

Support to the Network for University Co-operation Tibet-Norway, GLO-2028

NORAD COLLECTED REVIEWS 2/2007

Janne Lexow, DECO/NCG
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Norad collected reviews

The report is presented in a series, compiled by Norad to disseminate and share analyses of development cooperation. The views and interpretations are those of the authors and do not necessarily represent those of the Norwegian Agency for Development Cooperation.

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ISBN 978-82-7548-192-2

GLO-2028
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Norway

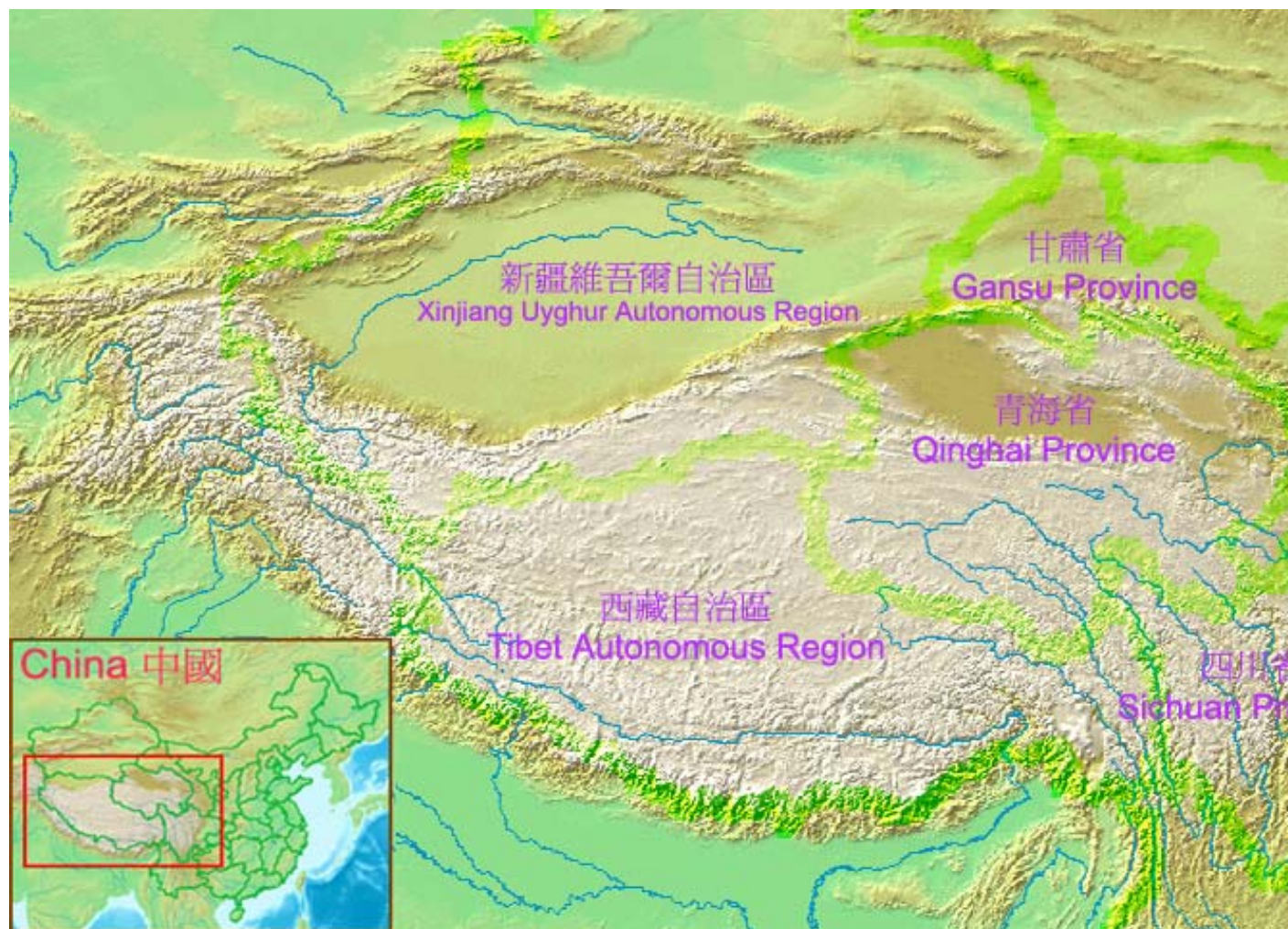
Review

Final Report
2006

LINS

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Acronyms	6
Executive summary	7
1. Introduction	9
1.1. Background	9
1.2 Objectives	9
1.3 The terms of reference (TOR)	10
1.4. The review	10
2. The education context	11
3. The programme in brief	12
4. General results of the fellowship programme	14
4.1 Educational achievements	14
4.2 Student financing	15
4.3 Fellows' background	16
4.4 Fields of study	16
4.5 Gender composition	17
5. Assessment of research and student management issues	18
5.1 Overview of the Network	18
5.2 Agreements	19
5.3 Steering and selection of research projects	20
5.3 Effectiveness of administrative arrangements	21
5.2 Selection and follow-up of candidates	23
5.3 Factors influencing academic performance	24
5.4 Sustainability	25
6. Assessments by fellows	27
6.1 Institutional performance	27
6.2 Changes in working conditions	28
6.3 Fellows' views on the research programme	29
7. Assessment by Tibet University deans/vice-deans	29
8. Impact and Relevance of research	33
8.1 The main goal and purpose of the Network for University Co-operation with Tibet	33
8.2 Programme overview in the light of the five objectives	34
8.3 Impact and Relevance of the Research Programmes	34
8.4 Relevance of the Research Programmes	36
8.5 Strategies in the field of English Language Competence	37
8.6 Research Programmes involving third-country researchers	37
7.6 Synergies between the research programmes and the scholarship programme	38
8.7 Strengthening of scientific network between academics in Norway and Tibet	38
9. Value added	39
10. Conclusions	40
11. Recommendations	42
Appendix 1 Terms of reference	44
Appendix 2 List of persons interviewed	48



Acronyms

IATS	International Association for Tibetan Studies
MFA	The Royal Norwegian Ministry of Foreign Affairs
NTN	Network for University Co-operation Tibet – Norway
Norad	Norwegian Agency for Development Co-operation
NOK	Norwegian Kroner
NTNU	Norwegian University of Science and Technology, Trondheim
NUFU	Norwegian Council of Universities' Committee for Development Research and Education
PRIO	International Peace Research Institute, Norway
TAR	Tibet Autonomous Region
TAAAS	Tibet Academy of Agriculture and Animal Sciences
TAAHC	Tibet Agriculture and Animal Husbandry College, Tibet University
TARFB	Tibet Autonomous Region Forestry Bureau
TARMB	Tibet Autonomous Region Meteorological Bureau TASS – Tibet Academy of Social Sciences
SELF	Norway's State Education Loan Fund
SIU	The Norwegian Center for International Cooperation in Higher Education
TU	Tibet University
UiB	University of Bergen
UiO	University of Oslo
UiTø	University of Tromsø
UNIS	University Center in Svalbard, Norway
WWF	World Wildlife Fund
WGSC	Women and Gender Studies Center

Executive summary

Norad has financed a research and scholarship programme through the Network of University Cooperation Tibet-Norway (NTN) since 1996. Contracts for the periods 2000-2003 and 2003-2005 were signed in 2000 and 2003 respectively, with an additional agreement for 2006 as an interim year.

Norway was the first country to establish such an inter-disciplinary agreement with Tibet Autonomous Region (TAR). The programme also represents the first joint program between Oslo (UiO), Bergen (UiB), Trondheim (NTNU) and Tromsø (UiTø) universities.

Total Norad funding (NOK) for 2000-2006 has been as follows:

Period 2000-2003:	16.257 400
Period 2003-2006:	16.200.000
2006:	4 133.000
Total	36 590 400

The network has the following objectives:

- The main objective of the Network is to generate new insight into the nature, culture and society of Tibet
- Enhance institution and competence building for Tibetan researchers and students
- Contribute to the exchange of Tibetan and Norwegian students and researchers
- Primarily involve Tibetan and Norwegian collaborating partners, since the Network is based on a bilateral co-operation agreement between these

The review was conducted in two phases. The first phase in Norway included discussions with stakeholders in Norway. Following a meeting between representatives from NTN, MFA, Norad, the team visited all four universities. The review team had the opportunity to meet all students currently studying in Norway. The second phase was field work in TAR, visiting members of partner institutions and scholars who had returned home.

The Network manages a Stipend Programme for Tibetan students and a Research Programme, which consists of around ten research projects involving Tibetan and Norwegian researchers. 60 Tibetan students have studied in Norway with a support from the NTN and the Norwegian government Quota scheme. 2 have received PhDs and a further 25 a degree at Masters' level. The students and fellows are spread over more than 14 fields of study. Some fields see only one or two candidates. During the review several staffs expressed that in order to get an impact in the Tibetan institutions one would at least need three candidates and if possible one with PhD. During interviews the extent to which the fellows claim that they have changed perceptions of work and new attitudes to life and the world around them is also worth noting. Without exceptions every fellow claimed that the study in Norway had had profound impact on their personal development.

