

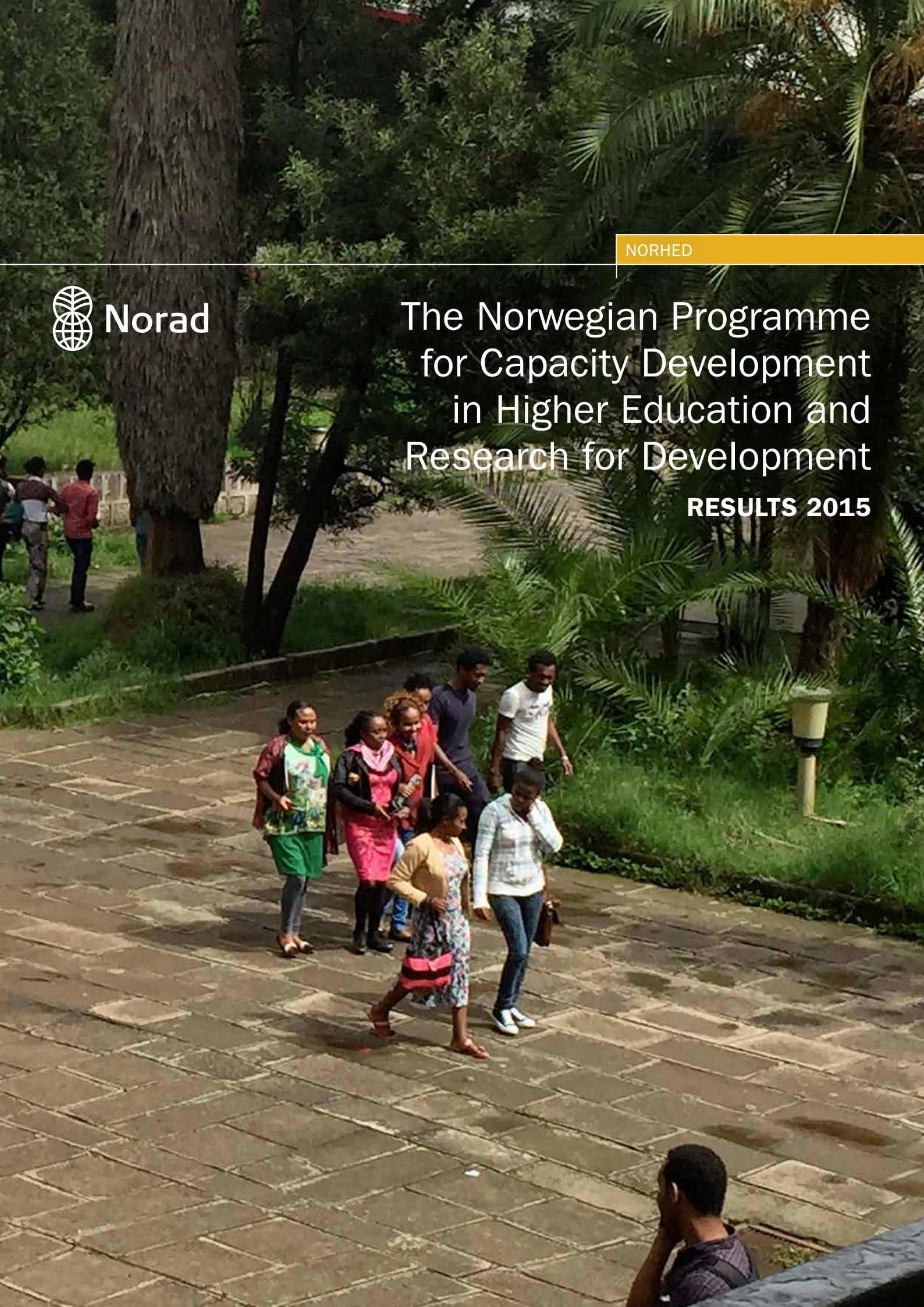
NORHED



Norad

The Norwegian Programme for Capacity Development in Higher Education and Research for Development

RESULTS 2015



Acknowledgements

We would like to acknowledge the NORHED programme staff for their guidance and support in providing the necessary materials and insights required to conduct the analysis presented in this report. We appreciate the unreserved assistances provided to us by the administration and project staff at partner universities in Ethiopia and Uganda during the field visits. The report benefited from the consultations with project staff at Norwegian University of Life Sciences and University of Bergen. We are thankful for their useful feedbacks and insights.

Fafo Research Foundation conducted the performance assessment study presented in this report. Tewodros Aragie Kebede is the lead researcher.

The report is the product of its authors and the responsibility and accuracy of analysis rests with the author. The findings, interpretations, and conclusions presented in this report do not necessarily reflect the views of Norad.



Preface

Education is one of the main priorities of Norwegian development cooperation. Supporting higher education and research for development is a key part of this commitment. The Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED) was launched in 2012 as Norad's main avenue for strengthening higher education institutions in low and middle income countries. To further strengthen the NORHED portfolio on Education, a new call for proposals focusing on teacher education and pedagogy for quality improvement of primary and lower secondary education was launched in 2015.

In a world where the knowledge economy is increasingly important, universities are vital to contribute to skilled and locally relevant workforce. Universities must therefore be accessible and relevant to local needs. However, the knowledge gap continues to be one of the most important social and economic divides in modern times. Bridging this gap by increasing access to higher education institutions is essential for promoting equitable and sustainable growth and attaining the Sustainable Development Goals (SDGs).

Access to higher education is, however, not enough. Higher education must pursue the goals of equity, relevance and quality simultaneously. Gender equality in higher education and research is also of fundamental importance if we are to reach the SDGs.

This report is the second annual results report for the NORHED programme. The aim of the report is to present key achievements and results to date, to contribute to programme level learning as well as to point out any areas to be improved. It is clear from the report that the programme is making good progress in contributing to strengthening universities in our partner countries in terms of the programme's intended results: More and better qualified graduates, and more and better research produced by the country's own researchers.

While the first NORHED Results Report focused mainly on the programme documents and project reports, this report goes more in depth into the selected countries of Ethiopia and Uganda. These are the two countries with the highest number of NORHED projects. The report is based on consultations with project partners both in partner countries and Norway, including field visits to Ethiopia and Uganda. We learn about both accomplishments and challenges for the programme and related to specific countries and projects. Some of the main challenges identified will help us to adjust the programme continuously, and to ensure that the intended results are reached.

This report provides an excellent opportunity to understand the vital role of higher education and research in contributing to sustainable development. It is encouraging to see that the programme is progressing well in the key areas of institutional strengthening for improved education and research.



JON LOMØY
Director General



PRACTICAL

Handwritten notes on a piece of paper, including a diagram of a biological structure, possibly a cell or a microorganism, with various labels and arrows.

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Executive summary

The Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED) was launched by Norad in 2012 with the overall goal of strengthening capacity in higher education institutions and research in low and middle income countries (LMICs). The programme aims at contributing to a more skilled workforce, enhancement of knowledge, evidence-based policy and decision making, and greater gender equality in the long term. The expected long-term impact of the programme is sustainable economic, social and environmental development in LMICs.

This report is focused on the performance of the NORHED projects during 2013–2015 with the purpose of programme-level learning. The report presents key achievements using standard indicators, a detailed look at projects in Ethiopia and Uganda, overall assessments on the performance of all 45 projects, and follow-up recommendations.

The NORHED programme provided financing for 45 projects with an implementation period of five years in six-sub-programme areas: eight projects in education, 11 projects in health, 13 in natural resources management, four in democratic and economic governance, six in humanities, culture and media communication, and three projects aimed at capacity building in South Sudan. The programme is operational in 25 countries across the world, with 12 countries in Africa, nine countries in Asia, three in Latin America, and one in the Middle East. The projects are implemented in partnerships by 61 different academic institutions from LMICs and 13 Norwegian institutions.

The Norwegian policy on education for development focuses on investment in higher education, recognizing its importance for health, business development, and primary and secondary education in countries where large numbers of qualified personnel are needed. The NORHED programme is instrumental in the implementation of this policy. In the context of global development, the large number of partnerships established by the NORHED projects and the allocation of financial resources for this purpose indicate that the NORHED programme is highly relevant in

addressing one of the key mechanisms for the new sustainable development goals (SDGs), namely partnerships for the goals. Although the NORHED programme was established before the SDGs were in place, the overall goals and objectives of the specific projects are aligned to contribute to most of the SDGs, such as no poverty, zero hunger, good health and well-being, quality education, gender equality, and climate action.

NORHED projects reported to have established 61 new academic degree programmes in the six sub-programme areas during 2013–2015, of which 46 are master's and 15 PhD degree programmes. Furthermore, the projects revised a total of 53 academic programmes, of which 16 are bachelor, 31 master's and six PhD degree programmes. The revisions incorporate into academic courses emerging topics such as climate change, harnessing indigenous knowledge, and gender perspectives. Such adjustments are necessary to respond to labour market demands for qualified personnel and to ensure the relevance of the training to societal needs and knowledge development. Development of academic programmes continues to be an undertaking whereby the establishment of 21 new and revisions of 18 academic programmes are underway during 2013–2015.

The projects play an important role in establishing PhD programmes in LMICs and utilizing the expertise of partner institutions in academic curriculum design, teaching and supervision of students. Most projects ensure the relevance of the newly established academic programmes by conducting a thorough needs assessment such as demand analysis for expected qualifications in the labour market. The projects are making progress towards achieving one of the core intervention areas of the NORHED programme, namely development of in-country/regional educational programmes.

The demand for the established programmes is generally reported to be high as they offer quality education through project resources such as funding of field research and student exchange programmes. However, several projects have reported to have faced challenges in recruiting students to their academic

programmes. Some of the reported reasons are low level of demand due to competition with other academic programmes, high cost to students without funding possibilities, limited pool of potential applicants, and employers' requirements for years of service before granting study leave period. Some academic programmes are dependent on project resources for provision of external teachers, field research, practical training, and student exchange activities embedded in the design of the programmes. The sustainability of these programmes relies on ensuring continued support for such aspects of the training from internal or other resources of the universities offering the programmes.

Hawassa University in Ethiopia established a joint PhD degree programme in the field of health sciences in partnership with the University of Bergen. Makerere University in Uganda has established an agreement with the University of Bergen to establish joint PhD programmes in several disciplinary areas. These key achievements are valuable in strengthening the academic quality of both universities, creating demand for academic programmes, and encouraging student mobility across the two nations to enrich their international experience.

During 2013–2015, NORHED projects reported to have enrolled 5638 students of whom 44 per cent are female students across the six sub-programme



Hawassa University. PHOTO: KEN OPPRANN

areas. Students enrolled in the bachelor degree programme make up 27 per cent of enrollment in programmes associated with NORHED projects, 40 per cent in master's degree programmes, 27 per cent in specialist training in health and 6 per cent in PhD degree programmes.

NORHED projects have set a target of providing scholarship support to 1931 students by 2018. Of these the highest allocation goes to female students (55 per cent) at the programme level. The scholarships primarily target academic staff at partner institutions to enhance their human resource capacities, and work towards achieving NORHED's objective of contributing to a larger and better-qualified workforce in higher institutions.

During 2013–2015, NORHED projects provided scholarship support to a total of 713 enrolled students, of which 67 students have graduated while 646 students continue to pursue their studies during the reporting period. The percentage of female students receiving NORHED scholarship support (48 per cent) is higher than the overall level of female enrolment (44 per cent). This shows that the various affirmative actions undertaken by NORHED projects promote recruitment of female students and reduce the inherent gender imbalance in the academic institutions. At the programme level, this is in line with NORHED's objective of enhancing gender equality.

PhD training and research is a central component of most NORHED projects. A total of 195 PhD students were supported by NORHED scholarships during 2013–2015 and the target is to train 262 students by 2018. The scholarships are provided to academic staff at partner institutions and the programme achieved 74 per cent of its enrolment target. Given that PhD training takes a minimum of three years, the 26 per cent shortfall is due to late startup of projects and challenges in recruitment of students. Lack of qualified staff is the main challenge, particularly for female candidates, owing to limited availability of female staff.

Some projects addressed this by training emale students at master's level with a plan to further pursue their PhD studies.

NORHED projects are instrumental in enhancing much-needed facilities at the institutions, including science laboratory equipment, technical equipment, ICT infrastructure (computers and networks, internet connectivity, software, video conferencing), furniture and renovation of buildings, field vehicles etc. The main challenge in infrastructure acquisition consists of delays in procurement of required equipment and research materials as a result of cumbersome and inefficient procurement procedures. Limitations on speed, quality and availability of internet connectivity affected deployment of planned information systems in some of the projects. Unavailability of some equipment in the country also resulted in delays in project activities. Utilizing the partnerships, the Norwegian institutions have played an important role in assisting the institutions by facilitating the purchase of some equipment that is difficult to obtain within the countries.

NORHED projects promote gender equality through their project activities using differing conceptual underpinnings and practical approaches. Most projects are primarily concerned about the gender balance in their training targets. Gender mainstreaming is carried out by incorporating gender issues in academic curricula, offering academic courses and training on gender, and conducting gender-related research. The diversity of strategies used for mainstreaming gender and promotion of gender equality shows that the approaches seem rather ad hoc and an in-depth understanding of the underlying gender inequalities and perceptions is needed to ensure the interventions result in sustainable outcomes.

Monitoring and follow-up of each NORHED project is conducted by Norad's project officers primarily in direct communication with main project agreement partners and in annual project meetings with all partner institutions. Several projects have reported a high turnover of project officers on Norad's part. The main challenge associated with this turnover is the time required for new officers to learn about the project and to understand the various modifications and changes made to the project activities, and the reallocation of budgets. Given that both project officers and project activities are changing, main-

taining a consistency in project-level decisions over time remains crucial, particularly when staff turnover occurs during critical periods such as towards the end of the project's fiscal year.

The NORHED programme has developed 14 standard indicators, in consultation with project partners, designed to help gauge the performance of the programme throughout the lifetime of the projects. They help establish the basis for measuring the outcomes and impact of projects. A narrative report template was prepared that includes the standard indicators, and is used for annual reporting by the projects. We identified several limitations with the reporting tool as well as with the definitions of the standard indicators, contributing to poor data quality.

The NORHED programme provides financing for 45 projects with a total budget of NOK 757 000 000. Of the total budget in the portfolio, 42 per cent is related to PhD and research activities while education of master's students takes up 26 per cent. The projects allocate a budget of 16 per cent for institutional development activities such as small infrastructure. Project management is allocated 10 per cent while administrative support (including overhead costs) that caters for indirect costs is around 6 per cent. This is in line with the requirement of allocating a maximum of 7 per cent of the total budget for administrative purposes.

During 2013–2015, NORHED projects had a total expenditure of about NOK 168 million. The total expenditure for all projects during the 2015 fiscal year was about NOK 106 million. This represents 52 per cent of the total budget (NOK 204 million) allocated for the year, indicating that projects are able to spend only about half of the budget that they were allocated. Projects report that the low level of expenditure occurs due to delays in some activities such as purchase of planned equipment. Overall an improved utilization of the allocated budget based on realistic work plans is needed to ensure that projects are completed within the periods anticipated. Most projects are likely to require a "no-cost" extension of their project period beyond 2018 due to delays in activities and late start-up time.

Recommendations

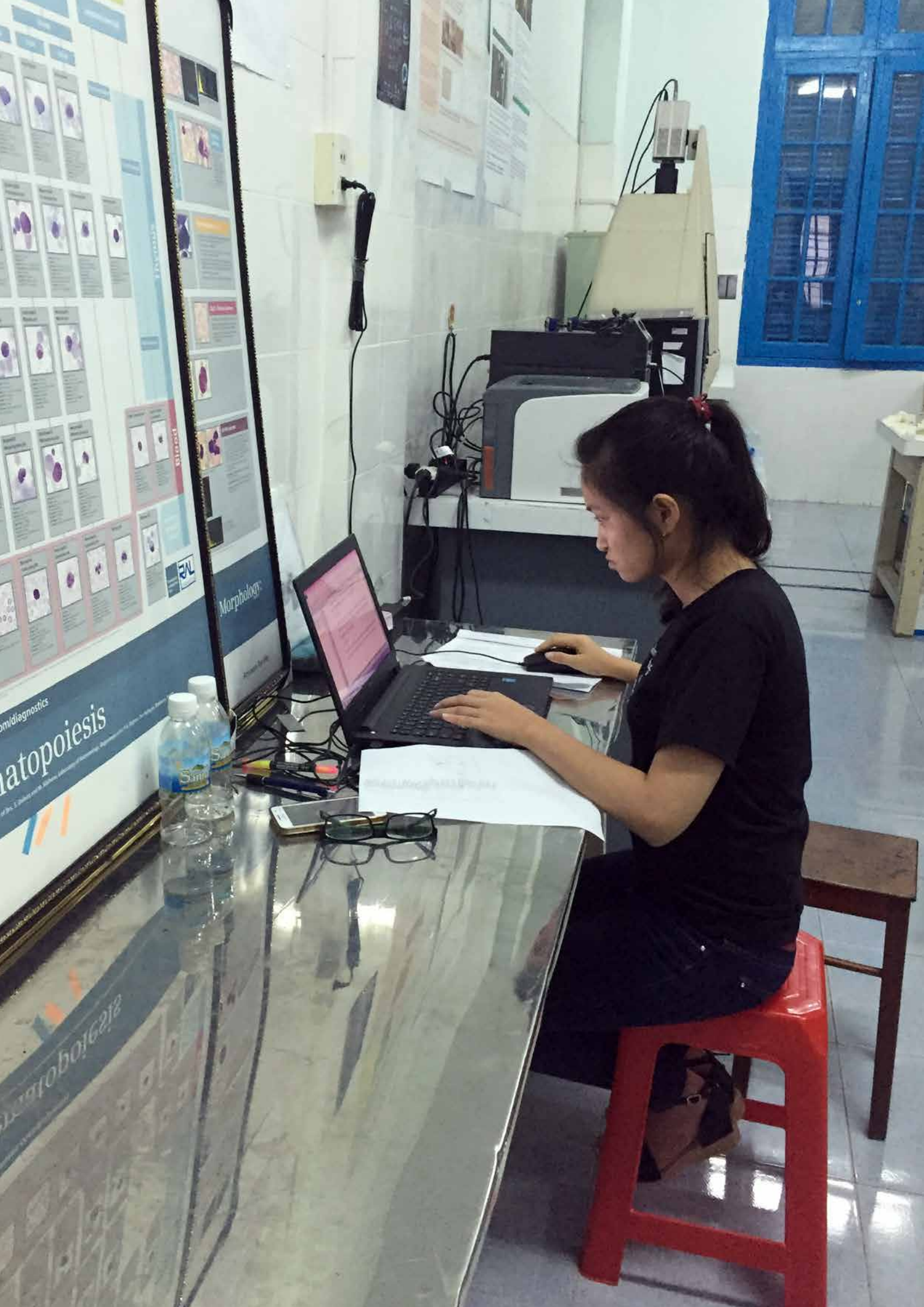
The success of NORHED projects is dependent on institutional-level enabling conditions such as the availability of effective administrative and financial systems. Some institutions exhibit limited institutional capacity. We recommend enhancing financial grants and project management systems in order to increase the success of projects in and beyond the NORHED programme.

