Ryen, Professor at the Department of Sociology and Social Work, University of Agder
2. Bernd Etzelmüller, Professor at the Department of Geoscience, University of Oslo
3. Hilikka Ndjaula, Deputy Director at the Sam Nujoma Marine and Coastal Resources Research Centre, University of Namibia (personal deputy for James Otieno Jowi)
4. Student representative appointed by the National Union of Students in Norway (NSO). Representatives have been Christine Adriane Svendsrud and Pål Adrian Ryen

In addition, Norad is invited to participate in an observer function.



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