Another aspect of the impact of the research programs is the growing awareness in the target institutions that international contacts and co-operation are an indispensable part of the modern global scientific community. The target institutions encourage the employees to participate in international fora, which is in many cases financially made possible with funds from the Network. In turn, this will

stimulate a further exchange of research results and ideas, which will profit the target institutions in Tibet in a long-term perspective. The degree of synergy between research programs and the scholarship program varies considerably, from projects in which a few students participate but where the Norwegian research component dominates, to projects which are to a greater extent generated through a research community created by students who have received their education in Norway.

The Tibetan researchers for whom their studies in Norway is their only protracted period of study abroad, the contacts with the Norwegian researchers with whom they have become acquainted during their stay in Norway, becomes the natural first point of contact. Furthermore, the Norwegian researchers often serve as a bridge between the Tibetan researchers and third-country scholars.

The conclusions by the review team can be summarized as follows:

- The stipend program and research programs managed within the framework of the Network are very much appreciated both on the Tibetan and Norwegian sides.
- The stipend program of the Network is the most extensive foreign stipend program focused on Tibetan students.
- The Network has established strategies to ensure impartiality, but issues related to impartiality would obviously diminish had there been more external evaluations of the proposals.
- The process for selecting candidates for MA studies in Norway is not unified, which on the one hand creates flexibility, but on the other hand leads to a lack of transparency.
- The generally low level of competence in English is the main obstacle for the Tibetan students when it comes to obtaining a MA degree in the stipulated two years.

On the basis of the finding during the review in Norway and in TAR, the review team recommends the following:

- A separate Stipend Program managed by the Network should be kept, as students from Tibet would otherwise only in exceptional cases be able to compete for scholarships within open scholarship programs.
- The requirements for English language competence should be enforced to a greater extent. More emphasis should be put on language training prior to the arrival of the students in Norway.
- The Network should engage in creating transparent and efficient selection processes for candidates for MA studies in Norway in collaboration with the target institutions in TAR.
- Solution to the administrative split between the Network Secretariat and UiB should be found. The Network should explore alternative solutions. It has been suggested that Nufu and SiU may offer relevant options and that the Network should engage itself in further dialogue with these should it not be possible to streamline and unify the administrative set-up within the present framework. .

1. Introduction

1.1. Background

Norad has financed a research and scholarship programme through the Network of University Cooperation Tibet-Norway (NTN) since 1996¹. Contracts for the periods 2000-2003 and 2003-2005 were signed in 2000 and 2003 respectively, with an additional agreement for 2006 as an interim year.² It should be noted that during the 1990s the research component received support from MFA's research allocation and the Fellowship programme was financed by Norad. In the period under review these two components were put together as one programme supported by Norad. Norway was the first country to establish an inter-disciplinary agreement with Tibet Autonomous Region (TAR). The programme also represents the first joint programme between Oslo (UiO), Bergen (UiB), Trondheim (NTNU) and Tromsø (UiTø) universities.

Total Norad funding (NOK) for 2000-2006 has been as follows:

Period 2000-2003:	16.257 400
Period 2003-2006:	16.200.000
<u>2006:</u>	<u>4 133.000</u>
Total	36 590 400

It should be noted that the total allocation 2000-2003 NOK 10.257 000 but in addition NOK 6 Mill was carried over from the "old" agreement with MFA for 2000 and 2001. It should also be noted that NOK 2 Million was carried over to the present programme period from 1999.

1.2 Objectives

The network has the following objectives:

- To generate new insight into the nature, culture and society of Tibet
- To enhance institution and competence building for Tibetan researchers and students
- To contribute to the exchange of Tibetan and Norwegian students and researchers
- Primarily involve Tibetan and Norwegian collaborating partners, since the Network is based on a bilateral co-operation agreement between these

The specific objectives of the programme are³:

- offer education in Norway for Tibetan students (2000-2003: 9 students, and 2003-2006 :12 students completed Master degree and 12 new intakes)
- conduct research and education at university level according to individual project objectives
- enhance competence and organisational performance in academic institutions in Tibet

¹ Based on Agreement signed 14 October 1994 with three institutions in Tibet and 4 in Norway.

² The formal agreements between the NTN and Norad for the period under review are found in Appropriation Document dated 20.11.00 and Contract signed 20.11.2000 for the years 2000-2003 and Appropriation Document dated 17.10.03 and Contract signed 04.11.03.

³ Project description Annex to contract dated 20.1. 2000

- facilitate student and researcher exchange between Norway and Tibet

1.3 The terms of reference (TOR)

The TOR is attached in Appendix 1. As can be seen they require comprehensive discussions with regards to issues such as relevance and impact.

It is important to note that in this programme expectations of long term impact must be realistic. The cooperation started on a small scale and the special policy context required time for the stakeholders to build relationships both personally and professionally. The differences in academic traditions between universities in Norway and TAR, in particular with regards to research had to be taken into account by the review team.

A clear consensus emerged in the team that there is a lack of clarity about the programme's objectives and that, beyond the specific target of scholarships; as a result there are no clear indicators with which to measure relevance, impact and improvements of organisational performance. Conceptually the demand issue does not truly reflect relevance and impact of the programme in Tibet. The demand for scholarships in particular to western countries is very high. The degree of popularity measured in increase or decrease in number of applicants, as is often used as indicator of success in scholarship programmes, appears less meaningful in the given context because many other factors determine whether a person will apply or not. Other points in the TOR such as whether the programme is to be considered as important institutional vehicle for enhancing organisational performance should also be contextualized within the structural limitations for conducting research or changing academic practices. The TOR address changes in the working conditions for returned fellows as the most critical indicator of impact. It must be underlined, however, that in the institutions of higher education and research in Tibet do not always give room for quick career advancements and that even when there have been no changes in type of job or salary levels in the short term, the programme may still have positive impacts in the longer term. Sustainability was another difficult area to assess, as funding issues were less transparent and possibilities for securing additional resources in particular for the continuance of research activities from local sources appeared limited.

1.4. The review

A review of the Fellowship programme was conducted in 1999, but the present review is the first one to cover both the research component and the fellowship component.

The review was conducted in two phases. The first phase in Norway included discussions with stakeholders in Norway. Following a meeting between representatives from NTN, MFA, Norad, the team (or rather one member) visited all four universities. The review team had the opportunity to meet all students currently studying in Norway. A short questionnaire was distributed to capture the scholar's experience of their course, institution, academic experience and social issues.

The second phase was field work in TAR, visiting members of partner institutions and scholars who had returned home. This part became briefer than expected as one day was lost due to impossible landing conditions for the plane. Incidences of altitude illness for several days for one of the members also became an intervening factor. In terms of accomplishing the programme, however, the team nevertheless managed to meet most stakeholders. It should be noted that it turned out to be impossible to set up a meeting with one of the partner institutions TARFD (Forestry Department) which has been a central partner for the research programme associated with UiTø. A problem of special peculiarity relates to security of data on the lap top. One member of the team could personally witness the electronic removal and reshuffling of relevant documents while being connected to the internet in the hotel room in Beijing. While most of the documents could later be retrieved, others were literally removed by what might have been external unknown hackers.

The review team did not have opportunity to visit projects outside Lhasa or check the functioning of equipment that has been provided. The main focus of the review was therefore to solicit the opinions of the various groups of stakeholders in Tibet and generally discuss with them the

progress, relevance and impact of the programme. The deans and vice deans of Tibet University (TU) were asked to fill out a form to capture the relevance and impact of the projects under their academic responsibility. Fellows from Tibet Academy for Social Science (TASS) were also asked to answer a short questionnaire with ratings for the Fellowship programmes and Research programmes. In general questionnaires, forms and ratings appear to be relatively unusual in Tibet and their value as assessment tools can to some extent be questioned. Although not at all representing any correct measure of the programme, some answers nevertheless contained some interests, and have therefore been used as an additional source of information for the team. Some references are made to these answers in the report.

2. The education context

The structure of higher education and research in the People's Republic of China is based on a basic division of labour between the universities and academies. Universities are primarily concerned with education of students. At the end of the study period, generally for a bachelor's exam, the students are assigned jobs by the state authorities. Out of these, a few are assigned jobs in the academies in order to continue working in the field of research. The academies traditionally take care of the most part of research carried out at the level starting after the bachelor degree.