With regard to social outreach, most of the research conducted by the projects is carried out in local communities, whereby engagement is ensured through consultations and community participation in research activities. Concerning communication and utilization of knowledge management systems, however, NORHED projects do not fully exploit digital communication strategies such as dedicated websites and social media. We recommend an increased use and development of digital technologies in order to promote project outputs and results.

Violent conflict and security issues remain challenging external factors for some countries. Political and economic instability in Nepal, security issues in Pakistan and violent conflict in South Sudan have affected implementation of project activities. In countries where conflicts have occurred and are likely to recur, we recommend the establishment of risk management strategies informed by an in-depth conflict sensitivity analysis in order to minimize losses in all aspects of the projects.

The NORHED programme has developed 14 standard indicators designed to help gauge the performance of the programme throughout the lifetime of the projects. A narrative report template was prepared that includes the standard indicators, and this was used for annual reporting by the projects. We identified several limitations with the reporting tool, including definitions of the standard indicators which contributed to poor data quality. We recommend that the reporting tool should be revised by refining its parameters, definitions and measurement of the standard indicators. Good quality data is essential in order to demonstrate the successes of projects and we encourage additional efforts from project implementers to improve the quality of reported data.





1

Introduction

The Norwegian policy on education for development focuses on investment in higher education, recognizing its importance for health, business development, and primary and secondary education in countries where large numbers of qualified personnel are needed¹. Higher education is also important for innovation and economic development, which in turn makes it possible to increase tax revenues and establish good health and education services. In addition, higher education is crucial for developing robust and effective public institutions, which are prerequisites for good governance.

The Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED) was launched by Norad in 2012 with an overall goal of strengthening capacity in higher education institutions and research in low and middle income countries (LMICs). The programme aims at contributing to a more skilled workforce, enhancement of knowledge, evidence-based policy and decision making, and greater gender equality in the long term. The expected long-term impact of the programme is sustainable economic, social and environmental development in LMICs.

NORHED is a five-year programme and provides financing for 45 projects in six sub-programme areas, as follows: eight projects in Education, 11 projects in Health, 13 in Natural resources management, four in Democratic and economic governance, six in Humanities, culture and media communication, and three projects aimed at Capacity building in South Sudan. In line with overall NORHED programme objectives and sub-programme areas, the projects have the following intervention areas: Development of in-country/regional Masters (and Bachelors) education programmes; PhD studies and fellowships; Joint research; Strengthening institution and systems; Strengthening systems for knowledge management, information and dissemination of results; and Development of small-scale infrastructure and scientific equipment.

¹ Meld. St. 25 (2013–2014) Report to the Norwegian Parliament (white paper).

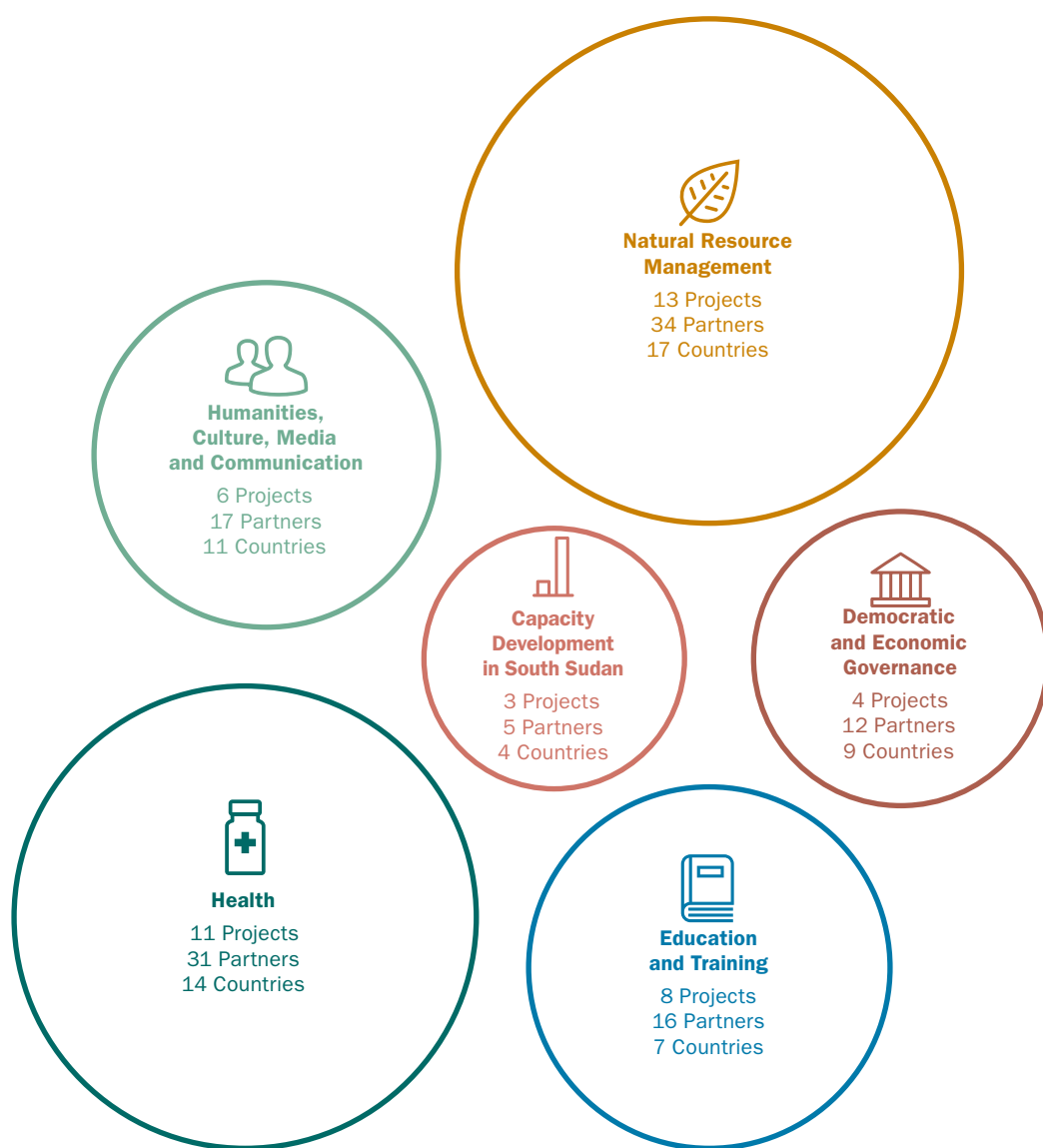
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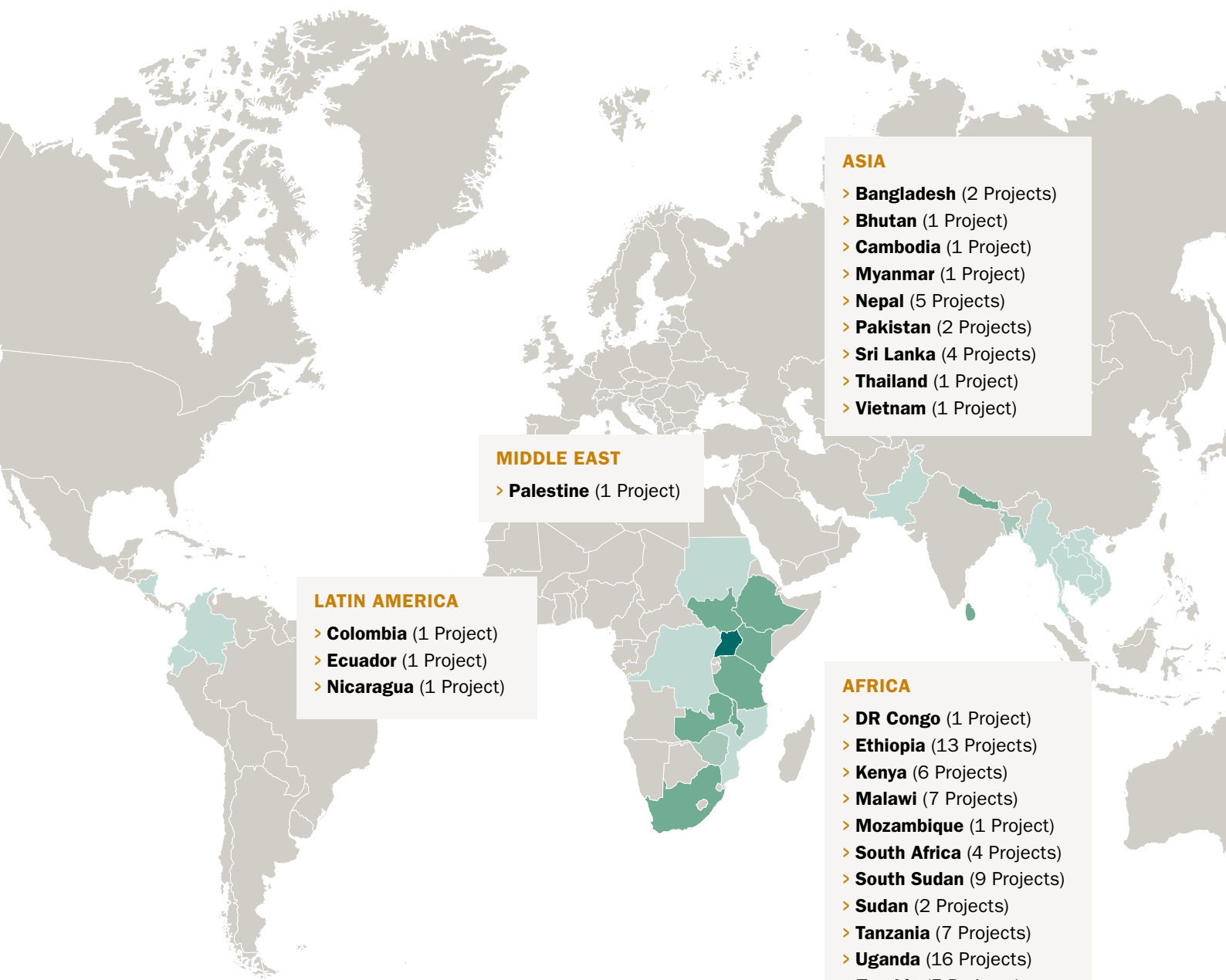
Nha Trang University, Vietnam. PHOTO: SILJE VEVAATNE

The programme is operational in 25 countries across the world, with 12 countries in Africa, nine countries in Asia, three in Latin America, and one in the Middle East. NORHED projects are implemented collaboratively by 61 different academic partner institutions from LMICs and 13 Norwegian institutions. Most partnership arrangements are the result of long-term historical collaborations established through previously Norad-funded projects. All except four projects are led by Southern institutions that are the main agreement partner with Norad and are responsible for the overall administration, financial management as well as coordination of project activities. This arrangement is aimed at ensuring ownership of projects by “South-based” institutions, promoting regional collaborations and creating opportunities for sustainability.

The NORHED programme is instrumental in the implementation of Norwegian policy on education for development. The sustainable development goals (SDGs) are a new, universal set of goals, targets and indicators set by the UN member states that set agendas and political policies with the aim of achieving them by the year 2030. In the context of global development efforts, the large number of partnerships established by the NORHED projects and the allocation of financial resources for this purpose indicate that the NORHED programme is highly relevant in addressing one of the key mechanisms for the new sustainable development goals (SDGs), namely partnerships for the goals. Although the NORHED programme was established before the SDGs were in place, the overall goals and objectives of the specific projects are aligned to be valuable in terms of achieving most of the SDGs such as no poverty, zero hunger, good health and well-being, quality education, gender equality, and climate action.

FIGURE 1: NUMBER OF PROJECTS, PARTNERS AND COUNTRIES BY SUB-PROGRAMME AREA





- ASIA**
- > **Bangladesh** (2 Projects)
 - > **Bhutan** (1 Project)
 - > **Cambodia** (1 Project)
 - > **Myanmar** (1 Project)
 - > **Nepal** (5 Projects)
 - > **Pakistan** (2 Projects)
 - > **Sri Lanka** (4 Projects)
 - > **Thailand** (1 Project)
 - > **Vietnam** (1 Project)

- MIDDLE EAST**
- > **Palestine** (1 Project)

- LATIN AMERICA**
- > **Colombia** (1 Project)
 - > **Ecuador** (1 Project)
 - > **Nicaragua** (1 Project)

- AFRICA**
- > **DR Congo** (1 Project)
 - > **Ethiopia** (13 Projects)
 - > **Kenya** (6 Projects)
 - > **Malawi** (7 Projects)
 - > **Mozambique** (1 Project)
 - > **South Africa** (4 Projects)
 - > **South Sudan** (9 Projects)
 - > **Sudan** (2 Projects)
 - > **Tanzania** (7 Projects)
 - > **Uganda** (16 Projects)
 - > **Zambia** (5 Projects)
 - > **Zimbabwe** (2 Projects)

Makerere University in Uganda implements the largest number of projects (13) while among Norwegian institutions the Norwegian University of Life Sciences implements the largest number of projects (16). Ethiopia has the largest number of institutions (10) taking part in the implementation of NORHED projects, with Hawassa University involved in six projects. The full list of participating institutions and their countries are shown in the diagram below.



FIGURE 2: COUNTRIES AND INSTITUTIONS IMPLEMENTING NORHED PROJECTS

Country	Partner	
Banladesh	Bangladesh University of Engineering and Technology	●1
	North South University	●1
Bhutan	Royal University of Bhutan	●1
Cambodia	Institute of Technology of Cambodia	●1
Colombia	Universidad Autónoma Indígena Intercultural	●1
DR Congo	University of Kinshsa	●1
Ecuador	Universidad Comunitaria Intercultural de las Nacionalidades y Pueblos Indígenas	●1
Ethiopia	Addis Ababa University	●1 ●2 ●1 ●1
	Arba Minch University	●1
	Dilla University	●1
	Ethiopian Institute of Agriculture Research	●1
	Hawassa University	●1 ●1 ●1 ●2 ●1
	International Potato Center	●1
	Jimma University	●1
	Makelle University	●4
	St. Pauls's Millenium College	●1
	Wolaita Sodo University	●1
Kenya	Kenya Institute of Speciall education	●1
	Moi University	●1
	University of Nairobi	●1 ●2
Malawi	Kamuzu Hospital	●1
	Lilongwe University of Agriculture and Natural Resources	●1
	Queen Elizabeth Hospital University of Malawi	●1
	University of Malawi	●1 ●3 ●2
Mozambique	University of Mozambique	●1
Myanmar	University of Medicine 1	●1
	University of Puclic Health	●1
Nepal	College of Journalism and Mass Communication	●1
	Kathmandu University	●1 ●1
	Tribhuvan University	●1 ●2 ●1
Nicaragua	Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense	●1

Norway	Haukeland Hospital Molde University college NLA University college Norwegian Institute of Bioeconomy Research (NIBIO) Norwegian University of Life Sciences Norwegian University of Science and Technology Oslo and Akershus University College Telemark University College University of Agder University of Bergen University of Oslo University of Stavanger University of Tromsø	●1 ●1 ●1 ●1 ●1 ●1 ●1 ●1 ●1 ●1 ●1 ●2 ●2 ●2 ●1 ●1 ●6 ●3 ●1 ●2 ●3 ●3 ●2 ●2 ●1 ●2 ●1
Pakistan	COMSATS Institute of Information technology Karakoram International University	●1 ●1
Palestine	Birzeit university	●1
South Africa	Sothorn Africa Wildlife College Stellenbosch University University of KwaZulu-Natal	●1 ●1 ●2 ●1
South Sudan	University of Bahr El-Ghazal University of Juba	●1 ●1 ●3 ●1 ●3
Sri Lanka	University of Jaffna University of Peredeniya University of Rhuna	●1 ●1 ●1 ●1 ●1
Sudan	University of Khartoum University of Kordofan	●1 ●1
Tanzania	Dar es Salaam Institute of Technology International Institute of Tropical Agriculture Muhumbili University of Health and Allied Sciences Sokoine University of Agriculture State University of Zanzibar University of Dar es Salaam	●1 ●1 ●1 ●1 ●1 ●1 ●2 ●3
Thailand	Mahidol University Prince of Songkla University	●1 ●1
Uganda	Busitema University Gulu University Kyambogo University Makerere University Uganda Christian University	●1 ●1 ●2 ●2 ●3 ●3 ●2 ●2 ●1
Vietnam	Nha Trang University	●1
Zambia	Copperbelt University University of Zambia	●1 ●2 ●1 ●1
Zimbabwe	University of Zimbabwe	●2 ●1



Village clinic using mUzima app for patient journals, Kenya. PHOTO: SIGNE MARIE BREVIK

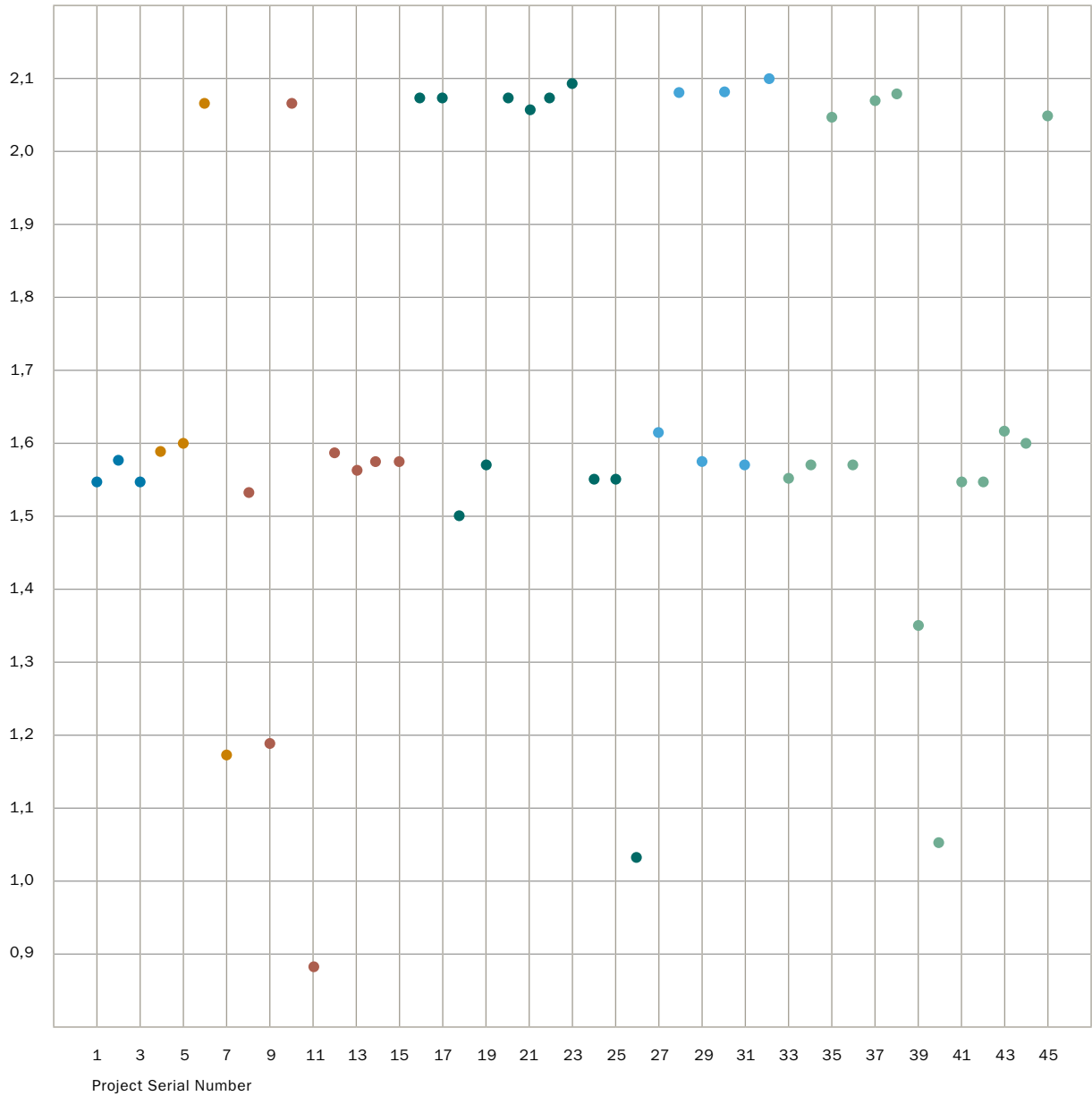
Report focus

This report is focused on the performance of the NORHED projects during 2013–2015 with the purpose of programme-level learning. We conducted assessments based on annual reports including financial reports. Furthermore, the assessment is based on field visits carried out in Ethiopia and Uganda that were selected based on the large number of projects in the two countries. The report presents key achievements using standard indicators, a detailed look at projects in Ethiopia and Uganda, overall assessments of the performance of all 45 projects, lessons learned and recommendations.

The lifetime of the 45 projects examined in this report varies depending on their start-up time and operational fiscal year. Most of the projects (24) have been operational for about eighteen months at the time of reporting. Fifteen projects have a lifetime of slightly more than two years. Five projects have been operational for about one year while one project has been operational for slightly less than one year.

FIGURE 3: LIFETIME OF PROJECTS AT THE TIME OF REPORTING

Lifetime of projects during reporting (in years)



2

NORHED Key achievements: 2013–2015

The NORHED programme developed 14 standard indicators based on the results framework of the programme and consultations with project partners (Box 2.1). They are designed to help gauge the performance of the programme throughout the lifetime of the projects. Most of the indicators (10) are quantitative indicators that are measured using numbers while the remainders are qualitative indicators assessed using narrative texts. Project

implementers perform the measurement of the standard indicators and report them annually in a reporting tool designed for this purpose by the NORHED programme. Based on their definitions, assessments using standard indicators are expected to be carried out as projects continue to mature during their implementation period. Some indicators are designed to be measured in the final project implementation year.

BOX 2.1. STANDARD INDICATORS FOR NORHED PROGRAMME

1. Number of new and number of revised Bachelor/Master's/PhD programmes/modules supported by NORHED
2. Number of Bachelor/Master's/PhD programmes/modules supported by NORHED with gender perspectives included
3. Capacity to enrol and graduate students in NORHED-supported programmes (Bachelor/Master/PhD)
4. Relevance of educational programmes and new graduates to local, national and regional needs and labour markets
5. Number of academic staff with strengthened qualifications (Master/PhD) by relevant institutional level (institute/department/faculty) supported by NORHED
6. Ratio of qualified academic staff (Master/PhD) to students by relevant unit (institute/faculty/department) supported by NORHED
7. Retention rates of qualified academic staff at relevant unit (institute/department/faculty) supported by NORHED
8. Number of scientific publications (peer reviewed and others)
9. Number and type of other dissemination activities
10. Uptake/influence of NORHED-supported research in public policies
11. Uptake/influence of NORHED-supported research findings/new technologies/innovations/solutions by local communities/civil society/private sector
12. Knowledge transfers within South-South and South-North networks and partnerships
13. Changes in the broader institutional environment at NORHED-supported institute/faculty/department which strengthened the capacity for education and research
14. Access to libraries, laboratories and ICT for staff and students in NORHED-supported institutes/departments/faculties

In this chapter, we present key achievements using three selected indicators focusing on enrollment and scholarship allocations. We report statistics based on figures reported in the annual reports for the implementation period of 2013-2015. The three indicators are selected based on the quality of the reported data. Those indicators that have quality limitations resulting from their definitions and measurement issues are also discussed in Chapter 4.

Established academic programmes

NORHED projects reported to have established 61 new academic degree programmes in the six sub-programme areas during 2013–2015, of which 46 are master's and 15 are PhD degree programmes (Table 1). The master's programmes are developed to be provided by partner institutions in LMICs and are expected to be completed in two years by registered students. The projects play an important role in establishing PhD programmes in LMICs and utilize the expertise of partner institutions in curriculum design, teaching and supervision of students. Some PhD programmes are research-based, whereby students are expected to carry out scientific research that will form the basis of their qualification and completion of academic courses is not a requirement for qualifications. Other PhD programmes require completion of a certain number of academic courses in addition to independent research by students.

The new academic programmes become operational after their curricula are approved by the respective universities' management bodies and local authorities. While approval requirements vary across universities and countries, most NORHED projects have gone through the process of internal and external reviews, university senate endorsements and final approvals from national accreditation and standard-setting authorities. Most projects reported that they carried out needs assessments using several mechanisms, including stakeholders' consultations. The relevance of the newly established programmes is ensured by conducting a thorough needs assessment such as demand analysis for expected qualifications in the labour market.

Hawassa University in Ethiopia established a joint PhD degree programme in the field of health sciences in partnership with the University of Bergen. The academic programme enrolls students at both universities and a single degree is awarded by the joint authority of the two universities. Students are able to take courses at either of the universities that are transferable in their academic systems. Furthermore, Makerere University in Uganda has established an agreement with the University of Bergen to establish joint PhD programmes in several disciplinary areas. Within the framework of this agreement, one NORHED project is in the process of establishing a joint PhD programme with the University of Bergen in the field of health sciences. These achievements are the results of the fruitful ongoing partnerships between the universities. The successful establishment of the joint degree programmes is relevant and valuable in strengthening the academic quality of both universities and encourages student mobility across the two nations. It provides opportunities to increase the demand for the established academic programmes with incentives for international experience, access to educational materials and ICT facilities.

NORHED projects revised a total of 53 academic programmes of which 16 are bachelor, 31 master's and six PhD degree programmes. The revisions to the academic programmes address various types of limitations identified in the existing programmes. The first type of revision addresses design issues including modification of the design of the programme to increase the focus on research, incorporate new pedagogical approaches, increase use of technologies and online course delivery mechanisms, as well as adjustments in credits given to specific courses. It is notable that some programmes introduced online learning or course management systems using open-source platforms such as Moodle. The second type of programme revisions entail adapting existing academic courses to include emerging topics in their own disciplinary areas (e.g. climate change), harnessing indigenous knowledge, and incorporating gender perspectives. Such adjustments are necessary to respond to labour market demands for qualified personnel and to ensure the relevance of the training to societal needs and knowledge development.

TABLE 1: NUMBER OF ACADEMIC PROGRAMMES BY SUB-PROGRAMME AREA.

SUB-PROGRAMME AREA	NEW			REVISED				GRAND TOTAL
	Masters	PhD	Sub total	Bachelor	Masters	PhD	Sub total	
Education and Training	2	3	5	-	2	-	2	7
Health	9	7	16	2	8	2	12	28
Natural Resource Management	15	1	16	13	6	1	20	36
Democratic and Economic Governance	3	2	5	1	5	2	8	13
Humanities, Culture, Media and Communication	4	1	5	-	2	-	2	7
Capacity Development in South Sudan	13	1	14	-	8	1	9	23
Grand Total	46	15	61	16	31	6	53	114

While the 114 established programmes have become operational, development of academic programmes continues to be an undertaking whereby establishment of 21 new and revisions of 18 existing academic programmes are underway during 2013–2015. The projects are in the stage of finalizing curriculum design and approvals by relevant authorities. On one hand, this reflects the fact that the projects are in the initial phase of their implementation period. On the other hand, the development of curricula and revision of programmes is a time-consuming and demanding exercise and some delays are reported at the various stages of attaining approvals. The reported delays are mainly related to approval processes taking more time than estimated in the project plan. The projects are making progress towards achieving one of the core intervention areas of the NORHED programme, namely development of in-country/regional educational programmes relevant for local, national and regional needs.

The NORHED programme is primarily designed for master’s and PhD programmes, and not for the development of undergraduate degree programmes. Hence, it is important to emphasize the relevance of the project’s undertaking regarding bachelor degree programmes that are newly developed or revised. The projects identified that in specific institutions, existing

bachelor programmes need to be strengthened to ensure bachelor graduates qualify for higher degree programmes at a later stage. By taking this holistic approach to the development of academic programmes, the projects contribute to their institutional development objectives.



Students engaged in their studies at Nha Trang University, Vietnam.

PHOTO: SILJIE VEATNE

TABLE 2: NUMBER OF ACADEMIC PROGRAMMES UNDER DEVELOPMENT.

SUB-PROGRAMME AREA	NEW: UNDER DEVELOPMENT				REVISED: UNDER DEVELOPMENT				GRAND TOTAL
	Bachelor	Masters	PhD	Sub total	Bachelor	Masters	PhD	Sub total	
Education and Training	1	6	2	9	-	1	-	1	10
Health	-	5	1	6	2	1	-	3	9
Natural Resource Management	-	1	2	3	1	4	-	5	8
Democratic and Economic Governance	-	-	-	-	-	-	1	1	1
Humanities, Culture, Media and Communication	-	1	-	1	3	2	-	5	6
Capacity Development in South Sudan	1	1	-	2	1	2	-	3	5
Grand Total	2	14	5	21	7	10	1	18	39

Enrollment, graduates and scholarships

During 2013–2015, NORHED projects reported to have enrolled 5638 students of whom 44 per cent are female students across the six sub-programme areas. Students enrolled in the bachelor degree programme make up 27 per cent of enrolment in programmes associated with NORHED projects, 40 per cent in master's degree programmes, 27 per cent in specialist training in health and six per cent in PhD degree programmes.

A total of 646 students are supported by NORHED scholarships to pursue their studies, of whom 48 per cent are female students. The proportion of female students receiving NORHED scholarship support (48 per cent) is higher than the overall level of female enrolment (44 per cent). At the level of PhD studies, 45 per cent of females receive scholarships while overall female enrolment is 35 per cent. These figures show that the various affirmative initiatives undertaken by NORHED projects promote recruitment of female students and reduce the inherent gender imbalance in the academic institutions. At the programme level, this is in line with NORHED's objective of enhancing gender equality.

The provision of scholarships under the NORHED programme is focused only on providing support to academic staff with the objective of capacity building at partner institutions. The scholarship support is given to academic staff in various forms depending on the design and organization of the projects and the academic programmes established by the projects. Some students receive a full scholarship covering tuition fees, living expenses, field research and travel expenses. Other students receive partial support covering any of these expenses or other types of support such as providing laptop computers.

Several PhD students are enrolled at NORHED partner Norwegian universities while others are enrolled at institutions in LMICs. The duration of their stay in Norway is often limited to the period necessary for attending academic courses and thesis writing. PhD students are expected to carry out their field research in NORHED partner LMICs. Students' access to laboratories, scientific publications and other library materials facilitated by Norwegian partner institutions is deemed as a valuable contribution to their training, while students also receive close supervision during their stay in Norway.

TABLE 3: NUMBER OF ENROLLED STUDENTS (2013-2015)

SUB-PROGRAMME AREA	ACADEMIC PROGRAMME	ENROLLED STUDENTS			ENROLLED WITH NORHED SCHOLARSHIPS		
		Female	Male	Sub-total	Female	Male	Sub-total
Education and Training	Masters	231	443	674	25	31	56
	PhD	13	89	102	8	21	29
	Sub-total	244	532	776	33	52	85
Health	Bachelor	494	199	693	11	6	17
	Masters	232	184	416	79	83	162
	MD or specialist training	810	710	1 520	5	14	19
	PhD	33	29	62	26	24	50
	Sub-total	1 569	1 122	2 691	121	127	248
Natural Resource Management	Bachelor	153	428	581	7	0	7
	Masters	180	498	678	32	44	76
	PhD	22	35	57	21	25	46
	Sub-total	355	961	1 316	60	69	129
Democratic and Economic Governance	Masters	139	123	262	25	13	38
	PhD	16	23	39	11	9	20
	Sub-total	155	146	301	36	22	58
Humanities, Culture, Media and Communication	Masters	83	86	169	25	25	50
	PhD	24	25	49	16	17	33
	Sub-total	107	111	218	41	42	83
Capacity Development in South Sudan	Bachelor	59	226	285	9	0	9
	Masters	11	23	34	7	10	17
	PhD	6	11	17	6	11	17
	Sub-total	76	260	336	22	21	43
All areas	Bachelor	706	853	1 559	27	6	33
	Masters	876	1357	2 233	193	206	399
	PhD	810	710	1 520	5	14	19
	Sub-total	114	212	326	88	107	195
Total		2 506	3 132	5 638	313	333	646

NORHED projects have set a target of providing scholarship support to 1931 students by 2018. Of these the highest allocation goes to female students (55 per cent) at the programme level. The scholarship support targets 724 students in natural resources management and 594 students in health sub-programme areas. The reported figures are higher than those in the results report from 2014, mainly due to the inclusion of an additional three projects that started in 2014 and improvements in reporting of figures². The scholarships primarily target academic staff at partner institutions to enhance their human resource capacities and to work towards achieving NORHED's objective of contributing to a larger and better qualified workforce in higher institutions.

NORHED projects provided scholarship support to a total of 713 enrolled students of which 67 students have graduated while 646 students continue to pursue their studies during the reporting period. Master's degree programmes are usually completed in around two years and projects that started earlier (2013 and 2014) are able to graduate students during the focus period of the report (2013–2015). The achievement in numbers graduating demonstrates the positive strides that projects are making towards their targets.

² NORHED Results Report 2015: <https://www.norad.no/globalassets/publikasjoner-2016/norhed-results-2014.pdf>

TABLE 4: NORHED SCHOLARSHIPS (ENROLMENT, GRADUATES AND TARGETS)

SUB-PROGRAMME AREA	ENROLLED* DURING 2013-2015			GRADUATED DURING 2014-2015			TARGETS BY 2018		
	Female	Male	Sub-total	Female	Male	Sub-total	Female	Male	Sub-total
Education and Training	41	58	99	8	6	14	98	113	211
Health	136	158	294	15	31	46	320	274	594
Natural Resource Management	66	69	135	6	-	6	415	309	724
Humanities, Culture, Media and Communcation	42	42	84	1	-	1	87	74	161
Democratic and Economic Governance	36	22	58	-	-	-	90	73	163
Capacity Development in South Sudan	22	21	43	-	-	-	45	33	78
Total	343	370	713	30	37	67	1 055	876	1 931

* Enrollment data includes graduated students shown in the next column

3

In-depth look: Ethiopia and Uganda

Universities in Ethiopia and Uganda implement a total of 26 projects, constituting 58 per cent of NORHED's programme portfolio. In this chapter we provide an assessment of the relevance of 20 projects in their institutional and national contexts. They are projects with institutions in Ethiopia and Uganda (18 projects) as main agreement partners with Norad. The remaining two projects are: "Hawassa University – PhD-programme in Mathematical and Statistical Sciences" and "Controlling diseases in sweet potato and enset in South Sudan and Ethiopia" with Norwegian University of Science and Technology and Norwegian University of Life Sciences as main agreement partners, respectively.

In the past ten years, the government of Ethiopia has demonstrated continued commitment to expanding equal access to higher education. It has been expanding its higher education sector through rapid establishment of universities and colleges across all regions of the country. The number of universities has increased from ten a decade ago to around 33 in 2016. It is expected to increase further to 46 universities by 2020. The rapid expansion of public

universities that is mainly focused on infrastructure development is not matched by sufficient skilled manpower. Unlike the construction of buildings for new universities that is attainable rather rapidly, training of manpower in higher education is a demanding undertaking that needs a concerted effort to ensure a high level of quality of education. The government of Ethiopia identifies four intervention areas for improving quality, including inputs to educational systems (e.g. teaching skills), quality of curriculum, delivery mechanisms and governance systems.

The projects funded through the NORHED programme play an important role in improving the quality of education in the rapidly changing higher education environment in Ethiopia. Among the universities implementing NORHED projects, three universities are considered first generation universities in relation to the number of years since their establishment. As part of the implementation of a national higher education policy, they train students in several disciplinary areas with allocations from the Ethiopian Ministry of Education and contribute to the development of the newly established universities.

BOX 3.1 MATHEMATICS AND STATISTICS AS A FOUNDATION

The project has a goal of contributing to the establishment of a robust, modern mathematical science department of international standard at Hawassa University and of supporting university education and research in other sciences. It trains master's candidates for Ethiopian society – the educational sector in particular – and PhD candidates from selected mathematical science disciplines which supports university education and research in other sciences important for Ethiopia.

The project established the first Ethiopian PhD programme in Mathematical and Statistical Sciences.

Partners

- > Ethiopia: Hawassa University
- > Norway: Norwegian University of Science and Technology, Molde University College, University of Oslo

The first PhD programme in statistics and mathematical sciences in Ethiopia has been developed by the NORHED project at Hawassa University (Box 3.1). The project at Addis Ababa University in the field of linguistics is developing a master's degree programme in sign language linguistics, the first of its kind in Ethiopia, which addresses the often marginalized group of persons with disabilities. Hawassa University collaborates with Arba Minch and the relatively young Dilla and Wolaita Sodo universities to

train staff from these institutions and has developed new academic programmes in health sciences at these institutions. Jimma University developed the first MPhil in health sciences research that is based on rigorous research and is considered as high-quality academic programme. These newly developed academic programmes increase the capacity of the institutions to train manpower and strengthen the quality of higher education in Ethiopia (Box 3.2).

BOX 3.2 UNIVERSITIES TO IMPROVE MATERNAL HEALTH

The project "South Ethiopia Network of Universities in Public Health (SENUPH) improving women's participation in postgraduate education" has a main goal of improving the health of populations in Southern Ethiopia. The project focuses on research on maternal and child health, nutrition and malaria. The project established a joint PhD programme between Hawassa University and the University of Bergen.