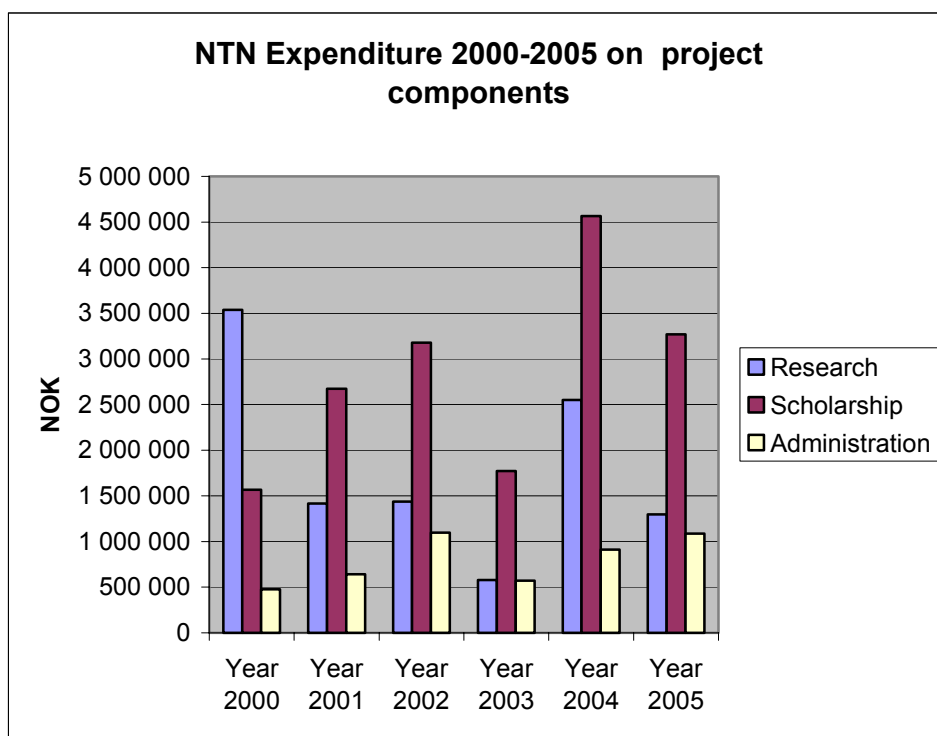
The system outlined above is drastically changing in the large cities and in coastal China. There the universities introduce a larger research component in connection with master programmes and doctoral programmes, as well as in connection with the establishment of various kinds of research institutes and centres. In those places, the research in the academies is mostly carried out on a post-doctoral level.

However, in the Tibet Autonomous Region, the earlier system is still prevalent, which means that most university teachers have a bachelor degree as their own educational background. Although the system has started changing also in the TAR, the actual implication of this is that the teaching staff at universities now contains a somewhat larger component of persons with a master degree, whereas teachers with a doctoral degree are still extremely rare. In consequence, the bulk of research in the areas covered by the academies, such as the social sciences by the Tibet Academy of Social Sciences, is not carried out at the university, but at the academy. In the natural sciences, a considerable part of the research is carried out by state authorities, which have both an executive and a research component, of which the latter is usually the weaker.

In the case of the Tibet Autonomous Region Tibet University is the major institution offering tertiary education, and it is to a much lesser degree focused on scientific research. One sub-institution of the Tibet University is the Tibet Agriculture and Animal Husbandry College in Kongpo/Bayi, outside Lhasa. Research in the social sciences is mainly carried out by the Tibetan Academy of Social Sciences (TASS) and research in agriculture, environmental issues and veterinary medicine is mainly based at the Tibet Academy for Agriculture and Animal Sciences (TAAAS). Apart from the above-mentioned, a significant degree of applied research is carried out by other state institutions, including the Tibet Autonomous Region Meteorological Bureau (TARMB) and the Tibet Autonomous Region Forestry Bureau (TARFB). Other institutions which are relevant to the research programmes and scholarship programme of the Network for University Co-operation Tibet-Norway are the Tibet Autonomous Region Institute for Construction and

Design, The Water Resources Design and Planning Institute under the Ministry of Water and the Bureau of Water and Soil Conservation.

3. The programme in brief



Source: Network Secretariat Feb. 2006

The Network divides its activities into a scholarship programme, a research programme, and administration. The Network accounts show that programme expenditures amount to a total of NOK 32.364,500 in the period 2000-2005. NOK 10.816,942 has been spent on the research component, NOK 17.025,507 on the fellowship programme and NOK 4.782,050 on administration.

The scholarship programme (Fellowship) is the Network's most important and resource demanding activity. In 2005 this constituted 77% of the total costs for the Fellowship programme. The overall goal is to support the development of scientific competence in Tibet in addition to strengthen the scientific network between academics in Tibet and Norway. This is done by inviting Tibetan fellows to study in Norway, prioritizing studies leading up to a degree at Master's level. Preparatory classes in English, a stipend programme for economically challenged students to facilitate their studies in Tibet (established in 2003), and a Fellowship Network grant to support participation in international conferences and publications for returnees are closely linked to this component. In 2005 the English Language Teaching in Lhasa accounted for slightly below 17% of the expenditure in the Fellowship programme, followed by the Fellows' Network with 3.7% and stipends to the economically challenged students with less than 1% or NOK 30,000 to be given to the TU for further administration of a small monthly support to around 30 students annually. The

programme has also included support to few Norwegian students who want to study Tibetan culture/language at TU.

The research programme is closely linked to the fellowship programme. It covers a wide range of topics and has involved five partner institutions in Tibet. The number of research projects has varied during the period. Projects in biodiversity conservation (UiTø), environmental science training (UiB), women and gender studies (UiO) and architecture and cultural heritage (NTNU) have run in parallel over the years complemented with several smaller projects of shorter duration. The theses for Master Degree are Tibet-based research, sometimes carried out as part of the larger research programmes. New research guidelines have recently been discussed at the Board meeting and with minor changes these are expected to lay the foundation for selection and operation of the research programme under the programme period.

Research grants from the NORAD Allocation 2001-2005

	NOK
Biodiversity Conservation UiTø (120113)*	1962000
Environmental Sciences- Radiation Climates and Biology UiB (120 112) *	2262000
Capacity Building in applied social science research FAFO (120 286)	861483
Women and Gender studies UiO (120 114)	878900
Improvement of Health UiO (120 104)	472000
Architecture, Art& Cultural Heritage NTNU (120 158)**	1159000
Sanskrit education at TU (120 103)	97 800
Tibetan folk music (TASS) (120 108)	48732
Urban Ecology (210 125)	268000
Translation & publishing (120 105+120 166)	108 400
Lhasa meets the world	60000
Hydroelectric studies, pilot	36000
4 small pilot projects	252000
Total	8466315

* According to the three -year report for 2000-2002 these two projects have received additional funds prior to 2001 of approximate NOK 1 Million each. Due to lack of annual report from 2000 it is unclear whether this sum was allocated in 2000 or also reflected contributions in the 1990s. For 2000 the only report made available to the consultants was the Annual Plan which reflects budgets and not funds actually granted to various projects.

*Half a million NOK was spent on the production of the Lhasa Atlas which was a project that lasted several years. Same lack of information as for * above.

In the research component it has been possible to transfer funds from one year to the next. This was particularly critical in 2003, in which the SARS made it necessary to halt operations. Getting research permits and other formalities also take time in Tibet and will require a high degree of understanding from the funding agency that a high degree of flexibility is required in Tibet.

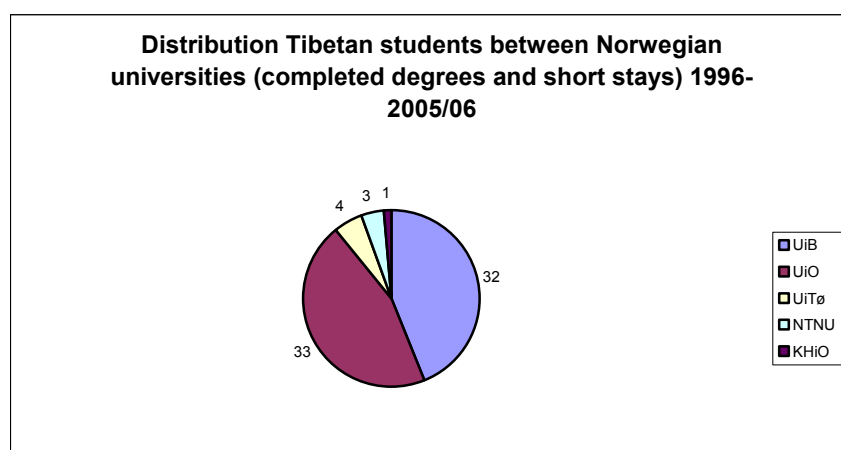
The Network Secretariat is responsible for much of the day- to – day running of the programme, and deals with administrative matters for UiO, NTNU, and UiTø. The Network Secretariat is located at the Department of Culture Studies and Oriental Languages (IKOS) at the UiO. The Secretariat is lead by a full-time programme coordinator, and has in addition one position on 50% and position 30%. In the last programme period 2003-2005 UiB has received its fund as a block grant which is administered independently from the Secretariat. UiB gets financial support (NOK 60000) to employ one conscientious objector as a contact point for the students. An administrative person has contact with and follows up of the Tibetan students as a small part of her regular job at the UiB. Financial matters are handled by UNIS (the University of Svalbard). The Secretariat has, however, the overall responsibility for financial and annual reporting as well as developing the

comprehensive annual plans, which are all decisive reporting instruments required by Norad. The Secretariat has a central role in preparing documents for the Working Group and the Board, and is the locus for communication with students.

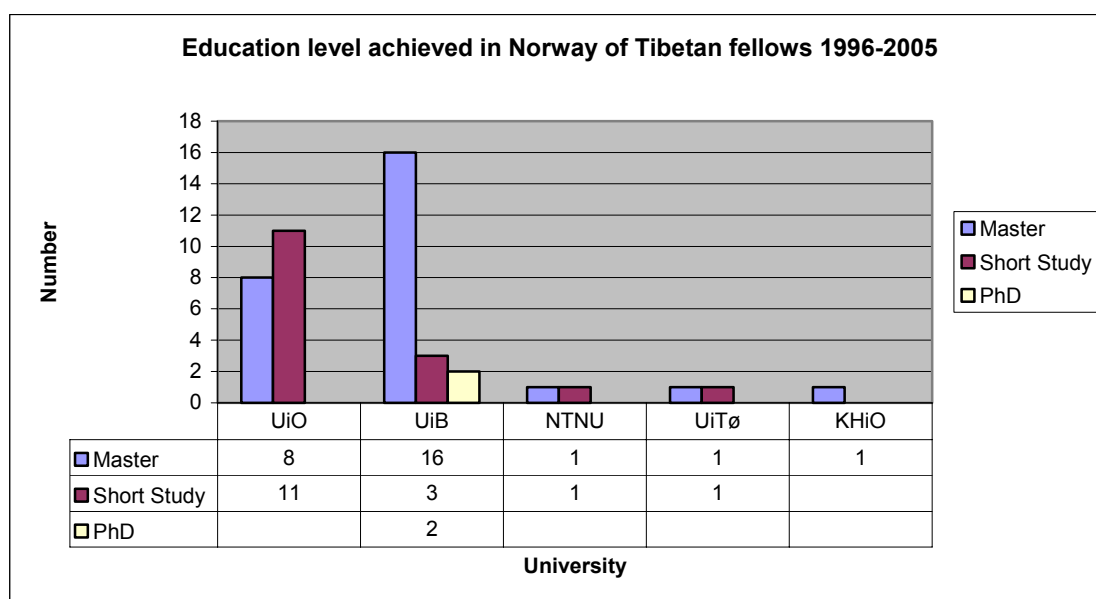
4. General results of the fellowship programme

4.1 Educational achievements

60 Tibetan students have studied in Norway with a support from the NTN and the Norwegian government Quota scheme. 2 have received PhDs and a further 25 a degree at Masters' level.



Among the 25 fellows who have completed their studies in Norway, 16 have done so from the UiB, and 9 from UiO. Only a total of four (academic year 2005/06 only one) have been assigned to NTNU as the English language entry requirements are higher for this university than the three others.



These figures include fellows up to 2004/05 academic year.

UiB has produced the majority of those who have studied and completed a full Master's course in Norway. In correspondence with the programme's objectives, priorities have also been given to students at MPhil levels. One PhD student completed his Master's study in 1999 and took his Doctorate 2004. A second candidate graduated first in 2002 and is expected to finish his PhD in 2007 and the third completed the MSc degree in 2004 and complete the PhD in 2008. In addition, one completed his doctorate in Norway in 1998. Three former M.Phil fellows are continuing their PhDs in other countries. Nearly all of those who have completed their Masters have done so between the year 2000 and 2005. The speed of graduating M.Phils at the UiO is picking up after some initial problems of establishing a MPhil programme in Tibetan Studies. The first group of students who arrived in 1997 had to return to Tibet in 1999 without a degree as a result despite the fact that they had done their research. However, three of the candidates were able to complete their MPhils in 2001.

4.2 Student financing

It should be noted that not all the fellows are fully funded by the Network. The Quota Scheme has become a very important source of financing for the students. The first Tibetan to receive funds from this scheme was in 1999 when the College of Art (KHiO) had a place available for a Quota student. Since then a total of twenty-seven fellows have been so-called Quota Students. Of a total of 29 students (including three short term guest students) in 2005, 13 were fully financed by the Network, 13 by the Quota programme; one is on the Norad Fellowship stipend and 2 on a combination of other financial sources. At UiB seven of the 16 candidates have been financed through the Quota programme with prospects of graduating eight more under this scheme in June 2007.

The main difference between the two financial sources is that the Network is a stipend which is based on unit price of the regular Norad Fellowship programme. The current unit price per student is approximately NOK 250, 000 annually, with an equal split between stipend and support to the running costs of the course to the institution. The Quota Scheme covers the travel and living costs for the students with no allocation for the educational institution. With the exception of travel costs Quota students receive the same amount as do Norwegian students financed by the Norwegian State Educational Loan Fund (SELF). As with SELF the Quota scheme is essentially a loan arrangement with a 30% stipend part covering 10 months of the academic year. The current annual total for Norwegian students is NOK 80, 000. The loan is waived when the students return

home after completing the course of study. Each year universities are allocated a certain number of Quota students. Students will only be considered for the Quota scheme if the application comes directly from the home country. This has resulted in some swapping between Network and Quota fellows as the Network is more flexible and can adapt more easily to the prevailing conditions in Tibet.

For most fellows the financial source does not matter because the Network subsidises the Quota students so that all have the same economic conditions. This means that Tibetan fellows receive a 12 months grant and additional benefits such as lap-tops and welfare benefits at approximately the same level as regular Norad fellows. Support education in English during the stay in Norway is, however, and additional element specifically for the Tibetan students. The arrangement at UiB, however, differs. The Quota fellows are subject to the regular Quota financial arrangements, but receive some support to purchase laptops and even out disparities in travel stipends.

For the funding agency, Norad, there is a big difference between Norad and the Network fellows. In Norway a Master Degree course is stipulated to take two years and consequently a Norad Master costs around NOK 500,000. The Network calculates the costs on the basis of a three-year study with a total of NOK 764,000 per graduate(see further discussion related to this point under 5.5 Efficiency below). The figures may not be directly comparable as the Network has included a share per student for Secretariat functions.

It should be noted that the Norwegian government reimburses the universities according to an estimated cost which vary with course of study. This ranges between NOK 195, 000 for courses in design and architecture, NOK 130,000 for science and technology and NOK 95,000 for social sciences.

4.3 Fellows' background

The majority of students, whether degree levels or for shorter studies, have been recruited by the TU. 12 fellows come from TASS. 5 fellows have been recruited from TAR Meteorological Bureau (TARMB). One more institution research institution, TAAAS was added during the programme period. Of 23 students currently studying in Norway, 20 are from 12 different departments and institutes at Tibet university. Two students come from TAAAS and two from TASS.

All of the students have relatively long previous work experience. Of 21 respondents, 17 had more than 10 years work experience. One person had worked for 20 years and two had worked for 19 years prior to taking up studies in Norway. This confirms the impression that the majority of the Tibetan fellows studying in Norway are professionals with rather long experience. Most of them are also married and leave their families with often young children behind when they go to Norway for study. Apparently the personal sacrifice is heavy for the fellows as well as their families.

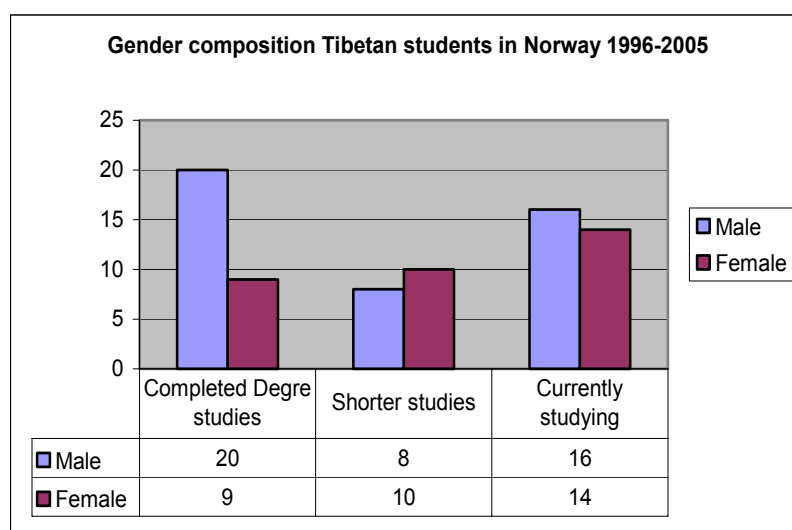
4.4 Fields of study

Field of study (degree and shorter studies (1996-2005/06)	No
Tibetan Buddhist studies/ gender/ women's law	15
Social Anthropology/ ecology	3
Comp. international education	3

Biology	7
Physics/geosciences	6
Computer science	2
English	3
Meteorology	6
Hydropower Development	1
Arts	1
Public Health	3
Mathematics	3
Chemistry	2
Library	3
Indigenous Peoples	1
Urban Ecology	1
Total	60

As can be seen the students and fellows are spread over more than 14 fields of study. Some fields see only one or two candidates. During the review several staffs expressed that in order to get an impact in the Tibetan institutions one would at least need three candidates and if possible one with PhD. None of the interviewees could refer to a clear strategy or plan related to how many and what level would have to be educated in order to create profound changes in the institutions. For some fields, in particular related to natural science, Norwegian university staff expressed concern that the Tibetan institutions continued to prioritize education even in those areas where a shift to more research was required.