Partners

- > Ethiopia: Hawassa University, Wolaita Sodo University, Arba Minch University, Dilla University, Addis Ababa University
- > Norway: University of Bergen



PhD student in public health develop nutritious porridge powder for children. PHOTO SIGNE MARIE BREVIK

NORHED projects contribute to the development of academic institutions and promote gender equality while targeting training and research in their disciplinary areas. Two projects in the field of health sciences implemented by Hawassa and Jimma universities carry out training and research in maternal and child health, nutrition and malaria. The project at Hawassa University in collaboration with the University of Bergen has established a joint PhD programme in the

field of health sciences and strengthens the institutional capacity of the university to provide quality education. The project at Jimma University in partnership with the University of Oslo developed a leadership programme for women: Jimma Executive Programme for Women in Academic and Educational Leadership (JEWEL). It provided training to 46 women from 22 universities across Ethiopia and promoted women's empowerment (Box 3.3).

BOX 3.3 STRATEGIC AND COLLABORATIVE CAPACITY DEVELOPMENT IN ETHIOPIA AND AFRICA

The project “Strategic and Collaborative Capacity Development in Ethiopia and Africa” is a collaborative project with the University of Oslo and Jimma University in Ethiopia. It has an overall goal of securing highly qualified resources for health with scientific and evidence-based knowledge that contributes to the improvement of health and quality of life in Africa.

Partners

- > Ethiopia: Jimma University, St Paul Hospital Millennium Medical College
- > Norway: University of Oslo

BOX 3.4 LINGUISTIC CAPACITY BUILDING – TOOLS FOR THE INCLUSIVE DEVELOPMENT OF ETHIOPIA

The main aim of this project is to increase the knowledge and capacity at Ethiopian universities to develop resources for disadvantaged spoken and signed languages, and enable children and adult speakers of these languages to use them in education and other democratic arenas that are important for the development of modern Ethiopia.

The project is establishing a master’s degree programme in Sign Language Linguistics, the first of its kind in Ethiopia.

Partners

- > Ethiopia: Addis Ababa University, Hawassa University
- > Norway: University of Oslo

A project focused on disadvantaged and signed languages in Ethiopia and implemented by Addis Ababa University achieved the development of a dictionary, orthography and teaching materials for the Aari language, one of the Omotic languages in the South Omo zone of Ethiopia. Mother tongue education, particularly at the primary level, is important for enhancing learning outcomes. With increased primary school enrolment rates witnessed in Ethiopia, quality of education and ensuring improved learning outcomes are areas for improvement in the education sector. In multi-ethnic Ethiopia, the project’s achievement in promoting mother tongue education for disadvantaged languages such as the Aari language contributes to improving the quality of education and children’s learning outcomes (Box 3.4).

The Ethiopian growth and transformation plan now in its second phase (GTP II: 2015-2020) has a vision of

achieving a middle-income level by 2025. Knowledge generated through applied research conducted by NORHED projects is relevant for national development efforts such as poverty reduction, quality of education, improvement in health services and adaptation to climate change effects embedded in sectoral strategies of the GTPII. The relevance of NORHED projects for development, beyond training skilled manpower, can be seen from the perspective of the applied research conducted by the projects. For instance, as a concrete contribution to enhancing food security, the project implemented by Hawassa University conducts research on using biotechnology for controlling diseases for the key staple crops of sweet potato and enset in Ethiopia and South Sudan. During the period 2013–2015, the project has demonstrated key results in terms of cleaning samples of infected sweet potato and assessing mechanisms for propagation and distribution to farmers (Box 3.5).



Laboratory work related to propagation of virus clean sweet potato. PHOTO TEWODROS KEBEDE

With regard to environment and climate change challenges, a project implemented by Mekelle University is developing tools for sustainable management of national priority forest areas and enclosures in Northern Ethiopia. Hawassa University addresses climate

change and adaptation mechanisms through demonstration of integrated farming practices. It is conducting research on identifying agricultural practices that reduce vulnerability to climate change and greenhouse gas emissions from agriculture (Box 3.6, 3.7, 3.8).

BOX 3.7 SUSTAINABLE FOREST MANAGEMENT IN ETHIOPIA

The project “Steps toward sustainable forest management with the local communities in Tigray Northern Ethiopia” aims to contribute to climate change adaptation and food security through improving the use of forests as a means of income diversification for local communities in Ethiopia.

The project is currently developing tools for the sustainable management of the national priority forest areas and enclosures in Northern Ethiopia.

Partners

- > Ethiopia: Mekelle University
- > Norway: Norwegian University of Life Sciences

BOX 3.5 BIO-TECHNOLOGY USE IN CONTROLLING DISEASES

The project aims to enhance climate adaptation and food security in Ethiopia and South Sudan through building capacity in education and research on the staple food crops of sweet potato and enset. Using biotechnologies, the project conducts research on viruses affecting sweet potato and enset crop nematode management and diversity.

Partners

- > Ethiopia: Hawassa university, Mekelle University
- > South Sudan: University of Juba
- > Tanzania: International Institute for Tropical Agriculture (IITA)
- > Norway: Norwegian University of Life Sciences, Norwegian Institute of Bioeconomy Research (NIBIO)

BOX 3.6 CAPACITY BUILDING FOR CLIMATE SMART NATURAL RESOURCES MANAGEMENT

The project has an overall goal of contributing to food security, improved livelihood, and poverty reduction through capacity building in climate smart natural resource management and policy analysis for sustainable development in Ethiopia and Malawi. It focuses on strengthening research-based policies on climate smart natural resource management in both countries.

Partners

- > Ethiopia: Mekelle University
- > Malawi: Lilongwe University of Agriculture and Natural Resources
- > Norway: Norwegian University of Life Sciences

BOX 3.8 RESEARCH AND CAPACITY BUILDING IN CLIMATE-SMART AGRICULTURE IN THE HORN OF AFRICA

This project on climate-smart agriculture has been launched as a response to the challenges of climate change and poverty. The main objectives of the project are to increase food production and farmers' income, make agriculture less vulnerable to climate change (adaptation) and contribute to reducing greenhouse gas emissions from agriculture (mitigation). It integrates scientific-based agricultural practices that enhance agrobiological diversity, productivity, efficiency, and conservation of natural resources, and reduce dependency on external inputs.

Partners

- > Ethiopia: Hawassa University, Mekelle University
- > Sudan: Kordofan University
- > Norway: Norwegian University of Life Sciences

Uganda Vision 2040³ is a long-term framework for sustainable development and socioeconomic transformation of the country from a peasant to modern and prosperous country by 2040. It envisions advancing from a predominantly low income to a competitive upper middle income county within 30 years. In a series of six five-year plans aimed at achieving the Uganda Vision 2040, a second national development plan⁴ is currently under implementation (2015-2020) with a goal of propelling the country towards middle income status by 2020. This is envisaged through strengthening the country's competitiveness for sustainable wealth creation, employment and inclusive growth. The plan identifies that the number of students enrolled in Uganda's tertiary education level, regardless of age as a percentage of the population of official school age (for the tertiary level) was a mere 5.4 percent in 2010. This calls for investment in higher education in order to increase skilled manpower in Uganda. In light of this, the NORHED projects remain highly relevant in supporting Uganda's development objectives through institutional development interventions, training manpower and enhancing quality of education.

In Uganda, five universities implement 16 NORHED projects that include collaboration with universities across Africa and Asia. Makerere University, the largest public university in Uganda in terms of the number of students, implements 13 NORHED projects. Kyambogo University implements two projects while the private Uganda Christian University implements one project in humanities. The projects, spread across all of NORHED's sub-programme areas, are highly relevant in the institutional development of the universities by supporting training of academic staff, expanding infrastructure, improving education delivery mechanisms and increasing the relevance and quality of research. In the following, we examine 12 projects where Makerere University, Kyambogo University and Uganda Christian University are the main agreement partners with Norad.

One of the projects is focused on integration of information and communication technologies (ICT) with educational pedagogy at Makerere University. The project's interventions have led to the restructuring of existing institutional structures by transforming the department of open and distance learning to the level of an institute. The newly established institute has a mandate to support the implementation of distance and e-learning systems that support the entire university. To this end, the project allocated resources for acquisition of technological infrastructures for distance education and e-learning (Box 3.9).

A project implemented at Makerere Institute of Social Research (MISR) aims at improving the university's capacity to deliver high quality education and its ability to conduct relevant and high quality research. The project takes a critical approach to the type of research conducted at Makerere University where consultancy services are perceived as undermining the focus and relevance of academic research at public institutions. The academic programme model established at MISR has implications for the organization of academic programmes in Uganda with its emphasis on the combination of rigorous academic courses and research with African perspectives.

3 Uganda Vision 2040: <http://npa.ug/wp-content/themes/npatheme/documents/vision2040.pdf>
Last accessed on 20 December 2016.

4 Uganda: Second National Development Plan (NDP II) 2015/16-2019/20
<http://npa.ug/wp-content/uploads/NDPII-Final.pdf> Last accessed on 20 December 2016.

BOX 3.9 IMPROVING ACCESS THROUGH DISTANCE LEARNING

The project “Leapfrogging 1st Generation Distance Education into 4th and 5th Generation Distance Education: A Strategy for Enhancing ICT Pedagogical Integration” has a goal of increasing access to flexible quality education at Makerere University by improving the capacity to integrate ICTs into pedagogical processes through technologies for distance education provisions.

The project has a focus of developing technological infrastructures for distance education at Makerere University.

Partners

- > Uganda: Makerere University
- > Norway: University of Agder

BOX 3.10 BUILDING AND REFLECTING ON INTERDISCIPLINARY PHD STUDIES FOR HIGHER EDUCATION TRANSFORMATION

“Consultancy is the antithesis of research.”
Prof. Mahmood Mamdani, Makerere University

The project is aimed at building nationally relevant social research capacity through the transformation of higher education. The programme is founded upon the principle that tomorrow’s researchers and higher education leaders need to be trained in the same conditions in which they work, and that it is only through an interdisciplinary,

coursework-based curriculum that new knowledge can encompass the context in which it is produced, and thus provide novel answers to questions that are posed from within Africa.

Partners

- > Uganda: Makerere University
- > Norway: University of Bergen

BOX 3.11 BUILDING CAPACITY FOR A CHANGING MEDIA ENVIRONMENT IN UGANDA

This project aims at enhancing capacities for training journalism and media studies trainers and practitioners, leading to a more informed, media-literate and accountable society in Uganda. The project has a research focus in four broad areas: Media, gender and marginalization; Media ethics and world view; Indigenous languages, media and participation; Information, communication, technology and development.

Partners

- > Uganda: Uganda Christian University
- > South Africa: University of KwaZulu Natal
- > Norway: NLA University College



Students extending the classroom to outdoor facilities, Kyambogo University, Uganda. PHOTO: JEANETTE DA SILVA

The NORHED project portfolio in Uganda demonstrates the importance of higher education interventions where they matter most. For instance, the project at Uganda Christian University increases the academic staff portfolio from just one staff member with a PhD degree at the department of mass communications to about five when enrolled students complete their studies by 2018. Furthermore, the project established a new master's programme in journalism and media studies, strengthening its capacity to train qualified personnel in the field (Box 3.11).

Kyambogo University implements two projects in the field of vocational pedagogy and special needs education. It is the leading university in Uganda in

these fields and has a mandate to set standards and oversee several teacher training colleges in Uganda. The projects establish academic programmes and train staff to strengthen the university's capacity to fulfil its institutional objectives and strategies. One of the projects at the university established a master's degree programme in special needs education and developed a web portal on "Sensory Impairment" that is linked to the academic curriculum. Children with sensory impairment constitute the largest proportion of children with disabilities in Uganda, and hence the programme is relevant for training skilled personnel equipped in special needs education (Box 3.12).

BOX 3.12 HIGHER EDUCATION AND MULTIMEDIA IN SPECIAL NEEDS EDUCATION AND REHABILITATION

The project aims at strengthening the quality of teachers in special needs education. Children with sensory impairment constitute the largest proportion of children with disabilities in Uganda, Tanzania and Kenya. The project is establishing a web portal “Sensory Impairment” that is closely linked to the curriculum in the master’s programme for special needs education established under the project, and takes account of knowledge from experts about sensory impairments in the countries involved under the project.

Partners

- > Uganda: Kyambogo University
- > Kenya: Kenya Institute of Special Education
- > Tanzania: University of Dar-es-Salaam
- > Norway: University of Oslo



Teaching environment, Kyambogo University, Uganda.

PHOTO: JEANETTE DA SILVA

The government of Uganda is focusing on skills development through its “Skilling Uganda” strategy. A business technical vocational education and training (BTJET) system is expected to emerge from an educational sub-sector into a comprehensive system of skills development for employment, enhanced productivity and growth. The main purpose will be to create employable skills and competencies relevant in the labour market instead of a simple focus on educational certificates. Relevant to this strategy, a project at Kyambogo University aims at vocational training with a central focus of action based research and linkages with the world of work (Box 3.13).

Makerere University plays a national role in contributing to the development of Busitema and Gulu universities in Uganda. One project is focused on health interventions in hospital facility birth and perinatal mortality and conducts research on the effects of interventions in the post-conflict Northern Uganda region. In partnership with Gulu and Busitema universities, the project provides higher educa-

tion training for academic staff at these universities (Box 3.14). The transfer of infectious diseases from animals to humans poses a continued threat to human health, particularly in areas of proximity to wildlife where use of wildlife is a common practice. In 2014, the Ebola epidemic, the largest in history, affected multiple countries in Africa. The Uganda Ministry of Health reported an Ebola haemorrhagic fever outbreak in 2011 and 2012 in the Luwero and Kibaale districts of Uganda. One project at Makerere University in collaboration with the University of Zambia and the University of Bahr El-Ghazal in South Sudan addresses zoonotic diseases (infectious diseases of animals that can be transferred to humans). Using a One Health framework, the project has a national and regional relevance by strengthening education and research in zoonotic and food-borne diseases (Box 3.15).

5 <http://www.cdc.gov/vhf/ebola/outbreaks/history/summaries.html>
Last accessed 12 December 2016.

BOX 3.13 MATCHING EDUCATION, SKILLS AND WORK

The project “Master’s in Vocational Pedagogy” is aimed at increasing the quality of vocational education in Uganda. The long-term objective of the project is to contribute to a sustainable livelihood for youth and adults by reducing existing gaps between vocational education and training and the labour market. Using action research, the project

has a focus of establishing active collaboration between research staff and students, and vocational training institutions and the world of work.

Partners

- > Kyambogo University: Uganda
- > Oslo and Akershus University College, Norway

BOX 3.14 HEALTH FACILITY BIRTHS AND PERINATAL MORTALITY IN UGANDA

The project has an overall aim of mama-baby survival in post-conflict Northern Uganda and South Sudan. It focuses on developing an implementation package on frequency of health facility birth and perinatal mortality using a cluster randomized community-based intervention trial in these regions.

Partners

- > Uganda: Makerere University, Busitema University, Gulu University
- > South Sudan: University of Juba
- > Norway: University of Bergen



Community outreach at health station in Lira, Northern Uganda.
PHOTO: JEANETTE DA SILVA

BOX 3.15 INFECTIOUS DISEASES TRANSFERRED BETWEEN ANIMALS AND HUMANS

The project “Capacity building in zoonotic disease management using the integrated approach to ecosystems health at the human-livestock- wildlife interfaces in Eastern and Southern Africa” uses a One Health framework that recognizes the inter-relatedness of human, animal and environmental health. Using this framework, the project has an objective of improving the health and well-being of people in participating countries by strengthening education and research in zoonotic and food-borne diseases.

Partners

- › Uganda: Makerere University
- › Zambia: University of Zambia
- › South Sudan: University of Bahr El Ghazal
- › Norway: Norwegian University of Life Sciences



Heading for field work on zoonotic and food-borne diseases, Uganda. PHOTO: KARI MOE JACOBSEN

In the area of natural resources management, one project aims at strengthening the limited capacity in weather information management in Uganda by developing a low-cost automatic weather station, and is testing the performance of the system during the reporting period. Given the limited number of weather stations in Uganda, the project is relevant in developing improved weather information systems relevant for the management of disaster risks, agricultural production and water resources. A project entitled “Water and Society in Africa” takes a regional approach and addresses water resources management and climate change adaptation in the Nile Basin in Eastern Africa in collaboration with universities in Ethiopia, Kenya and South Sudan. This project is a “sister” project to a similar NORHED project intervention entitled “Water and Society in Asia”, and creates opportunities for synergies across NORHED projects (Box 3.16 and 3.17).

At Makerere University, one NORHED project addresses reduction of greenhouse gas emissions and improved ecosystems for sustainable livelihoods in Eastern Africa by strengthening the capacity for education and research on climate change and REDD+. The research activities in the project include land use, tenure management on forest conservation, assessment of forest cover change in Tanzania, and forestry carbon projects and their implications for REDD+ implementation in Uganda. In addition to their value to national-level policies on climate initiatives, the research activities under the project are relevant to global initiatives such as the Government of Norway’s International Climate and Forest Initiative by providing grounded knowledge on effects and implications of the initiative (Box 3.18 and 3.19).

BOX 3.16 WATER AND SOCIETY IN AFRICA

The project “Water and Society in Africa: Institutional Capacity building in Water Resources Management and Climate Change Adaptation in the Nile Basin” has an overall goal of building supervisory and graduate/post-graduate programme content capacity at participating institutions within water and society related disciplines. It has an inter-disciplinary approach from meteorology to humanities and social science to take a holistic approach to climate change with special reference to water and society.

Partners

- > Uganda: Makerere University
- > Ethiopia: Addis Ababa University
- > Kenya: University of Nairobi
- > South Sudan: University of Juba
- > Norway: University of Bergen,
- > Norwegian University of Life Sciences,
- > Telemark University College

BOX 3.17 REGIONAL CAPACITY BUILDING FOR SUSTAINABLE NATURAL RESOURCE MANAGEMENT AND AGRICULTURAL PRODUCTIVITY UNDER CLIMATE CHANGE

The project has an overall goal of strengthening human and institutional capacities of southern institutions to better respond to climate change for improved agricultural productivity and livelihoods. The focus of the project is the revision of a number of existing academic programmes to incorporate various aspects of natural resource management, climate change adaptation and mitigation.

Partners

- > Uganda: Makerere University
- > Ethiopia: Addis Ababa University
- > South Sudan: University of Juba
- > Norway: Norwegian University of Life Sciences

BOX 3.18 BUILDING CAPACITY FOR REDD+ IN EAST AFRICA

The project “Building capacity for REDD+ in East Africa for improved ecosystem health and for sustainable livelihoods in Eastern Africa” aims to contribute to reduced greenhouse gas emissions and improved ecosystem health for sustainable livelihoods in Eastern Africa by strengthening the capacity for education and research on climate change and REDD+ among the participating universities.

Partners

- > Uganda: Makerere University
- > Tanzania: Dar-es-Salaam University
- > Norway: Norwegian University of Life Sciences



Prototype of Low cost weather station for improvement of weather information and climate adaptation. PHOTO: TEWODROS KEBEDE

Makerere University implements five projects in partnership with the University of Juba and one project with the University of Bahr El-Ghazal in South Sudan. The projects aim at contributing to the development of academic programmes and training of students from South Sudan. A project at Makerere University addresses conflict-sensitive journalism that is relevant both for the Ugandan and South Sudanese contexts and signifies the regional value of collaborative projects (Box 3.20).

BOX 3.19 IMPROVING WEATHER INFORMATION MANAGEMENT IN EAST AFRICA

This project has the overall goal of improving the timeliness, accuracy and access to weather information in the East African region through suitable ICTs for increased economic productivity, safety and climate change adaptation. The project has a focus of developing a low-cost automatic weather station and aims to deploy 70 automatic weather stations in the three countries.

Partners

- > Uganda: Makerere University
- > South Sudan: University of Juba
- > Tanzania: Dar-es-Salaam Institute of Technology
- > Norway: University of Bergen

BOX 3.20 STRENGTHENING MEDIA IN POST-CONFLICT SOCIETIES IN UGANDA, SOUTH SUDAN AND NEPAL

This project aims at strengthening the development of democratic, viable societies in Uganda, South Sudan and Nepal through strong and professional media. The project has a research focus on the practices of journalism and their contribution to how conflicts are perceived, how dynamics are shaped and the chances for conflicts to turn in a constructive direction. The project investigates the essentials of conflict-sensitive journalism.

Partners

- > Uganda: Makerere University
- > Nepal: College of Journalism and Mass Communication
- > South Sudan: University of Juba
- > Norway: Oslo and Akhershus University College

4

Performance assessments of NORHED projects

In this chapter, we examine the organization of projects, how they are managed and implemented including management at the NORHED programme level. We present a summary of assessments on each of the project components described as follows and depicted in Figure 4.

Each NORHED project has five interrelated intervention areas albeit with a varying degree of focus. The first component develops in-country or regional academic programmes with the purpose of increasing capacity to train a larger and better qualified workforce at institutions in LMICs. This component establishes primarily master's degree, bachelor and diploma programmes based on the needs of individual institutions. Mechanisms for recruitment of students and providing scholarships for academic staff constitute the activities in this component.

The second project component is focused on PhD degrees and research, two integrated intervention areas. With regard to PhD degrees, the focus is on the establishment of new academic programmes and training of PhD students. The second part, research activities, is addressed by providing grants for staff, mainly PhD students and post-doctoral fellows, to conduct research activities, rather than financial allocations earmarked for particular research at the level of the projects. In a shift from previous Norad-funded projects such as the NUFU programme where specific budget allocations are made for research, the NORHED programme targets the human capacity of the institutions to conduct research.

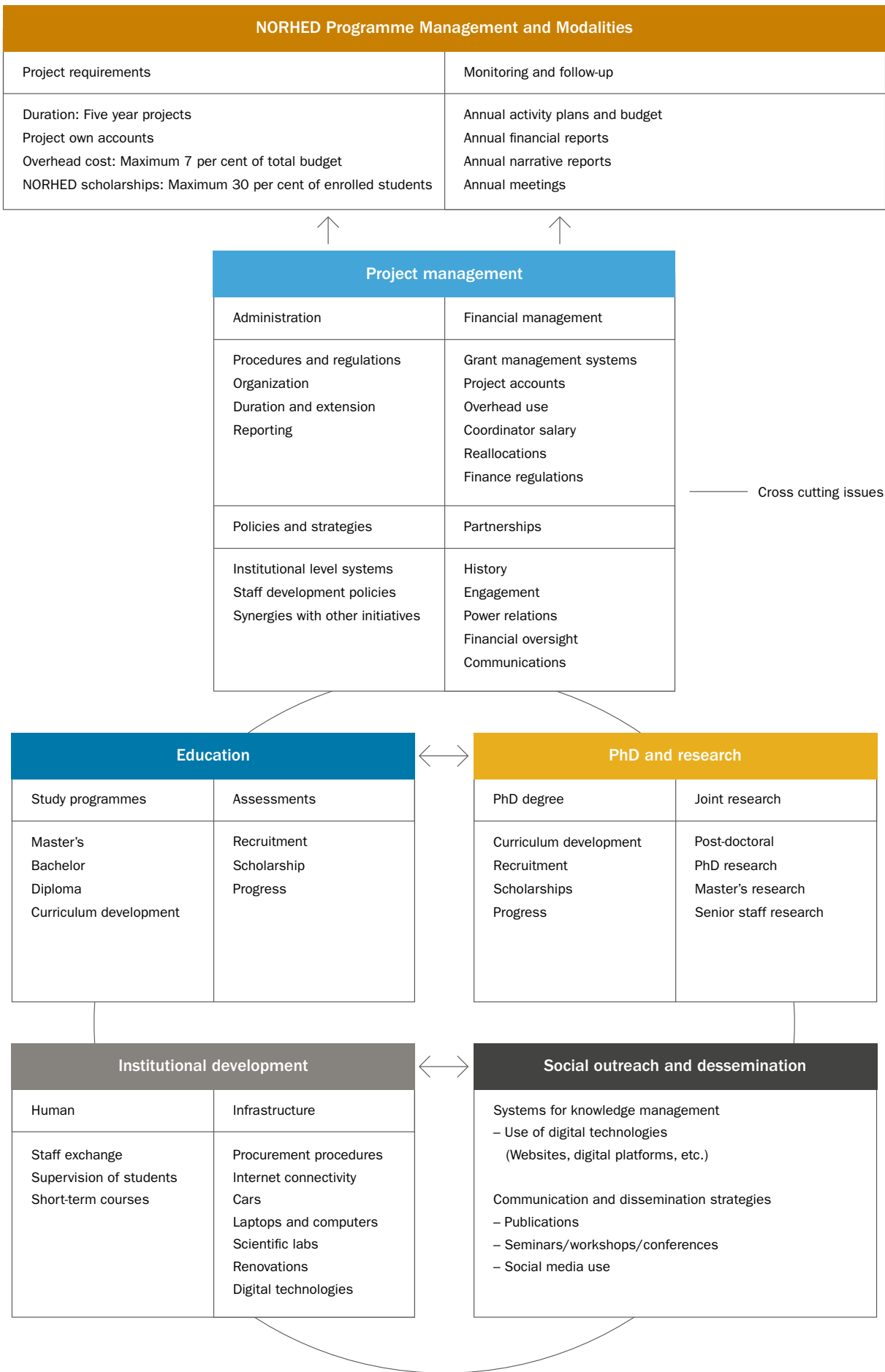
The third project component has institutional development targets with regard to both human and infrastructure capacities of institutions. The activities include staff exchange and short-term courses on various thematic areas relevant for the institutions. Small infrastructure acquisitions and development activities are designed to strengthen physical facilities at partner institutions.

The fourth component targets social outreach and dissemination of research findings, outputs and policy briefs. Development of systems for knowledge management and utilization of digital technologies are activities under this project component. Research findings and outputs are expected to be communicated through scientific publications, policy briefs, seminars, workshops and conferences.

The fifth component refers to project management including project administration, financial management, institutional level policies, strategies and partnerships with collaborating institutions. Mainstreaming gender, conflict sensitivity and environmental considerations are issues cutting across all the five project components.



Occupational health and safety at coffee factory in Moshi, Tanzania.
PHOTO SIGNE MARIE BREIVIK



Education

Establishment of new academic programmes has been one of the main activities for almost all projects in their initial years of project implementation. NORHED projects have established 114 academic programmes. An additional 39 academic programmes were under development at the time of reporting in 2015. Some of these are projects that commenced their activities in 2014. Others report delays relating to requirements for having multiple reviews of proposed curricula, leading to delays in approvals from relevant authorities. Such projects have revised their work plans by deferring related activities such as recruitment of students to subsequent project implementation periods.

The established academic programmes are supplemented by NORHED scholarship grants to a limited number of academic staff with the objective of strengthening capacity at partner institutions. The availability of scholarships helped generate demand at the initial implementation phase of the academic programmes. The demand for the established programmes is generally reported to be high as it offers quality education through project resources such as financing of field research and student exchange programmes. However, several projects have reported to have faced challenges in recruiting students to their academic programmes. Some of the reported reasons are low level of demand due to competition with other academic programmes, high cost to students without funding possibilities, limited pool of potential applicants, and employers' requirements for years of service before granting study leave periods.

Partner institutions that faced a low level of demand for their established programmes have employed various strategies with the primary aim of creating a stable demand for their established programmes. The strategies include advertisement campaigns targeting the general public, providing incentives by waiving tuition and administration fees, offering partial waivers for cost of student housing, and assisting potential candidates to find other funding sources.

Some academic programmes are dependent on project resources for provision of external teachers, field research, practical training, and student exchange activities embedded in the design of the programmes. The sustainability of the academic programmes relies on ensuring continued support for such aspects of the training from internal or other resources of the universities offering the programmes.

Student mobility either through full scholarships or short-term exchange programmes offers opportunities to strengthen the internationalization and regional linkages of universities. It provides students with valuable international experience, creating networks with other students and enriching their perspectives. The potential of mobility schemes is fully realized when the necessary administrative structures and systems are in place. Admission processes and the management of the living conditions of international students in LMICs do not seem to be well structured in some projects where such student exchange components are in place. The limited infrastructure in some universities, such as availability of ICT facilities, is reported to be discouraging recruitment of students from other partner institutions.

Most projects report that enrolled students are on track to finalizing their studies, while a limited number of projects exhibited drop-outs from their academic programme. The reasons for these drop-outs include changing financial circumstances of students and availability of other competitive possibilities. Overall, the training activities of students are on track to achieving expected outputs with projects graduating 67 students during 2013–2015.

PhD and research

PhD training and research is a central component of most NORHED projects. The PhD degrees are offered in four different arrangements: degrees offered by Norwegian institutions; partner institutions in LMICs; other institutions in the region where projects are placed (e.g. South Africa); or joint degrees by Norwegian and partner institutions. In all of these arrangements, students are expected to conduct their research activities in partner countries.

Joint supervision of PhD students by senior academic staff is a mechanism that is in place and enables knowledge exchange for all partner institutions involved.

A total of 195 PhD students are supported by NORHED scholarships during 2013–2015 and the target is to train 262 students by the year 2018. The scholarships are provided to academic staff at partner institutions and the programme has so far achieved 74 per cent of its enrolment target. Given that PhD training takes a minimum of three years, the remaining 26 per cent is due to late startup of projects and challenges in recruitment of students. Lack of qualified staff is the main challenge, particularly for female candidates owing to limited availability of female staff. Some projects addressed this by training female students at master's level with a plan to further pursue their PhD studies. In some cases where mobility of students from partner institutions is expected, students have faced difficulties in obtaining study leave periods from their institutions.

The progress of enrolled PhD students is generally considered to be on track. However, some projects report that students who may be unable to complete their studies may resign to pursue other career objectives. PhD students are at times engaged in teaching and other employment activities and unable to dedicate their time solely to their studies. This is because the limited number of staff available at the institutions requires that students conduct teaching activities in return for supplemental income. Close follow-up, regular supervision and support to PhD students helps minimize the adverse effects of such engagements and ensures that the students complete their studies.

Several projects have organized their research component in the form of research grant schemes, including what is sometimes referred as a post-doctoral research fellowship programme. The post-doctoral fellowships embedded in the projects have durations ranging from three months to two years. -Fellows conduct small-scale thematic research in their area of expertise and are expected to produce at least one scientific publication. Exchange visits to collaborating

Norwegian institutions are also included in some of the fellowship programmes. In some projects, fellows are expected to conduct supervision and mentoring of students. The recruitment of fellows is often targeted at academic staff associated with the projects.

Projects that involve a number of disciplinary areas advertise the availability of small research grants in specified thematic areas.

Institutional development

The theory of change behind human capacity development for higher education institutions is that the target institutions do not have sufficient academic staff with higher academic degree such as a master's degree in relevant disciplinary areas. It assumes that there is a pool of staff who can receive higher education training, thereby strengthening capacity at these institutions.

This assumption fails in a few cases where partner institutions do not hire staff with a bachelor degree, implying that there is no demand for such interventions at master level at these institutions. This means that the available master's fellowships are underutilized due to a limited need for master's degree training for staff. In such cases, partner institutions shifted their targets to offer fellowships to staff from other institutions in their countries.

This appears to contradict the theory of change behind the notion of capacity development that targets partner institutions. However, training staff for other institutions that are not included in the NORHED programme remains relevant in terms of the broader objective of developing capacity at the national level. Some projects managed to maintain their target by offering fellowships to students who are not currently employed by the university and providing them with a potential offer of employment when they complete their studies. This is further strengthened by having a binding agreement with the students, requiring that they be employed for a certain period of time by the institutions on completion of their studies. The success of this approach depends on the institution's ability to retain trained students upon completion of their studies.



Increased access to ICT equipment as part of institutional development, Birzeit University, Palestine. PHOTO: JEANETTE DA SILVA

Short-term courses designed to address the particular needs of the projects and their associated institutions have been implemented both for administrative support staff, academic staff and communities at large. These training courses encompass broader areas of gender, methods (e.g. scientific writing, advanced statistics courses, proposal writing, ethical review mechanisms), tools and techniques (e.g. remote sensing and geographic information systems (GIS), administration (e.g. project and grant management, library staff exchanges), and thematic issues (e.g. environmental and social safeguards). The training is organized in partner countries, as online courses or in exchange arrangements to participating Norwegian institutions.

The other component of institutional development is increasing infrastructure capacity at partner institu-

tions. NORHED projects are instrumental in enhancing the much-needed facilities at the institutions, including science laboratory equipment, technical equipment, ICT infrastructure (computers and networks, internet connectivity, software, video conferencing), furniture and renovation of buildings, field vehicles etc. The main challenge in infrastructure acquisition is delays in procurement of required equipment and research materials as a result of cumbersome and inefficient procurement procedures. Limitations regarding speed, quality and availability of internet connectivity affected deployment of planned information systems in some of the projects. Unavailability of some equipment in the country also resulted in delays to project activities. A merit of partnerships, the Norwegian institutions have played an important role in assisting the institutions by facilitating the purchase of some equipment that is difficult to obtain within the countries.

The projects' interventions in capacity development will be successful by having a policy and strategies that ensure academic staff receive the necessary support and study leave periods. Improvements in procurement procedures and systems remain crucial for effective management of most of the projects.

Project management

The success of NORHED projects is dependent on institutional-level enabling conditions such as availability of effective administrative and financial systems. Often projects are conceived by individual academic staff pursuing their own academic and research interests. While this remains essential to academic freedom, formal project ownership and agreements lie at the level of the institutions. The support provided to the projects is a function of existing systems and administrative structures at these institutions. Weak support systems lead to project managers navigating the terrain of their institutional landscapes by utilizing their social relations to carry out procurement and other administrative activities. This leaves some projects prone to subjectivities and power relations within organizations. In such institutions, strengthening grant management and procurement systems remains crucial for the success of project in and beyond the NORHED programme.

NORHED projects are required to report annually about the projects activities, outputs and outcomes using standardized reporting tools including financial reports and bank statements. Compliance with such requirements is met by all projects, albeit with some delays in reporting time. Despite limitations on reporting tools, the projects continue to comply in submitting reports. However, the quality of reporting is rather poor and needs to be improved with regard to measurement of standard indicators designed to assess the progress of the projects, and to providing narratives regarding aspects of project implementation.

Social outreach and dissemination

Most projects reported to have plans for scientific publications and holding seminars, workshops and other dissemination activities. It is rather early to

expect scientific publications from most projects, though some have started producing publications. With regard to social outreach, most of the research conducted by the projects is carried out in local communities whereby engagement with communities is ensured through consultations and their participation in research activities. Various types of seminars, workshops and conferences have been organized in thematic and policy issues as part of the projects' dissemination activities. Regarding communication and utilization of knowledge management systems, NORHED projects do not fully exploit digital communication strategies such as dedicated websites and social media. Websites that are established by some projects do not seem to be updated or are not functional. Improvements in communication of project activities and emerging results remain essential to increase their relevance through the promotion of project activities and dissemination of results.

CROSS-CUTTING ISSUES

Gender

NORHED projects promote gender equality through their project activities with differing conceptual underpinnings and practical approaches. Most projects are primarily concerned about the gender balance in their training targets. They address gender balance through recruitment and provision of scholarships and affirmative action for female students. Their effort to recruit female PhD students is limited by a lack of female candidates. Most projects assign gender specialists (focal persons) to promote recruitment of female students, provide mentorships and establish networks. Some projects provide support in the form of special allowances for female students to cover accommodation and childcare support, and establish daycare centres for faculty members on the premises of the institutions. Some projects establish gender, HIV and counselling centres and separate toilet facilities for women.

Gender mainstreaming is carried out by incorporating gender issues in the academic curriculum, offering academic courses and training on gender, and conducting gender-related research. In promotion of awareness on gender equality, seminars and training are provided to staff at the institutions and gender policies are established. The diversity of strategies used for mainstreaming gender and promotion of gender equality indicates a rather ad hoc approach and an in-depth understanding of the underlying gender inequalities and perceptions is needed to ensure that the interventions result in sustainable outcomes.

Environmental issues

The activities of the NORHED projects are reported to have limited adverse environmental impacts such as carbon footprints associated with travel activities. Some projects report that they combine several activities into a single trip to minimize the number of travels and use information technologies to manage frequent communications with partners. For instance, some projects combine teaching, supervision and conference missions together so that the number of air travels can be reduced. Some projects attempt to address environmental issues through conducting climate change-related research and selection of research sites in environmentally degraded areas. Others install solar panels as an alternative energy source at their institutions.

Conflict sensitivity

Violent conflict and security issues remain challenging external factors for some countries. Political and economic instability in Nepal, security issues in Pakistan and violent conflict in South Sudan have affected implementation of project activities. Project partnerships become valuable in such instances by providing training possibilities for students at non-affected partner institutions and offering the option to change research sites. Industrial action such as strikes has negatively affected Makerere University in Uganda on recruitment of students and implementation of other activities. In such countries where conflicts have occurred and are likely to recur, conflict analysis is needed to better manage their impact by establishing risk management strategies.



University of Juba library, South Sudan. PHOTO: SILJE VEATNE

Human rights

The NORHED programme calls for addressing human rights issues in project activities. Projects report very little about human rights issues other than their awareness and that some projects address them in their academic disciplines. Overall, the NORHED programme does not provide clear guidelines on the relevance and mechanisms of addressing conflict sensitivity, environment and human right issues in project activities.