4.5 Gender composition



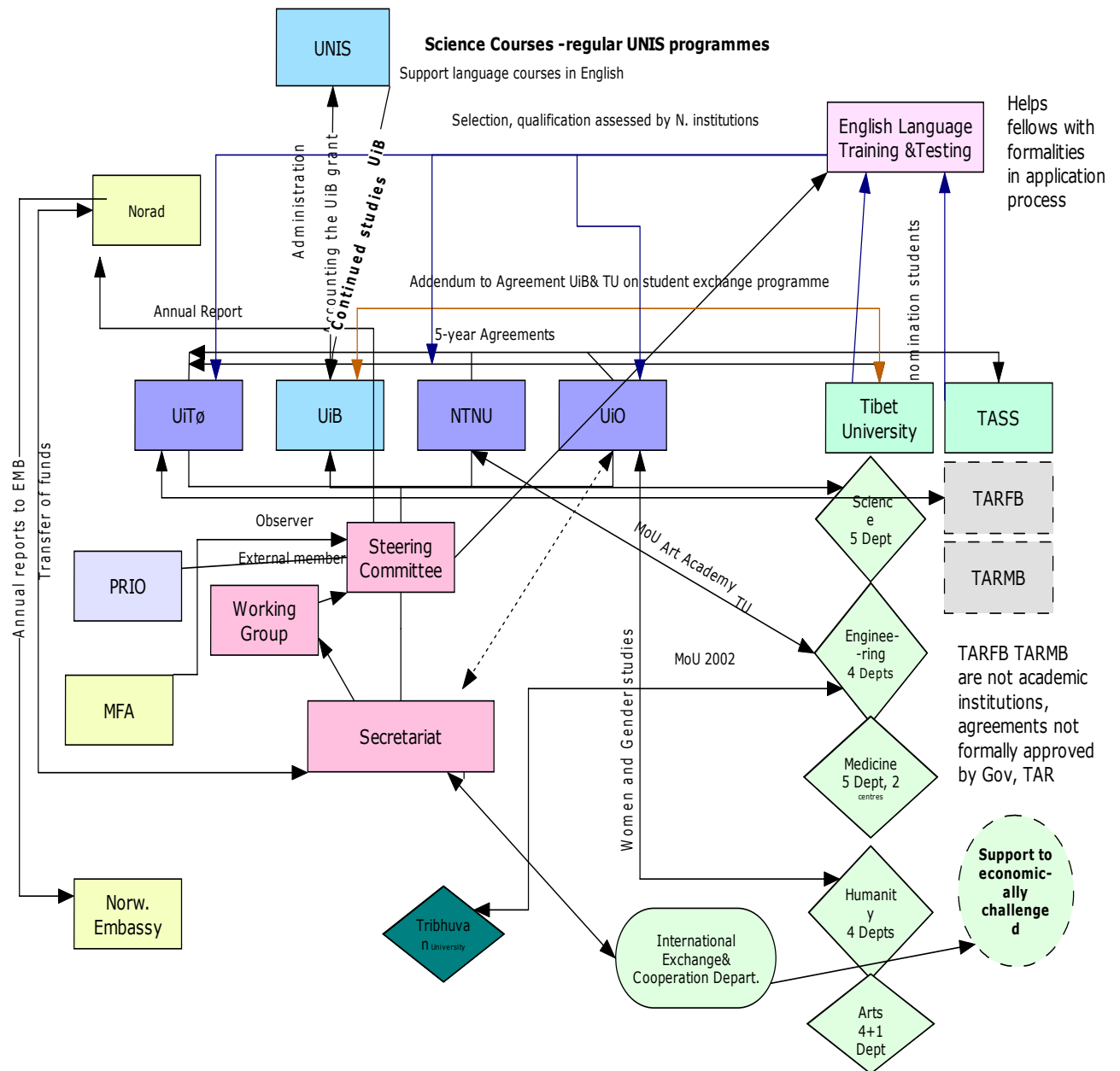
Compared to men, few women have so far completed a degree in Norway. It should be noted, however, that the first female master educated in a university in Tibet graduated from TU in 2004! The Network programme has definitely a much better record than that. Women who have visited one of the participating universities for a shorter stay in Norway outnumber the men. In some cases they have studied English in Norway but have not been able to enter a Master course because they have failed to meet the required test scores. A promising sign is that so many women are currently studying in Norway. This reflects an articulated and clear selection strategy in the programme, and a strong commitment to gender issue on the part of the Network partners. This strategy is now bearing fruits.

Programme to support economically underprivileged students at Tibet University

The original contract between the Network for University Co-operation Tibet-Norway and Tibet University was signed in 2000 and within the framework of this agreement the Network provided the sum of RMB 60,000 annually in the years 2000-2003. In the subsequent years, the total sum has amounted to RMB 30,000. The purpose of this arrangement is to support underprivileged students at Tibet University. The original conditions set out in an appendix to the contract are, in the wording of the document “Conditions for Tibet University Students’ Applying Difficulties Allowance”:

5. Assessment of research and student management issues

5.1 Overview of the Network



As can be seen from the overview above the Network is a complex mix of collaborating institutions, responsibilities, roles and formalities.

5.2 Agreements

The Network has entered into the following formal agreements with Tibetan partners:

- 1994:** A five year co-operation agreement was signed between the four Norwegian universities and Tibet University, Tibet Academy of Social Sciences and the Scientific Technological Committee of TAR.
- 1999:** Separate co-operation agreements between the four Norwegian universities, Tibet University and Tibet Academy of Social Science for five new years were signed.
- 2000:** Co-operation agreements were signed between the four Norwegian universities and TAR Meteorological Bureau and TAR Forestry Department.
- 2004:** A five year cooperation agreement was signed between the four universities, Tibet University (natural science, humanities, Tibetan Buddhist philosophy, Sanskrit, English, women and gender, arts, social science, medical education, architecture, engineering, library, education) and Tibet Academy of Social Science. (Ancient Tibetan culture, computer technology, library, applied social science.)

The signing ceremonies have been highlighted as important events and the Tibetan and Norwegian delegations have been warmly welcomed (in 1994 and 1999/2000. the signing ceremonies took place in Norway). During the review the following issues were raised by Tibetan partners with regards to future agreements:

- The cooperation should be between academic institutions (education and research). It was noted by the Foreign Affairs that the sub-agreements with management institutions e.g. TARMB and TARFD had not been approved by TAR government.
- In the future, the TAR government wanted to have one overall agreement with possible specification of other institutions under it. The most likely institutions would be Tibet University.
- As institutions such as TARMB should not loose the opportunity to send fellows to Norway, one might consider specifying a quota for these institutions.

5.3 Steering and selection of research projects

The Network is headed by a Steering Committee (SC) consisting of members appointed by the four Norwegian universities, one relevant institution external to the university system, PRIO, and one observer from the MFA. A new SC and new chair were elected in 2004. Thus both the Network Secretariat and chair is located within close proximity at the UiO. In the main this appears to be a good solution; although links between the Secretariat which has a role to serve all network partners and the chair that also has project responsibility may at times become busy. Some partners expressed concern that UiO became too dominant as a result. So far, the SC meetings have focused less on discussing strategic directions of the programme, where and what they want to reach, and what they want to deliver to Tibet as a result of the programme.

Not all in the Network are content with the fact that most, although not all; members of the SC also have vested interests in the research projects themselves. Apparently this has at times generated internal conflicts or unnecessary debates on the distribution of relatively small sums of money. Because funding from Norad is on a one-year basis, both applications and discussions on possible financial cuts take much of the time. At the same time it has been a concern in the Network that all partners should have a fair share of the resources in order to maintain their interest in the Network. Should the researchers want to apply for alternative sources of money they are free to do so, but not on behalf of the Network. The Network attempts to achieve impartiality with regards to resource allocations and selection of projects in two ways:

- 1) The Working Group (WG) prepares all the necessary papers and make initial budget proposals before the SC meetings. It was an impression of the team that the work conducted here was highly appreciated and that through this a lot of time and energy was saved.

Overview Steering Committee (SC) and Working Group (WG) meetings 1999-2005

	1999	2000	2001	2002	2003	2004	2005
SC	2	2	3	2	3	5	3
WG		2	6	4	3	2	3

- 2) The researcher in question leaves the room when his/her proposal is being discussed.

While these attempts seem to have improved the atmosphere in the decision-making process considerably, it should also be noted that in the case of Network research the projects are very unequal, and belong to different academic fields that have very little in common. Besides being conducted in TAR, the various projects do not share any other characteristics and this make it difficult to obtain synergies or to pursue a programme approach in which the different elements feed into and cross-fertilize each other. As long as the Tibetan partners are not willing to prioritize between the projects, as has hitherto been the case, the most logical outcome of the financial disputes is to try to satisfy everybody to the extent possible. Despite all complaints about the unfairness of the system, it appears actually to have worked somehow, and none of the projects seem underfunded, as unutilized funds are often get transferred from one year to the next.

Even within the present limitations, there is, however, room for improvements, and the SC is actively seeking to resolve the deficiencies that to some extent have hampered the past management practices of the Network.

- 1) New research guidelines are in the process of being approved to be valid for the next programme phase. If approved the project cycle for each project will be three years.
- 2) So far several projects have run for years, without any evaluation or review. i.e. three years. Better monitoring and evaluation routines will hereafter become institutionalized.
- 3) The guidelines also open for pilot projects and new projects. This is important to avoid stagnation and enhance project dynamics.
- 4) The new guidelines imply that more external evaluators will be brought into the decision-making process.
- 5) There has been a lack of linkages and coherence between various research projects. The Network is in the process of agreeing with its Tibetan partner TASS, on a joint project proposal that has the potential for combining and cross-fertilization of knowledge in a range of research activities in the Chang Tang area.
- 6) The project has a potential for explicitly strengthening ownership and capacity of the Tibetan research partners as project leaders and principle researchers.

5.3 Effectiveness of administrative arrangements

At first sight it seems awkward to have an administrative split between UiB and the rest of the Network partners. This arrangement saw light in the latter part of the programme agreement with Norad 2003-2005. The Funds from Norad are sent en block to UiB, for further decentralization of accounts to UNIS (Svalbard) which charges only an overhead fee of 8% as compared to 14% in

UiO. The reason for this appears to be linked with a view from those actively engaged in the Network that the Network Secretariat in Oslo was over-administrated and that the money could be directly transferred to improving the conditions for the Tibetan students. The arrangement is endorsed by the UiB, which also has waived all overhead costs in connection with tuition of the Tibetan students, as well as institutionalized that UiB should always come of with Quotas for Tibetans commensurate to the number of stipends provided from the Network funds. However, UiO has granted the Network a significant overhead reduction (26%) from the general 40% rate. The Department of Culture Studies and Oriental Languages has also granted a research assistant position for three years with particular responsibility for women and gender studies.

In summary the advantages are:

- Accounts and administration are handled by UNIS at a much lower cost than for mainland Norwegian universities. This gives “savings” on the fellowship programme that can be utilised for other purposes e.g. welfare arrangements for the Tibetan students, more English training, topping up of scholarships.
- The UiB has decided to waive all other overhead fees
- The MN Faculty at UiB has decided that as long as the Quota programme prevails in its present form, the UiB will secure at least five Quota students in addition to Network students.
- It saves the Secretariat for detailed scrutiny of adherence to financial procedures
- This gives a high degree of autonomy to UiB and encourages commitment and ownership

In practice this means that UiB has a relatively high autonomy with regards to utilization of funds. This is not necessarily at a disadvantage to the programme. The costs vary for those students that are currently studying at UiB, but considerably lower per annum than the Network’s average estimate of NOK 166 100 for the first year and NOK 243 000 for the second year. The costs at the UiB vary between NOK 107 000 to NOK 122 000.

There are also disadvantages, the main one being that the Network does not seem to speak with “one voice” as it was frequently mentioned to the team by the Tibetan partners. During the review there was a discussion of why the Network could not decentralize the funds also to other partners. It was noted, however, that this would not necessarily bring the same economic benefits to the others. The effective functioning of the UiB arrangement is very much a result of one of the enthusiastic founders of the Tibet –Norway cooperation. He has been notoriously active in generating other funds and commitments from the UiB and much of the arrangement lives and fall with him. It may eventually not be possible to sustain the arrangement over years.

If the Network moves along a path to become more oriented towards a NUFU arrangement, SIU might possibly take over the administration of the Network, as this is the public management organization for programmes like NUFU, Norad Fellowship Programme, the Quota programme and others. There is a general consensus among all Network partners, however, that this might erode the close relationship between Tibetan partners and the Norwegian, as the programme has to be handled with great sensitivity, flexibility, diplomatic sense and profound knowledge of the situation in Tibet.

The Tibetan students cost more because they usually stay 2 1/2 to 3 years instead of the norm of 2 years. Poor English and lack of familiarity with Western academic methods are the main reasons. Another element of the costs required to bring them through their studies, is related to the extra time and energy supervisors, teachers and the Network staff put into following them up. Interaction is frequent and most teachers are willing to use their leisure time to assist them. The back side of this coin is that few younger teachers and researchers are willing to take on the job as supervisor for the Tibetan, because with a high pressure to pursue both own career as well as family life makes this difficult. On the Norwegian side therefore, there are quite a few “grey panthers” among the supervisors, some have already retired and others are getting there in a

relatively near future. If the coin had a third side, however, it is also fair to tell that many teachers enjoyed supervising the students, as they worked very hard and were positive and enthusiastic about their stay.

5.2 Selection and follow-up of candidates

Criteria for Selection of Candidates	
1. The candidate should be Tibetan	7. The issue of qualified and committed supervision should preferably be determined prior to the selection of the candidate
2. The candidate should preferably be <u>affiliated</u> with one of the Network's partner institutions, but other candidates may also be selected	8. The candidate should preferably be connected to one of the Network's on-going or planned projects
3. The candidate should preferably be <u>nominated</u> by one of the Network's partner institutions, but other candidates may also be selected	9. Female candidates will be prioritized
4. The candidate must have the necessary formal education for further studies	10. Younger candidates will be prioritized
5. The candidate must have the required level of English competency	11. Attempts should be made to distribute the candidates as evenly as possible to the Norwegian universities
6. There must be a MA/MSc. program held in English at a Norwegian university that matches the candidates interest and background	

The selection process for sending candidates to Norway was raised in nearly all meetings with stakeholders in TAR. The following were the issues:

- Many, in particular TU leadership and Foreign Affairs, raised the issue of possibilities for opening for candidates for a broader range of nationalities, including Han Chinese. Some consensus emerged, however, that the Tibetans are particularly disadvantaged as far as proficiency of the English language is concerned and that there are still very few of Tibetan ethnic background that hold academic degrees. The criterion remains legitimate.
- In terms of affiliation and nomination TU and TASS leadership maintained that Network practices were far from transparent and clear. Some Norwegian institutions tended to select their own candidate on a personal relations' level rather than do it through the formal procedures. The following points were made to the review team's attention:
 - In some cases letters of acceptance had been sent directly to the prospective candidate without informing the TU formally first.

- Visiting scholars to Norway retain their salary as teachers, with a monthly allowance of 2-3000 RBM. These costs have to be carried by the institution in Tibet, and the sending institutions would to plan for such expenses as they would need to hire substitutes.
- The system of personal relations lead to a fierce competition among prospective candidate, but this competition was not based on academic merits or language skills. It was the view of the leaders of the Tibetan institutions that sometimes the Norwegian partners selected the wrong person.
- Among many Tibetans interviewed it was felt that the system opens up for corruption and rumours. Some stakeholders mentioned to the team that that students tried to present gifts to and put pressure on the Norwegians they met.
- The Tibetan institutions all have a human resource development plan which was said to include training programmes and indications of needs for staff to be trained abroad. There were complaints that these plans were interrupted.
- Scholars are taken out of their jobs for three years. In the teaching profession this means removal of often the best teachers and without proper planning it would be difficult to replace them. In 2005 Norway had offered two places to a department with only three teachers. This would have disrupted the whole education programme. Eventually only one went.
- The leadership of TU/TASS concluded that it was not in the interest of the institution to permit personal recruitment any longer and that in the future the partnership cooperation needed to be strengthened with regards to this point. It was felt that both flexibility and the needs of the Norwegian experts and institutions could still be maintained.