NORHED Programme Management

Monitoring and follow up of each NORHED project is conducted by Norad's project officers primarily in direct communication with main project agreement partners and annual project meetings with all partner institutions. Annual activity plans and budget are approved by Norad after the necessary revisions and adjustments are made by the project implementers. In this regard, the procedures are reported to be flexible enough to allow for realistic implementation of the projects in their social, economic and political context. One implication of the revisions made by the projects is the potential deviation from expected targets. Though such adjustments are necessary, it is important to ensure that such revisions do not distort the expected outcomes and impact of the projects.

BOX 4.1 SOUTH SUDAN

South Sudan is implementing nine NORHED projects. The University of Juba is involved in eight of them and is the main agreement partner for two projects. Seven of the projects are managed by universities in Ethiopia and Uganda. University of Bahr El-Ghazal is involved in one project as a partner with Makerere University. The University of Juba is reported to have limited human, infrastructure and institutional capacity, and the projects have set various targets to improve and build its capacity. However, they have faced a number of challenges during 2013–2015. There are issues surrounding delays in project activities, delays in transfer of funding, financial management capabilities, transparency on recruitment of students and accountability regarding project deliverables. Several students are also pursuing their studies in Ethiopia and Uganda as part of an exchange programme within the projects. The management of students from South Sudan within these universities is carried out in an ad hoc manner with limited planning and organization.

Recurrent violent conflicts during 2013–2015 have made the management of projects rather more difficult with regard to running academic programmes, access to students and research sites, and communications between project partners. Projects have dealt with the consequences of the conflict by taking measures focused on accomplishing project activities, such as changing research sites and reimbursements of project expenses rather than advance transfers. Though these measures may have minimized potential project level risks, NORHED projects need to carry out a conflict sensitivity analysis in order to establish a risk management plan and strategies to ensure the success of the projects.

Several projects have reported that they have experienced a high turnover of project officers on Norad's part. The main challenge associated with this turnover is the time required for the new officers to learn about the project and to understand the various modifications and changes made to the project activities, and the reallocation of budgets. Given that both project officers and project activities are changing, maintaining a consistency in project-level decisions over time remains crucial, particularly when staff turnover occurs during critical periods such as towards the end of project's fiscal year.

Fund disbursement delays are reported by some projects for varying reasons, and result in delays to project activities. This is in some cases related to Norad's staff turnover, while in others it is related to delays on the part of project implementers in

meeting compliance requirements. Such requirements entail submission of annual narrative and financial reports as well as timely revision of annual activities plan and budget.

NORHED programme monitoring tools

The NORHED programme has developed 14 standard indicators, in consultation with project partners, designed to help gauge the performance of the programme throughout the lifetime of the projects. These help establish the basis for measuring outcomes and impact of projects. A narrative report template was prepared that includes the standard indicators and is used for annual reporting by the projects. We identified several limitations with the reporting tool as well as the standard indicators definition which contribute to poor data quality.

Structurally, the reporting tool can be classified into four sections. The first part is used to gather narrative information about the project, including partner's role, project implementation issues such as deviations, risks, achievements on cross-cutting issues, efficiency of the project, adjustment to work plans, and summary of use of fund. The second part is mainly intended to gather data on the standard indicators. The third part is used to gather data on results based on the project-specific results framework developed during the project development phase. It is intended to measure inputs, outputs, outcomes and impacts of the projects. The final section of the tool gathers data on financial overview and success stories.

In general, the reporting tool should be improved by including basic parameters such as project start-up time and period for reporting. The first section of the tool lacks basic project-level information such as project description in order to comprise a self-contained tool. The reporting on the third section is extremely weak, as very few projects provide information using their results framework. In general, the quality of the information submitted by the projects is rather poor and needs substantial improvement in the coming years.

The second section of the reporting tool contains 14 standard indicators that can be classified in two categories. The first are 10 indicators measured using quantitative data such as numbers and ratios (Box 4.2). The measurement is supplemented by additional narrative texts describing the reported figures. Primarily the reference period for measurement of these indicators is rather unclear. For example, on enrollment indicators (#3), the tool does not specify the reference period for measurement: whether it is enrolment to date or enrolment during the project's fiscal year is rather unclear. Furthermore, the unit of measurement for indicators such as ratio of qualified academic staff can be easily interpreted on several levels. For example, some report on ratio of academic staff with a master's degree at the academic department level, while other projects report on the sub-department level. The measurement unit is left to be defined by the projects, resulting in various interpretations.



Palestine – Birzeit University. PHOTO: JEANETTE DA SILVA

The second category of standard indicators is qualitative indicators measured using narrative texts (Box 4.3). These are measured subjectively and are susceptible to varying quality of information provided by the projects.

Two critical issues remain regarding NORHED's management capabilities to measure outcomes and impact of the programme using the standard indicators. The first issue relates to ensuring the measurability of the quantitative standard indicators by refining their definition and level of measurement. This requires that the identified weaknesses on the standard indicators need to be revised and implemented for the subsequent reporting periods in a timely manner.

The second critical issue is the need for improving the quality of reporting by project implementers. This is partly related to the weak definition of indicators and can be improved by revising the reporting tools. On the other hand, NORHED project partners should be encouraged to improve the quality of data in their reports by recognizing the value and relevance of good reporting for the purpose of demonstrating their achievements.

BOX 4.2 QUANTITATIVE STANDARD INDICATORS

1. Number of new/and number of revised Bachelor/Master/PhD programmes/modules supported by NORHED
2. Number of Bachelor/Master/PhD programmes/modules supported by NORHED with gender perspectives included
3. Capacity to enrol and graduate students in NORHED-supported programmes (Bachelor/Master/PhD)
4. Number of academic staff with strengthened qualifications (Master/PhD) by relevant institutional level (institute/department/faculty) supported by NORHED
5. Ratio of qualified academic staff (Master/PhD) to students by relevant unit (institute/faculty/department) supported by NORHED
6. Retention rates of qualified academic staff at relevant unit (institute/department/faculty) supported by NORHED
7. Number of scientific publications (peer reviewed and others)
8. Number and type of other dissemination activities
9. Access to libraries, laboratories and ICT for staff and students in NORHED-supported programmes
10. Relevance of educational programmes and new graduates to local, national and regional needs and labour markets

BOX 4.3 QUANTITATIVE STANDARD INDICATORS

11. Uptake/influence of NORHED-supported research in public policies
12. Uptake/influence of NORHED-supported research findings/new technologies/innovations/solutions by local communities/civil society/private sector
13. Knowledge transfers within South-South and South-North networks and partnerships
14. Changes in the broader institutional environment at NORHED-supported institute/faculty/department which strengthened the capacity for education and research at
15. institutes/ /faculties/departments

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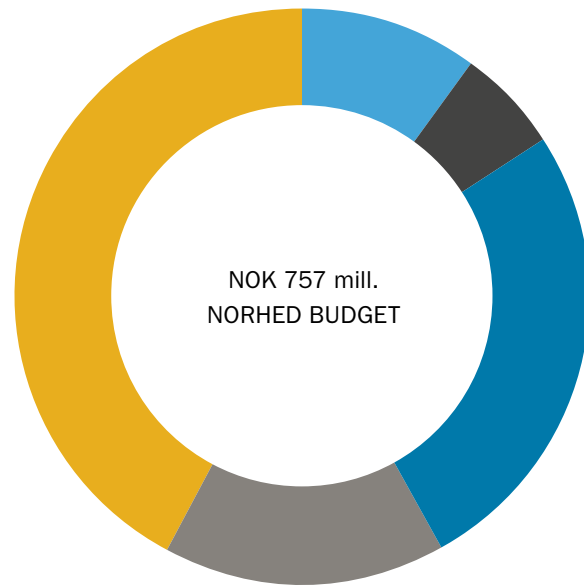
Finance: budget and expenditures

NORHED BUDGET

The NORHED programme provides financing for 45 projects with a total budget of NOK 756 819 324 (Figure 5). Each project has five budget components for activities related to: PhD and Research; Education (Master's and Bachelor); Institutional development; Project management; and Administrative (overhead costs) support. Of the total budget in the portfolio, 42 per cent of the budget is related to PhD and research activities while education of master's students takes up 26 per cent of the budget. The projects allocate a budget of 16 per cent for institutional development activities such as small infrastructure. Project management is allocated 10 per cent while administrative support (including overhead costs) that caters for indirect costs is around 6 per cent. This is in line with Norad's requirement of allocating a maximum of 7 per cent of the total budget for administrative purposes.

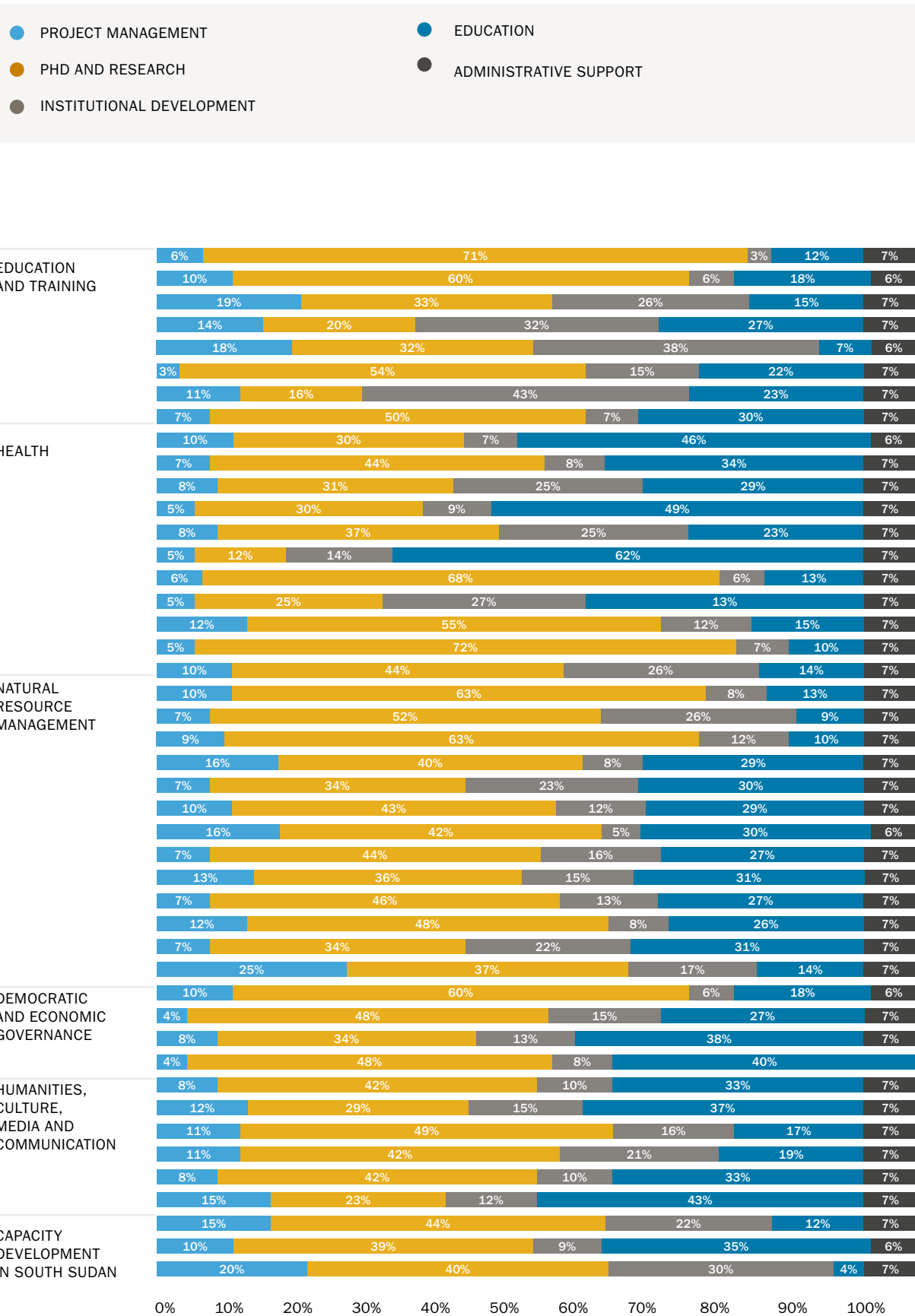
At the project level, the allocations vary across budget categories indicating the focus of the projects' interventions (Figure 6). The largest amount of allocation for a PhD component is 72 per cent of the total budget for a project under the health sub-programme area, focusing on PhD training and research. The largest allocation for education and training is 62 per cent in the health sub-programme.

FIGURE 5: TOTAL BUDGET ALLOCATIONS BY CATEGORIES



PhD and Research **42%**
 Administrative **6%**
 Project management **10%**
 Education **26%**
 Institutional development **16%**

FIGURE 6: PROJECT LEVEL BUDGET ALLOCATIONS BY CATEGORIES

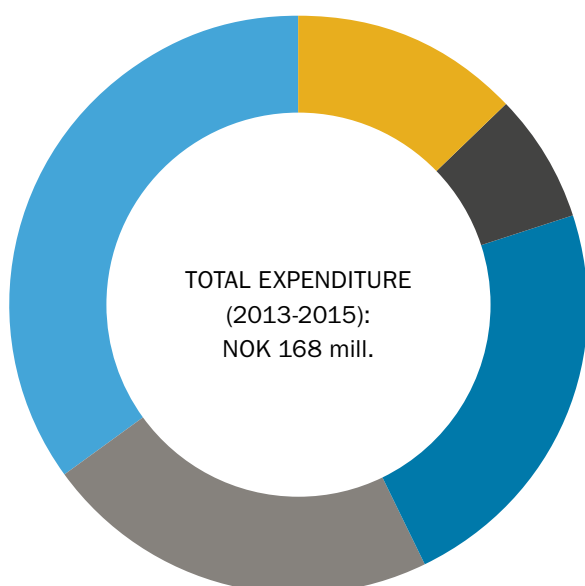


EXPENDITURES DURING 2013–2015

During 2013–2015, NORHED projects have a total expenditure of about 168 million NOK (Figure 7), with the largest expenditure for PhD and research activities (35 per cent). Institutional development expenditures make up the third largest expenditure to date for various small infrastructure development activities. The administrative support expenditure is in line with NORHED's rules of a maximum of 7 per cent of the total expenditures.

At the project level, the highest expenditure out of the total project-level budget is 49 per cent and the lowest is 6 per cent in the sub-programme area of capacity development for South Sudan (Figure 8). The variation in expenditure rates is reflective of the age of the projects as well as practical challenges related to some projects.

FIGURE 7: TOTAL EXPENDITURES BY BUDGET CATEGORIES (2013-2015)

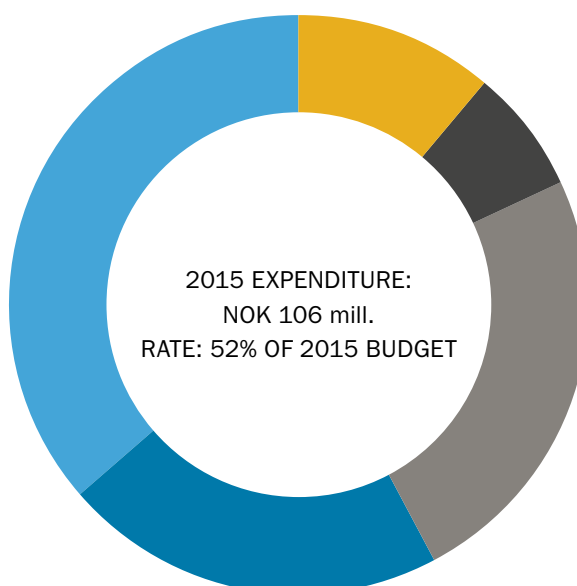


PhD and Research **35%**
 Institutional development **22%**
 Education **23%**
 Administrative **7%**
 Project management **13%**

EXPENDITURES DURING THE 2015 FISCAL YEAR

The total expenditure for all projects during the 2015 fiscal year is around NOK 106 million (Figure 9). This is 52 per cent of the total budget (NOK 204 million) allocated during the year, indicating that projects are able to spend only about half of the budget that they were allocated. Of the total expenditure, the largest spending is on PhD and research activities (36 per cent). Expenditure on administrative support activities is 7 per cent of the total expenditure in compliance with Norad's requirements whereby deduction for overhead costs is permitted in tandem with actual expenditures on the rest of the budget categories. In other words, overhead costs with a limit of 7 per cent of the total expenditure are allowed to be used when expenditure on other activities occurs.