5.3 Factors influencing academic performance

5.3.1 English language

English is used as the main teaching language in most of the universities and university colleges offering educational programmes and degrees in Norway. Applicants who are not native English speakers must be able to document their proficiency in English. Applicants must either pass the TOEFL test (Test of English as a Foreign Language) with a minimum score of 500/ 550, or IELTS (International English Language Testing System) with a minimum score of 5.0/6.0 (the requirements may differ from university to university). These requirements are hard for most Tibetan candidates. With the exception of NTNU all the other universities waive the entry requirements and try instead to help the Tibetan students through various arrangements such as evening or weekend classes, private tuition, help writing papers etc. The review team was told that for natural science studies, English mattered less than their scientific background, whereas for the social sciences and humaniora poor English was definitely the reason why relatively many had visited UiO for short studies but could not continue onto the Master course. In some cases students had been sent to UK or US for English studies.

Most students have taken at least half a year, but often a full year English at the UiO or UNIS before proceeding with their Master course. This is both costly and socially unfavourable as these students are less likely to mingle easily with the regular students, participate in Norwegian or international social events etc.

The Network's preparatory English course in Lhasa offers evening classes of very high standard. In view of the team students who participate regularly and can pass the highest level offered, would probably stand a good chance of being in a position to directly enter the Master programme in Norway. So far these courses have not been obligatory, and in some cases participants have had very irregular attendance. Given the costs involved and the future personal benefits for the fellows, a minimum requirement would be to ensure that candidates are selected from those who attend regularly and from the pool of students who master the highest level. This would probably not preclude offering individual additional English training whilst in Norway, but it may reduce

the length of time they would have to stay. The goal for the Tibetan students should be to take the Master course in two years as do students from other countries. If a third year is needed training should be given in a third country where living expenses are much cheaper. A series of intensive English language courses (which can be tailor made by British Council) in Katmandu may be one possible option to consider.

5.3.2 The courses offered

Several fellows underlined that the academic benefits of sitting in classes where the language of instruction is Norwegian was wasteful. This relates particularly to students who are not enrolled in one of the full-fledged English speaking courses, but are in courses where there is a mix of credit points. Teachers do not always see the point of translating the lecture when the class is composed of e.g. 20 Norwegians and 1 Tibetan. Power-point presentations are usually translated, and this appears to be helping somewhat, but still some fellows said that they missed out of a lot. There were also complaints that in some subjects there was too few classes and that the academic environment was too small to find fellow- students to talk and discuss with.

Those students who attended the regular Master Degree courses had no such complaints. They appreciated very much the opportunity to talk with students from a number of countries and that active encouragement from the teachers in these courses to mingle socially also helped them academically.

5.4 Sustainability

Both scholarships and the research programme require institutional structure in Tibet that can sustain them over time. These are difficult issues in a resource poor nation. The review team still finds that there are some possibilities for enhancing sustainability in the programme even within the present framework and limitations constraining Tibetan institutions.

The table below shows that there are many opportunities for maintaining contacts on a personal level between Norwegian academics and Tibetan.

	2001	2002	2003	2004
Visits from Tibet to Norway (excl. fellows)	2	2	2	4
Visits from Norway to Tibet	9	10	5	11*
Publications (excl. thesis)	5	5	4	4
Participation in international conferences	n.a	5 Norwegians	9 Norwegians	n.a
			8 Tibetans	

- This was a record year with as many as 50 Norwegians visiting TAR on various occasions. The official delegation visiting during the signing ceremony for the new agreement was 9. The NTNU visits usually include groups of five and more students. It should be noted that although these travels are reported as Network activities, many of them are funded by other sources.

Visits from Norway to Tibet may have some immediate benefits, and e.g. delegations from Norwegian University leaderships seem to generate invitations to study in Norway on the Quota scheme conditions in an impressive manner. In order to have longer term benefits for a wider group of staff and students that may never be selected for such a opportunity, however, all Norwegian visits should be combined with delivery of some academic activity, e.g. in the form of a workshop or a lecture. For Network people this should become obligatory and timing and content should be discussed with their Tibetan partners so as to maximize the effects.

The Fellow's Network Grant involves fellows in international forums and extends their network of contacts and inspirations. This may be an opening for expansion of their activities in the future. A central approach to ensure a reasonable potential for sustainability would be to ensure that there

was “a critical mass” of Tibetan staff that had been exposed to western academic methodologies. This appears not to be the case yet. During the review many interviewees complained that even if they had resources (which they basically didn't), they were often on their own in their department with research competence, or with few colleagues with whom to cooperate with on e.g. preparing a research proposal.

In considering strategic directions for sustainability there might be some possibilities even within the constrained framework of Tibetan institutions. They do, however, require a relatively fundamental shift of the Network from merely being a scholarship/ research programme to developing itself into a NUFU project. This will allow for adopting a continuance strategy focused upon recruitment of scholarships (mainly based on the Quota model), offering PhD studies to well-performing Master Degree holders, as well as ensuring exchange visits and shorter studies for those Tibetan professionals that are truly demanding international exposure, but who are not necessarily seeking a degree. This latter point was taken up as an urgent need in nearly all meetings. The review team did not have time to look further into the implications of shifting focus to a NUFU model instead of maintaining status quo. However, the demand for flexibility in arrangements seemed of paramount concern, as did the need to address a more varied group of students and staff, which consider the possibilities for customizing training to professional staff that are not entirely academically oriented. This may have underpinnings for project sustainability in the long term and disseminate information and new knowledge to a wider group of staff in the Tibetan partner institutions.

Lack of dissemination of research in student's thesis work was also mentioned by some as a cornerstone for continuation and transferring knowledge internally in the institutions. So far the thesis works were looked upon as inaccessible and little transparent. There were suggestions that summary chapters of the thesis could be translated into Chinese and that fellows should be more committed to make presentations and sharing of their practice on a wider front in the Tibetan institutions.

Lack of possibilities for continuation was discussed with regards to several projects, but in some of them the issue is more serious than for others. The project on architecture, art and cultural heritage (120 158) is set up as a joint project with TU. It has involved a workshop in conservation on cultural heritage (2003) and an International Conference on Traditional Mural Architecture Conservation (2004). The project is regarded as highly relevant by the Tibetan partners and has resulted in transference of knowledge in conservation in terms of international standards. But the Engineering school/Arts Dept does not have qualified Tibetan partners as conservator. In the Tibetan partners' view the project should have included education and training of Tibetans to become professional conservator. Because of lack of such staff, the partners consider it as very difficult to continue the project.

6. Assessments by fellows

6.1 Institutional performance

Average score from former fellows of the impact of **fellowship programme** on the following items
(1= poor, lowest score--- 5= excellent, highest score)

Institutional performance	Rating				
1. New approaches to teaching	1	2	3	4	5
2. Knowledge of research methodologies	1	2	3	4	5
3. Improved access to information technology, books, journals etc	1	2	3	4	5
4. Students perform better	1	2	3	4	5
5. My workplace has improved capacity to perform essential tasks	1	2	3	4	5
6. Other staffs /colleagues benefit from transfer of knowledge	1	2	3	4	5
7. I have advanced in my career	1	2	3	4	5

With regards to the rating score it should be noted that point 1 and 4 may be misleading, as most of those who were asked to do the rating were actually in research institutions and not in TU, which is the education institution. In personal interviews several fellows in TU highlighted the value of new approaches to teaching, with an emphasis of the importance of field work, practical exercises and discussions between students and teachers as the main aspects. Most of them said that they had translated these approaches into their current teaching practices and that this had sparked off a new academic interest in the respective field in their classes. The so far only fellow from at the Medical College was convinced that this had enhanced student performance and that her new ways of teaching at least partly could explain her students' good achievements in "exercises" that had been recently witnessed. The students currently in Norway confirmed that this was a qualitative main improvement in their learning experiences and that these were approaches that they wanted to bring forward in their own work then they returned.

During interviews the extent to which the fellows claim that they have changed perceptions of work and new attitudes to life and the world around them is also worth noting. Without exceptions every fellow claimed that the study in Norway had had profound impact on their personal development. This "personal agenda" corresponds to the answers given by the fellows studying in Norway. The focus of these expectations was clearly on the need to do the existing job better. They seemed highly aware getting new and better jobs after the end of their study the possibilities for a career jumping did not come automatic.

It is also worth noting that in the follow-up interviews most fellows separated clearly on point three above to explain their rating. As far as access to journals and books the situation had not improved. A visit to TASS' journal library confirmed for example that the institution did not subscribe to any western scientific journal and after having spent three years in Norway with access to all the journals that they wanted to, the limitations on this point would by all likelihood

be met with a disappointment. On the other hand, many fellows had learnt how to use computers in Norway and because of this they felt updated and able to access international information within their academic field. The fact that Network funding had also been used to equip e.g. TASS with 22 computers and helped establishing an intranet had greatly improved the institutional performance. It was noted, however, that their data facilities had not been accompanied with training in software utilization. In TASS the librarians in particular had felt a great need for training, when they attempted to move from former handwritten cataloguing of thousands of manuscripts to the computers. One fellow who had studied computer science in Norway had taken on Tibetan software development as a side job. He was so far the only person in Tibet to do such kind of work and he gave out his software knowledge and samples for free to his colleagues. Apart from his personal self-esteem such initiatives may in the long term generate relevant state-of-the-art technical knowledge to the wider TAR community.