FIGURE 9: EXPENDITURE BY BUDGET CATEGORIES: 2015



PhD and Research **36%**
 Institutional development **21%**
 Education **24%**
 Administrative **7%**
 Project management **11%**

FIGURE 8: PROJECT LEVEL EXPENDITURES (2013-2015)

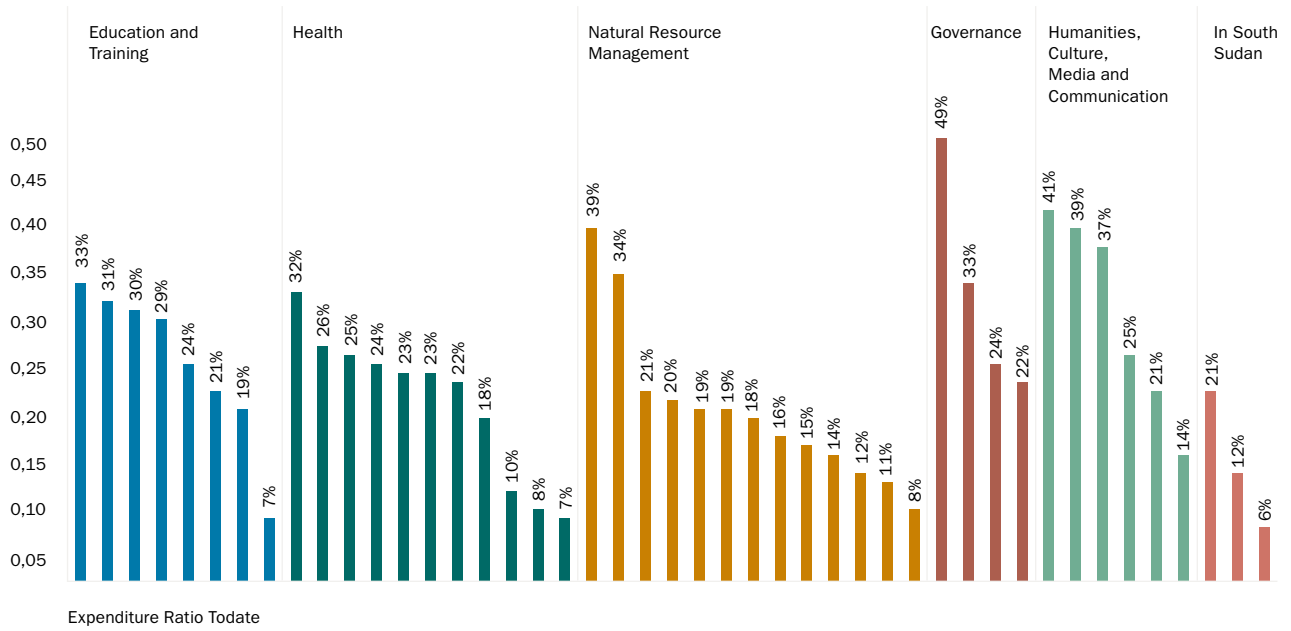
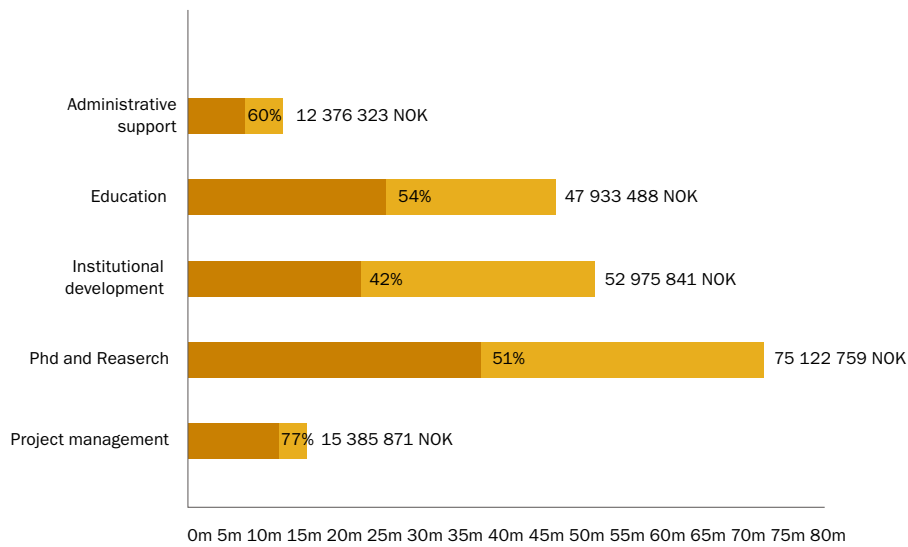


FIGURE 10: RATES OF EXPENDITURE WITHIN BUDGET CATEGORIES: 2015



To learn which aspects of the project activities are lagging behind, we compare expenditures against budget allocations for each of the budget categories (Figure 10). Expenditure on institutional development activities is 42 per cent of its fiscal year budget, the lowest of the activity-related budget categories. This shows that for institutional development activities, the projects are utilizing less while utilizations are better on project management activities (77 per cent). Projects report that a low level of expenditure is mainly due to delays in some activities, such as purchase of planned equipment. This indicates the general challenge projects have in terms of acquisition of infrastructure, owing partly to procurement bottlenecks within the institutions. Other reasons for the low expenditure include delays in organizing payments to project partners in the South, some of which is related to external factors such as conflict in South Sudan and the earthquake in Nepal.

Overall an improved utilization of the allocated budget based on realistic work plans is needed to ensure that projects are completed within the periods anticipated. Most projects are likely to require an extension of their project period beyond 2018 due to delays in activities and late start-up time. They indicate that such a shift in project end time will not require an extension of project costs.





Summary and recommendations

Summary

We examined the performance of 45 NORHED projects during the period 2013–2015 with the purpose of programme-level learning. We conducted assessments based on annual reports including financial reports and field visits carried out in Ethiopia and Uganda. We used programme-level standard indicators developed by the NORHED programme for the purpose of identifying key achievements.

NORHED projects reported to have established 61 new academic degree programmes in the six sub-programme areas during 2013–2015, of which 46 are master's and 15 PhD degree programmes. Furthermore, the projects revised a total of 53 academic programmes of which 16 are bachelor, 31 master's and six PhD degree programmes. Development of academic programmes continues to be an undertaking whereby the establishment of 21 new and revisions of 18 academic programmes is underway during 2013–2015. The projects play an important role in establishing PhD programmes in LMICs and utilize the expertise of partner institutions in academic curriculum design, teaching and supervision of students. The projects are making progress towards achieving one of the core intervention areas of the NORHED programme, namely development of in-country/regional educational programmes.

NORHED projects have set a target of providing scholarship support to 1931 students by 2018. Of these, the highest allocation goes to female students (55 per cent) at the programme level. The scholarships primarily target academic staff at partner institutions to enhance their human resource capacities and work towards achieving NORHED's objective of contributing to a larger and better qualified workforce in higher institutions.

During 2013–2015, NORHED projects provided scholarship support to a total of 713 enrolled students, out of which 67 students have graduated while 646 students continue to pursue their studies during the reporting period. The percentage of female students receiving NORHED scholarship support (48 per cent) is higher than the overall level

of female enrolment (44 per cent). This shows that the various affirmative initiatives undertaken by NORHED projects promote the recruitment of female students and reduce the inherent gender imbalance in the academic institutions. At the programme level, this is in line with NORHED's objective of enhancing gender equality.

Universities in Ethiopia and Uganda implement a total of 26 projects, constituting 58 per cent of the NORHED's programme portfolio. We conducted an in-depth look at 20 NORHED projects in these countries, where the institutions concerned are the main agreement partners. The overall goals and specific interventions of the projects coupled with emerging results demonstrate the relevance of the projects to the institutions as well as to their national development efforts.

The NORHED programme provides financing for 45 projects with a total budget of NOK 756 819 324. During 2013–2015, NORHED projects have a total expenditure of about NOK 168 million. The total expenditure for all projects during the 2015 fiscal year is around NOK 106 million. This is 52 per cent of the total budget (NOK 204 million) allocated during the year, indicating that projects are able to spend only about half of the budget that they were allocated. Projects report that a low level of expenditure occurs due to delays in some activities such as purchase of planned equipment. Overall an improved utilization of the allocated budget based on realistic work plans is needed to ensure that projects are completed within the anticipated periods. Most projects are likely to require a "no-cost" extension of their project period beyond 2018 due to delays in activities and late start-up time.

Recommendations

The success of NORHED projects is dependent on institutional-level enabling conditions such as availability of effective administrative and financial systems. Some institutions exhibit limited institutional capacity. We recommend enhancing financial grants and project management systems in order to increase the success of projects in and beyond the NORHED programme.



Tribhuvan Univeristy hit by the devastating earthquake in Nepal 2015. PHOTO SILJE VEVTNE

With regard to communication and utilization of knowledge management systems, NORHED projects do not fully exploit digital communication strategies such as dedicated websites and social media. We recommend increased use and development of digital technologies in order to promote project outputs and results.

Violent conflict and security issues remain challenging external factors for some countries. Political and economic instability in Nepal, security issues in Pakistan and violent conflict in South Sudan have affected implementation of project activities. In countries where conflicts have occurred and are likely to recur, we recommend the establishment of risk management strategies informed by an in-depth conflict sensitivity analysis in order to minimize losses in all aspects of the projects.

The NORHED programme has developed 14 standard indicators designed to help gauge the performance of the programme throughout the life time of the projects. A narrative report template was prepared that includes the standard indicators and is used for annual reporting by the projects. We identified several limitations with the reporting tool, including definitions of the standard indicators that contribute to poor data quality. We recommend that the reporting tool should be revised by refining its parameters, definitions and measurement of the standard indicators. Good quality data is essential in order to demonstrate the successes of projects and we encourage additional efforts from project implementers to improve the quality of reported data.

ANNEX 1: List of NORHED projects

NO.	SUB PROGRAMME	PROJECT ID	PROJECT TITLE	PARTNER INSTITUTIONS	COUNTRIES	AGREEMENT PARTNER
1	Education and Training	ETH130019	Hawassa University – PhD-programme in Mathematical and Statistical Sciences	Hawassa University Norwegian University of Science and Technology Molde University College University of Oslo	Ethiopia Norway Norway Norway	●
2	Education and Training	MWI130022	Improving Quality and Capacity of Mathematics Teacher Education in Malawi	University of Malawi (UNIMA), University of Stavanger (UIS)	Malawi Norway	●
3	Education and Training	NPL130023	Enhancing access, quality and sustainability of teacher training/professional development of teachers using ICTs and distance delivery modes	Kathmandu University Oslo and Akershus University College Tribhuvan University	Nepal Norway Nepal	●
4	Education and Training	TAN130028	TRANSLED (Transformation, Language, Education and Development)	State University of Zanzibar University of Dar-es-Salaam University of Oslo	Tanzania Tanzania Norway	●
5	Education and Training	UGA130020	ENABLE: Higher Education and Multi-media in Special Needs Education and Rehabilitation	Kenya Institute of Special Education Kyambogo University University of Dar-es-Salaam University of Oslo	Kenya Uganda Tanzania Norway	●
6	Education and Training	UGA130023	Building and Reflecting on Interdisciplinary PhD Studies for Higher Education Transformation	Makerere University University of Bergen	Uganda Norway	●
7	Education and Training	UGA130024	Leapfrogging 1st Generation Distance Education into 4th and 5th Generation Distance Education: A Strategy for Enhancing ICT Pedagogical Integration	Makerere University University of Agder	Uganda Norway	●
8	Education and Training	UGA130025	Master in Vocational Pedagogy	Kyambogo University Oslo and Akershus University College	Uganda Norway	●
9	Health	COG130002	GROW-NUT- Growing partnership for higher education and research in nutritional epidemiology in DR Congo	University of Bergen University of Kinshasa University of KwaZulu-Natal	Norway DR Congo South Africa	●
10	Health	ETH130024	Strategic and collaborative capacity development in Ethiopia and Africa (SACCADE)	Jimma University St. Paul Hospital Millennium Medical college University of Oslo	Ethiopia Ethiopia Norway	●
11	Health	ETH130025	South Ethiopia Network of Universities in Public Health (SENUPH) improving women's participation in postgraduate education.	Addis Ababa University Arba Minch University Dilla University Hawassa University University of Bergen Wolaita Sodo University	Ethiopia Ethiopia Ethiopia Ethiopia Norway Ethiopia	●
12	Health	KEN130021	HI-TRAIN: Health informatics training and research in East Africa for improved health care	Makerere University Moi University University of Bergen	Uganda Kenya Norway	●

NO.	SUB PROGRAMME	PROJECT ID	PROJECT TITLE	PARTNER INSTITUTIONS	COUNTRIES	AGREEMENT PARTNER
13	Health	MMR130049	Health and sustainable development in Myanmar- competence building in public health and medical research and education	Mahidol University Prince of Songkla University University of Medicine 1 University of Oslo University of Public Health	Thailand Thailand Myanmar Norway Myanmar	●
14	Health	MWI130030	Capacity building in postgraduate surgical training and research in Malawi	Haukeland Hospital Kamuzu Hospital Queen Elizabeth Hospital University of Bergen University of Malawi	Norway Malawi Malawi Norway Malawi	●
15	Health	MWI130032	Development of a novel nursing and midwifery graduate and postgraduate training programme in Malawi, Zambia and Zimbabwe	University of Malawi University of Oslo University of Tromsø University of Zambia University of Zimbabwe	Malawi Norway Norway Zambia Zimbabwe	●
16	Health	RSA130010	Antimicrobial stewardship and conservancy in Africa	University of KwaZulu-Natal University of Malawi University of Mozambique University of Tromsø	South Africa Malawi Mozambique Norway	●
17	Health	TAN130037	Reduction of the burden of injuries and occupational exposures through capacity building in low income countries	Addis Ababa University Muhimbili University of Health and Allied Sciences University of Bergen	Ethiopia Tanzania Norway	●
18	Health	UGA130030	SURVIVAL PLUS: Increasing capacity for Mama-baby survival in post-conflict Uganda and South Sudan	Busitema University Gulu University Makerere University University of Bergen University of Juba	Uganda Uganda Uganda Norway South Sudan	●
19	Health	UGA130031	Capacity building in zoonotic diseases management using the integrated approach to ecosystems health (CA-PAZOMAMINTECO) at the human- live-stock-wildlife interface in Eastern and Southern Africa	Makerere University Norwegian University of Life Sciences University of Bahr El-Ghazal University of Zambia	Uganda Norway South Sudan Zambia	●
20	Natural Resource Management	ETH130015	Capacity Building for Climate Smart Natural Resource Management and Policy – (CLISNARP)	Lilongwe University of Agriculture and Natural Resources Mekelle University Norwegian University of Life Sciences	Malawi Ethiopia Norway	●
21	Natural Resource Management	ETH130016	Research and capacity building in climate smart agriculture in the Horn of Africa	Hawassa University Mekelle University Norwegian University of Life Sciences University of Kordofan	Ethiopia Ethiopia Norway Sudan	●

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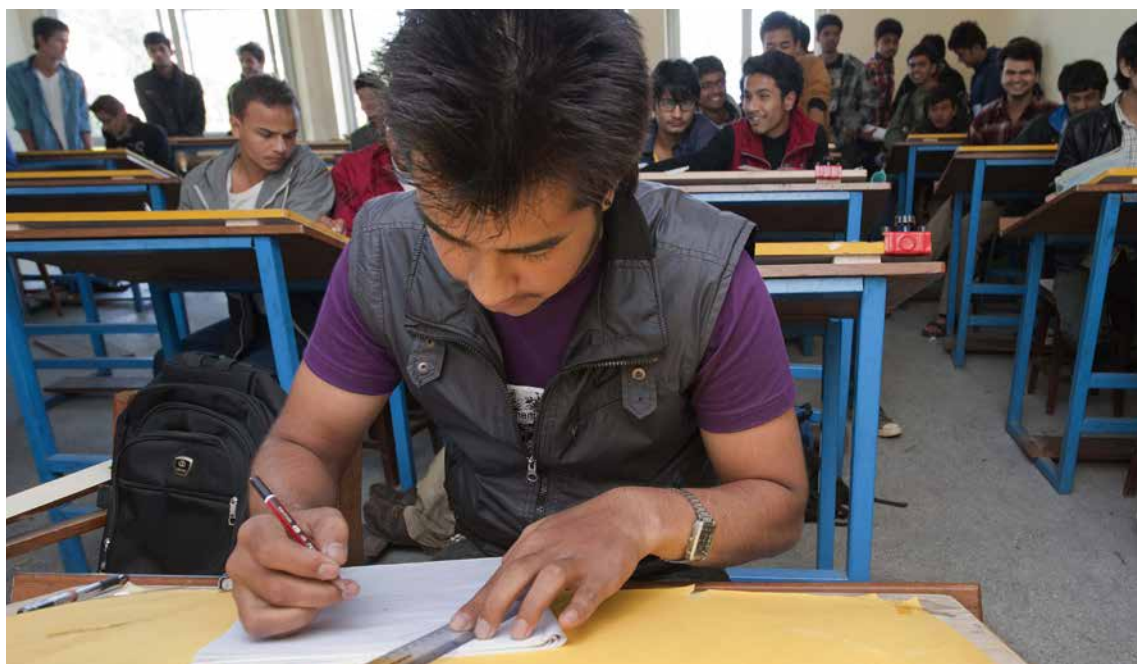
NO.	SUB PROGRAMME	PROJECT ID	PROJECT TITLE	PARTNER INSTITUTIONS	COUNTRIES	AGREEMENT PARTNER
22	Natural Resource Management	ETH130017	Controlling diseases in sweet potato and enset in South Sudan and Ethiopia to improve productivity and livelihoods under changing climatic conditions using modern technologies.	Bioforsk Ethiopian Institute of Agricultural Research Hawassa University International Institute of Tropical Agriculture International Potato Center Mekelle University Norwegian University of Life Sciences University of Juba	Norway Ethiopia Ethiopia Tanzania Ethiopia Ethiopia Norway South Sudan	●
23	Natural Resource Management	ETH130018	Steps toward sustainable forest management with the local communities in Tigray Northern Ethiopia	Mekelle University Norwegian University of Life Sciences	Ethiopia Norway	●
24	Natural Resource Management	LKA130013	Water and Society – Institutional Capacity Building in Water management and Climate Change adaptation in selected countries in Asia (Acronym: WaSo-Asia)	Bangladesh University of Engineering and Technology Institute of Technology of Cambodia Norwegian University of Life Sciences Telemark University College University of Jaffna University of Peradeniya	Bangladesh Cambodia Norway Norway Sri Lanka Sri Lanka	●
25	Natural Resource Management	NPL130022	Sustainable natural resource management for climate change adaptation in the Himalayan region: A collaborative project among Norway, Nepal, Pakistan and Bhutan	Karakoram International University Kathmandu University Norwegian University of Life Sciences Royal University of Bhutan Tribhuvan University	Pakistan Nepal Norway Bhutan Nepal	●
26	Natural Resource Management	SRV130010	Incorporating Climate Change into Ecosystem Approaches to Fisheries and Aquaculture Management in Bangladesh, Sri Lanka and Vietnam	Nha Trang University University of Bergen University of Ruhuna University of Tromsø	Vietnam Norway Sri Lanka Norway	●
27	Natural Resource Management	TAN130026	Vulnerability, Resilience, Rights and Responsibilities: Capacity Building on Climate Change in Relation to Coastal Resources, Gender and Governance in Coastal Tanzania and Zanzibar	Norwegian University of Life Sciences State University of Zanzibar University of Dar-es-Salaam	Norway Tanzania Tanzania	●
28	Natural Resource Management	TAN130027	Capacity Building for Training and Research in Aquatic and Environmental Health in Eastern and Southern Africa (TRAHESA)	Makerere University Norwegian University of Life Sciences Sokoine University of Agriculture University of Dar-es-Salaam University of Nairobi University of Zambia	Uganda Norway Tanzania Tanzania Kenya Zambia	●

NO.	SUB PROGRAMME	PROJECT ID	PROJECT TITLE	PARTNER INSTITUTIONS	COUNTRIES	AGREEMENT PARTNER
29	Natural Resource Management	UGA130018	WIMEA-ICT: Improving Weather Information Management in East Africa for effective service provision through the application of suitable ICTs (Information and	Dar-es-Salaam Institute of Technology Makerere University University of Bergen University of Juba	Tanzania Uganda Norway South Sudan	●
30	Natural Resource Management	UGA130019	Building capacity for REDD+ in East Africa for improved ecosystem health and for sustainable livelihoods in Eastern Africa	Makerere University Norwegian University of Life Sciences University of Dar-es-Salaam	Uganda Norway Tanzania	●
31	Natural Resource Management	UGA130021	Water and Society (WaSo-Africa) – Institutional Capacity Building in Water Management and Climate Change Adaptation in the Nile Basin	Addis Ababa University Makerere University Norwegian University of Life Sciences Telemark University College University of Bergen University of Juba University of Nairobi	Ethiopia Uganda Norway Norway Norway South Sudan Kenya	●
32	Natural Resource Management	ZAM130009	Improving the governance and economics of protected areas, ecosystem services and poverty eradication through HEI capacity building and transdisciplinary research	Copperbelt University Norwegian University of Life Sciences Southern Africa Wildlife College Stellenbosch University	Zambia Norway South Africa South Africa	●
33	Democratic and Economic Governance	MWI130021	Strengthening Capacity for Democratic and Economic Governance in Malawi	University of Malawi University of Oslo	Malawi Norway	●
34	Democratic and Economic Governance	NPL130020	Policy and Governance Studies in South: regional Master and PhD Programmes	North South University Tribhuvan University University of Bergen University of Peradeniya	Bangladesh Nepal Norway Sri Lanka	●
35	Democratic and Economic Governance	NPL130021	Strengthening Research, Education and Advocacy in Conflict, Peace and Development Studies	COMSATS Institute of Information Technology Norwegian University of Life Sciences Tribhuvan University University of Ruhuna	Pakistan Norway Nepal Sri Lanka	●
36	Democratic and Economic Governance	ZIB130009	Masters and PhD programme for capacity building in law faculties: Engendering human rights and law in Southern and Eastern Africa	University of Malawi University of Nairobi University of Oslo University of Zambia University of Zimbabwe	Malawi Kenya Norway Zambia Zimbabwe	●
37	Humanities, Culture, Media and Communication	ETH130014	Linguistic Capacity Building – Tools for the inclusive development of Ethiopia	Addis Ababa University Hawassa University Norwegian University of Science and Technology University of Oslo	Ethiopia Ethiopia Norway Norway	●

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NO.	SUB PROGRAMME	PROJECT ID	PROJECT TITLE	PARTNER INSTITUTIONS	COUNTRIES	AGREEMENT PARTNER
38	Humanities, Culture, Media and Communication	NIC130010	Intercultural Communication Linkage Programme	Oslo and Akershus University College Universidad Autónoma Indígena Intercultural Universidad Comunitaria Intercultural de las Nacionalidades y Pueblos Indígenas "Amawtay Wasi" (UCINPI-AW) Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense	Norway Colombia Ecuador Nicaragua	●
39	Humanities, Culture, Media and Communication	PAL130041	Urban Transformation in the Southern Levant	Birzeit University University of Bergen	Palestine Norway	●
40	Humanities, Culture, Media and Communication	SDN130013	Borderland dynamics in East Africa	Addis Ababa University Makerere University University of Bergen University of Khartoum	Ethiopia Uganda Norway Sudan	●
41	Humanities, Culture, Media and Communication	UGA130015	Strengthening Media in Post-Conflict Societies Uganda, South Sudan, Nepal and Norway	College of Journalism and Mass Communication Makerere University Oslo and Akershus University College University of Juba	Nepal Uganda Norway South Sudan	●
42	Humanities, Culture, Media and Communication	UGA130016	Building capacity for a changing media environment in Uganda	NLA University College Uganda Christian University University of KwaZulu-Natal	Norway Uganda South Africa	●
43	Capacity Development in South Sudan	SSD130020	Regional Capacity Building for Sustainable Natural Resource Management and Agricultural Productivity under Climate Change	Addis Ababa University Makerere University Norwegian University of Life Sciences University of Juba	Ethiopia Uganda Norway South Sudan	●
44	Capacity Development in South Sudan	SSD130021	Ecology and Management of the Sudd Wetland	Makerere University Norwegian University of Life Sciences University of Juba	Uganda Norway South Sudan	●
45	Capacity Development in South Sudan	SSD130022	Institutional Cooperation for Capacity Building of Universities and Local Authorities for Democratic and Economic Governance and Peace-building in South Sudan and Ethiopia	Hawassa University Norwegian University of Life Sciences University of Juba	Ethiopia Norway South Sudan	●
The following project is not included in the report. The project is expected to start in 2016.						
46	Economic and Democratic Governance	ZAM130009	Capacity Building in Education and Research for Economic Governance	Makerere University Business School Norwegian University of Life Sciences	Uganda Norway	●

ANNEX 2: Methodology



Enhancing access to quality education, Nepal. PHOTO: KEN OPPRANN

For the purpose of summarizing project reports at programme level, we employed several approaches to gather relevant information and gain an in-depth understanding about various aspects of the NORHED programme including performance, results, and key achievements that are central to the programme. We began the material gathering and organization of information by conducting a desk review of the annual project reports and financial statements. This formed the basis for identification of relevant issues for further discussion and consultations with NORHED project partners. During the NORHED conference in Oslo to be held on 6–7 June 2016, we conducted a series of meetings and interviews with project partners using preliminary findings of the desk review.

We carried out a field visit to Ethiopia and Uganda from 8 July–15 August. All of the 20 NORHED project implementers have been visited (eight projects in Ethiopia and 12 projects in Uganda). In Ethiopia, Addis Ababa, Hawassa, Jimma,

Mekelle and Wolaita Sodo Universities were visited. In Uganda, Makerere, Kyambogo and Uganda Christian Universities were visited. During the visit, meetings were held with NORHED project coordinators, university administrators (presidents, vice chancellors, vice presidents, deans and institutional contact persons), Norwegian embassies, and the Minister of Education in Ethiopia in order to learn about the projects, their practical and policy context. Further consultations were carried out with NORHED project leaders at the University of Bergen and Norwegian University of Life Sciences.

Based on the ToR, we identified six focus analysis areas in which several methodologies were employed. The methods include qualitative and quantitative techniques such as textual analysis and summary statistics. The analysis plan is further detailed in the Box below.

ANALYSIS PLAN

Task 1: Output and outcome results

The following outcomes are central to the NORHED programme:

- Educational programmes more relevant for local, national, regional and labour market needs
- Higher proportion of female faculty, staff and students
- Increase exposure of students to highly qualified teachers
- More knowledge transfers between South-South and South-North networks
- Increase quality and relevance of research activities

Examination of outputs at the project level is important to identify outcome results.

Relevant outputs are aggregated and presented at the programme level.

Task 2: Key activities and achievements

Key activities and achievements are presented both at country level and for each project. Lessons and narratives from the field visit in Uganda and Ethiopia are valuable to help highlight key achievements.

Task 3: Disbursement and expenditure analysis

We assessed the disbursement of funding per project, sub-programme and overall NORHED programme level and expenditures in relation to approved budgets.

Task 4: Deviations and risk assessment

By contrasting the annual plans against actual reported achievements, major deviations were reported along with problems. A risk assessment is made by examining the deviations and the need for adjustments. Actions for risk mitigation are identified.

Task 5: Data aggregation

Reported qualitative and quantitative data are aggregated at NORHED programme level based on project level data. Although the annual progress reports contain quantitative information particularly on the standard NORHED indicators, we pay particular attention to presenting the results in a qualitative way in addition to presenting the quantitative data using graphs, charts and maps. Aggregation techniques are employed including statistical techniques (per cent, averages, frequencies etc.) as well as classification techniques and qualitative assessments.

Task 6: Overall assessment and reporting

One of the objectives of conducting programme-level assessment is to learn from the performance of projects and identify challenges. Identifying implementation challenges related to enabling conditions such as governance, transparency, meritocracy and other reported issues will be the focus of the overall assessment and qualitative reporting of the findings of Task 1–5. This is valuable to make any potential adjustments that may be needed to the NORHED programme through collaboration with national and international partners and to ensure that the necessary conditions are in place. Cross-cutting issues such as gender mainstreaming, conflict sensitivity and environmental considerations are addressed.

ANNEX 3: List of meetings

MEETINGS IN ETHIOPIA

ORGANIZATION	TITLE OF NORHED PROJECT	MAIN PERSON	REMARKS
Addis Ababa University	Linguistic Capacity Building – Tools for the inclusive development of Ethiopia	Binyam Sisay Mendisu	
Addis Ababa University	Linguistic Capacity Building – Tools for the inclusive development of Ethiopia	Moges Yigezu	
Mekelle University	Capacity Building for Climate Smart Natural Resource Management and Policy – (CLISNARP) -	Mesfin Tilahun Gelay	
Hawassa University	Research and capacity building in climate smart agriculture in the Horn of Africa	Alemayehu Chala	
Mekelle University	Research and capacity building in climate smart agriculture in the Horn of Africa	Girmay Tesfay	Project partner
Hawassa University	Controlling diseases in sweet potato and enset in South Sudan and Ethiopia to improve productivity and livelihoods under changing climatic conditions using modern technologies.	Amsalu Gobena	
Mekelle University	Controlling diseases in sweet potato and enset in South Sudan and Ethiopia to improve productivity and livelihoods under changing climatic conditions using modern technologies.	Dereje Asefa	Project partner
Mekelle University	Steps toward sustainable forest management with the local communities in Tigray Northern Ethiopia	Emiru Birhane Hizikias Nigusse Abadi Tewodros Tadesse	
Hawassa University	Hawassa University – PhD-programme in Mathematical and Statistical Sciences	Ayele Taye	
Jimma University	Strategic and collaborative capacity development in Ethiopia and Africa (SACCADE)	Abraham Haileamlak	
Jimma University	Strategic and collaborative capacity development in Ethiopia and Africa (SACCADE)	Ayantu Kebede Enatfanta Sewmehon	Masters students
Hawassa University	South Ethiopia Network of Universities in Public Health (SENUPH) improving women's participation in post graduate education.	Eskindir Loha	
Wolaita Sodo	South Ethiopia Network of Universities in Public Health (SENUPH) improving women's participation in post graduate education.	Debritu Nane	Masters student
Wolaita Sodo	South Ethiopia Network of Universities in Public Health (SENUPH) improving women's participation in post graduate education.	Wondimagen Paulos	Project partner

MEETINGS WITH OFFICIALS IN ETHIOPIA

ORGANIZATION	POSITION	PERSON(S)
Ministry of Education	Minster of Education	Shiferaw Shigute
Norwegian Embassy	Program officer	Sissel Idland Sisay Nune
Hawassa University	President of Hawassa University	Yosef Mamo Dubale
Hawassa University	Curriculum Review Meeting-Plant Biotechnology-PhD	
Hawassa University	Head of Norad project phase IV office at Hawassa	Andargachew Gedebo
Jimma University	Vice President for Business Development	Kora Tishune
Jimma University	President of Jimma University	Fikre Lemessa
Mekelle University	President of Mekelle University	Kindeya Gebrehiwot
Addis Ababa University	Vice President for Research and Technology Transfer	Tassew Woldehanna
Addis Ababa University	Vice President for Institutional Development	Hirut Woldemariam

MEETINGS IN UGANDA

ORGANIZATION	TITLE OF NORHED PROJECT	MAIN CONTACT	REMARKS
Makerere University	Regional Capacity Building for Sustainable Natural Resource Management and Agricultural Productivity under Climate Change	Samuel Kyamanya	
Makerere University	Strengthening Media in Post-Conflict Societies Uganda, South Sudan, Nepal and Norway	William Tayeebwa,	
Uganda Christian University	Building capacity for a changing media environment in Uganda	Monica Balya Chibita Alex	
Uganda Christian University	Building capacity for a changing media environment in Uganda	Terje Skjerdal	Norwegian partner
Makerere University	WIMEA-ICT: Improving Weather Information Management in East Africa for effective service provision through the application of suitable ICTs (Information and	Julianne Sansa Otim	
Makerere University	Building capacity for REDD+ in East Africa for improved ecosystem health and for sustainable livelihoods in Eastern Africa	John R.S. Tabuti	
Kyambugo University	ENABLE: Higher Education and Multimedia in Special Needs Education and Rehabilitation	Stackus Ockwaput	
Makerere University	Water and Society (WaSo-Africa) – Institutional Capacity Building in Water Management and Climate Change Adaptation in the Nile Basin	Edward Kirumira	
Makerere University	Water and Society (WaSo-Africa) – Institutional Capacity Building in Water Management and Climate Change Adaptation in the Nile Basin	Edward Kirumira Margaret Kyakwa Ronald Semyalo	
Makerere University	Building and Reflecting on Interdisciplinary PhD Studies for Higher Education Transformation	Mahmood Mamdani Lyn Ossome Simen	
Makerere University	Leapfrogging 1st Generation Distance Education into 4th and 5th Generation Distance Education: A Strategy for Enhancing ICT Pedagogical Integration	Muyinda Paul Johana Kalagala	
Makerere University	Leapfrogging 1st Generation Distance Education into 4th and 5th Generation Distance Education: A Strategy for Enhancing ICT Pedagogical Integration	Diana Nampijja Godfrey Mayende Nazarius Turyakira	PhD Students
Kyambugo University	Master in Vocational Pedagogy	Chris Serwaniko	
Makerere University	SURVIVAL PLUS: Increasing capacity for Mama-baby survival in post-conflict Uganda and South Sudan	James K Tumwine Grace Ndeezi	
Makerere University	Capacity building in Zoonotic diseases management using the integrated approach to ecosystems health (CAPAZOMAMINTECO) at the human- livestock – wildlife interface in Eastern and Southern Africa	Clovice Kankya	

MEETINGS WITH OFFICIALS IN UGANDA

ORGANIZATION	POSITION	PERSON(S)
Norwegian Embassy	--	Mary Mabweijano Annlaug Rønneberg
Makerere University	Deputy Vice Chancellor	Arch. Dr. Barnabas NawangweBarnabas
Uganda Christian University	Deputy Vice Chancellor for Academic Affairs	Benon Musinguzi
Kyambugo University	Acting Vice Chancellor	Eli Katunguka James Bulenzibuto
Makerere University	Chair of NORHED Institutional Development and Implementation Committee (NIDIC)	Hannington Oryem-Origa
Makerere University	NIDIC Coordinator	Elisabeth Bwanga
Makerere University	Member of NIDIC	Consolata Kabonesa

MEETINGS AND CONSULTATIONS IN NORWAY

UNIVERSITY	CONTACTS
Norwegian University of Life Sciences	Anne Kathrine Hvoslef-Eide
Norwegian University of Life Sciences	Institutional contact person and NORHED project leaders
University of Bergen	Institutional contact person and NORHED project leaders
Norwegian University of Life Sciences	Ian Bryceson

ANNEX 4: Terms of reference

Consultancy services for performance of NORHED Annual Reporting 2015

1. Background

The Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED) aims to strengthen the capacity of higher education institutions in Low and Middle Income Countries (LMICs). The intended programme impact is to strengthen capacity in higher education institutions in LMICs to contribute to

- a larger and better qualified workforce
- increased knowledge
- evidence-based policy and decision-making enhancing gender equality

The outcome level in the NORHED programme is the strengthening of higher education institutions in low- and middle-income countries within six identified areas, or sub-programmes; Education and training; Health; Natural resource management, climate and environment; Democratic and economic governance; Humanities, culture, media and communication; and Capacity development in South Sudan. The strengthening of higher education institutions refers to:

- Producing more and better research relevant to the identified areas/sub-programmes
- Producing more and better qualified graduates, both men and women, relevant to the identified sub-programmes

The NORHED programme was established in 2012 and consists of a project portfolio of 46 projects. The projects will run from 2013-2018. The annual budget for the NORHED programme is NOK 130 million.

2. Purpose

Norad is seeking consultancy services to conduct an extended summary report on the results of the annual reporting the NORHED programme. Norad has earlier commissioned a similar task for the first year's reporting, which resulted in the report:

“The Norwegian Programme for Capacity Development in Higher Education and Research for Development. Results 2014”.

The main purpose of this year's report, following the annual report of 2014, is to aggregate the results and achievements at project level in 2015, to the programme level. The intention is to give an overview of NORHED activities, key achievements, results and best practices so far. The report should also give an insight to the general challenges that the projects are facing.

In addition, and as the main focus on this year's report, is to go more in-depth into a few selected NORHED projects, country cases or partner institutions. While the first year's report was based mainly on the programme documents and project reports available, with only limited consultations with project partners, the 2015 report will include perspectives, experiences and inputs from selected project partners in form of interviews, questionnaires or other form of consultations. The main purpose is to bring more in-depth understanding and insight of the NORHED projects, including results, learning, challenges and reflections on projects' performance compared to the goals outlined. This will give richer information of the project progress, results and obstacles, and can inform future programme decisions and directions.

The report shall be available to Norad and all NORHED partners. The intention is to continue making a report on the progress of the NORHED programme every year.

3. Scope of work

The report should contain an analysis of available data both from project reports and through consultations with selected project partners, and include:

- a. output and outcome results at project and programme level;
- b. key activities and achievements in 2014-2015, both at country level and for each project. Some institutions and/or countries will be selected for more in-depth presentations of project activities and achievements;
- c. gender mainstreaming activities implemented, including gender disaggregated data where relevant, and project or institutional examples if relevant;
- d. disbursements of funding, per sub programme and the NORHED programme at large, as well as expenditures in relation to approved budgets;
- e. an assessment of the value for money of the NORHED investments compared to results, including project examples;
- f. an outline of major challenges met, problems and risk factors, including project and/or country and/or institutional examples;
- g. an overview of the need for adjustments to activity plans and/or inputs and outputs, including actions for risk mitigation, both at programme level, and with project examples where relevant;
- h. an outline of case/success stories, both based on project reports and by consulting project partners;
- i. an overall assessment of qualitative findings, both based on project reports and by consulting project partners, related to achieving NORHED objectives.

In addition, the report should also include aggregated data on the standard indicators as defined in the reporting format.

4. Implementation of the report

The report shall comprise key findings in the 46 annual progress reports for 2014-2015, each of approximately 20-30 pages, as well as from consultations with selected project partners. The consultant/s will have access to project documents including annual plans and budgets and progress

reports for 2014-2015. Norad will assist in providing the consultant/s with necessary documentation and be available for meetings/interviews. Design and printing of the final report will be executed by Norad.

Selection of NORHED partners, countries and/or institutions for a more in-depth data collection and analysis should be agreed upon in consultation with Norad after signing of the contract. It is worth mentioning that Norad has invited all NORHED partners to a conference in Oslo 6-7 June 2016.

The workload is estimated to 2 months for one-two person(s).

The assignment shall tentatively take place between May to October 2016 and the final report shall be submitted by end of October 2016.

5. Reporting

A draft report shall be presented electronically to Norad by 30 September. Comments are to be sent by Norad within two weeks after receipt of* the draft report.

A final report shall be sent electronically to Norad the next two weeks, by 31 October 2016. The report shall be presented in English and include an executive summary of NORHED, highlights of the programme achievements in 2014-2015, a short summary of key activities and achievements for each of the 46 projects, and insights and perspectives from the project partners.

The report should also include exemplifying tables and graphs to illustrate numeric results and figures, as well as examples and quotations from project partners.

→
Sustainable agricultural productivity under
climate change, South Sudan. PHOTO: SILJE VEVAATNE



Abbreviations and acronyms

LMIC	Low and middle income countries
MD	Medical doctors
NOK	Norwegian Kroner
NOMA	Norad's Programme for Master Studies
NORHED	Norwegian Programme for Capacity Development in Higher Education and Research for Development
NUFU	Norwegian Programme for Development, Research and Education
PhD	Doctor of Philosophy degree
SDG	Sustainable development goals



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