6.2 Changes in working conditions

Results on indicators for changes in working conditions

TIBET INSTITUTION	TYPE OF IMPROVEMENTS AFTER RETURN					
	NO CHANGES	NEW TASKS	NEW JOB	MORE SALARY	LEADER POSITION	LINK TO RESEARCH
TU	III	IIIIII	IIIIII	IIIIII	III	III
TASS	I	III	II	III	I	IIIIII
Total	4	9	9	11	4	9

The above chart does not reflect a systematic investigation, but is presented to show that nearly all fellows feel that they have improved their working condition. One has become vice dean and another example is that of assistant professor. The head of the Center for women and Gender Studies (CWGS) became Vice-President in 2005; one of her responsibilities is to co-ordinate research activity at TU. There are also some examples of cross-sectoral linkages between researchers, in particular in natural science where the boat that had been given for the follow-up of geophysical projects was used for collecting biology data. The establishments of High Mountain Ecological Institute which can be linked directly to one of the returnees see 9 of the teachers (of which five have been to Norway) from TU working together.

Beimatsho obtained an MA in Social Anthropology at the University of Bergen in 2003. In 1997 she had graduated with a BA exam in Cultural Anthropology from the Central University of Nationalities in Beijing. After that she had been assigned work at the Tibet Academy of Social Sciences in Lhasa, because of her outstanding results during her four years of studies in Beijing. After taking up work in Lhasa she joined the English Training School of the Tibet Academy of Social Sciences and in 2000 she went to the University of Bergen for further studies. After obtaining her MA exam and returning to her original place of work in Tibet, she has participated in several international conferences and projects. She has also taken an active part in conferences arranged in Lhasa in connection with the ongoing research programmes within the framework of the Network as well as related fieldwork. She has been awarded two research grants from the Network after her return to Tibet. In 2004, she worked as a consultant and

¹ **Tseyang Lhamo** obtained an MA in Hydropower Development at The Norwegian Institute of Science and Technology in 2004. Prior to that, after receiving a BA in Hydraulic Machinery at Wuhan University in 1997, she had been working at the Water Resources Design and Planning Institute under the Ministry of Water in Lhasa. Upon her return from Norway in 2004 she took up work at her former work place. In the summer of 2005 she spent five weeks in Nepal at the International Center for Integrated Mountain Development (ICIMOD), and she has also been engaged in international cooperation projects because of the skills in English that she acquired during her stay in Trondheim. In 2006 she went over to another work place in Lhasa, the Bureau of Water and Soil Conservation, as they needed a professional in the field who also had a good command of English, in connection with a cooperation project

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6.3 Fellows' views on the research programme

Average score from former fellows of the impact of the **research programme**
(1= poor,lowest score---5= excellent, highest score)

Research programme	Rating				
1. Institutional will to carry out research	1	2	3	4	5
2. Degree of joint participation in identifying research priorities	1	2	3	4	5
3. Linkage between research and teaching/other activities	1	2	3	4	5
4. Relevance of research for other activities at the institute/dept	1	2	3	4	5
5. Importance of published articles for other activities at the inst/dep	1	2	3	4	5
6. Feedback from management level on research activities/outcomes	1	2	3	4	5

Factors impeding a more direct impact in some of the fields of research are the organizational structures in Tibet. Especially important in this connection is the ties that the individual researcher has to his/her original work unit, and even sub-units therein.

A case in point is scholarship holders who have studied various topics related to meteorology at the University of Bergen. Upon return to Tibet some of them had taken up their original work positions as teachers of mathematics, physics or biology, and had not been able to create more direct impact, as if, for example, they would have been able establish themselves as a research team or research network within the Tibet Autonomous Region Meteorological Bureau. One conclusion to be drawn from this example is that is of utmost importance not only to consider which skills are needed among the Tibetan participants in a research programme. It is absolutely necessary to ensure that the people trained with a view on a certain research programme actually belong to work units which will actively take part in the research programme.

7. Assessment by Tibet University deans/vice-deans

The following is an assessment by the deans and vice-deans at TU with regards to a selected number of projects:

Architecture, Art and Cultural Heritage (120 158)

Responsible in Norway		Knut Larsen NTNU		Partners in Tibet:		TU: Arts Dept	
						TU: Engineering Dept	
Project start year	Completion Year	Funding (New + transferred from previous year) NOK (filled out by consultant)					
2003		2000	2001	2002	2003	2004	2005
					240000	422479	218238
Expenditures (NOK)							
Item	2000	2001	2002	2003	2004	2005	Total
				67520	388359	123960	
Goal/Objectives (stated)							
Assist TU in creating an education which turns out a steady flow of Tibetan experts in Cultural Heritage Conservation							
Joint field work on survey and conservation aspects of architecture							
Creation of a Master programme in Cultural Heritage Conservation at TU							
Description of Specific Activities (major)							
2003 Workshop in conservation of cultural heritage							
2004 International Conference on Traditional Mural and Architecture Conservation							
Staff development/ scholarships in Norway connected to the project							
Name		Degree /year		Name		Degree/year	
Tsewang Tashi		MA in Art 2002					
Relevance as defined by Tibetan partner							
Through the project there has been exchange of important knowledge and experience on conservation of cultural heritage in an international scope and perspective							
Description of problems affecting progress							
We do not have qualified Tibetan project partners as conservators. Need to put more project funds into education and training of local partners to become professional conservators							
Follow-up/ continuance by the Tibetan partner							
Very difficult to continue the project because we do not have qualified project partners (Tibetan) as professional conservators.							
Evidence of Accomplishment/ Impact in Tibet							
The project has expanded knowledge on conservation in terms of international standards							

Women and Gender Research in Tibet (120 114) Assessment by Tibetan partner							
Responsible in Norway <u>Hanna Havnevik UiO</u>				Partners in Tibet: TU Tibetological Dept Prof Tseyang Changngopa Center for Women and Gender Studies (CWGS)			
Project start year	Completion Year	Funding (New + transferred from previous year) NOK (filled out by consultant)					
2001		2000	2001	2002	2003	2004	2005
			52228	200000	443950	443956	200000
Expenditures (NOK)							
Item	2000	2001	2002	2003	2004	2005	Total
		52865	61369	415409	415409	128583	
Goal/Objectives (stated)							
1. A special research institution for women studies							
2 Higher degree of confidence among female teachers and students to teach and carry out research.							
3 To exert influence on promoting the participation of women in Tibet and the Women of TU .							
Description of Specific Activities (major)							
Each of the participants has written a paper on a topic of their choice on women research in Tibet.							
All participants have gotten an opportunity to improve their English. 8 participants undertook a 6 weeks intensive course of English in Nepal in 2005							
In 2004 a conference was held at TU on women and gender studies. This was the first scientific conference held in Tibet on Women in Tibet.							
In May 2002 , the participants started to take part in the English course arranged by the Norwegian Teacher.							
Staff development/ scholarships in Norway connected to the project							
Name		Degree /year		Name		Degree/year	
Tsering Pantock							
Panduo							
Nor Yang							
Phuntsok Droma							
They studied English in Boston and "Women and Buddhism" at Harvard for one semester. The second semester was spent in Oslo, where they studied "Tibetan Culture and History", Women's Law, "English Scientific writing" and "Preparatory class for IELTS". Hitherto no one has obtained a grade. Two of the candidates applied for further master studies with funding from the Quota programme, and one succeeded (starting in 2006/2007)							
Relevance as defined by Tibetan partner							
Increased the teaching skills of participants							
Understanding of trends in international research							
Learning of western research methods							
Description of problems affecting progress							
Highly limited time for research and field work (all work full time as teachers)							
Follow-up/ continuance by the Tibetan partner							
The preparation started in 2000. There was a high degree of aversion at TU leadership, but with the establishment in 2002 a solid foundation has been laid. The Centre now receives support from the leadership at TU, it has solved the question of location, encouraged participants to improve their English, arranged the 2004 conference on women and gender at TU,. It receives a lot of support from the Dept of Literature and the Foreign Affairs Office. We believe that with the support of the above-mentioned , the Centre can continue to develop. Project director Changngopa has been invited to three research visits to UiO: in 1995/96 (invited by the Center for Advanced Study at the Norwegian Academy of Science and Letters) in 199 (ten months) and in 2005 (three months)- the last two research periods were funded by the Network.							
Evidence of Accomplishment/ Impact in Tibet							
Establishment of the CWGS in 2002. The CWGS is an important research institution at TU. Among the participants are persons interested in women's culture in Tibet, traditional customs and religion. It has a certain impact in Tibet and the whole of China and in the world. Information on the WGSC can be found at Google.							

Training and Research in Environmental Sciences in Tibet- Radiation Climates and Biology . Environmental Physics (120 112)							
Responsible in Norway		Prof. Y Gjessing Geophysical institute UiB		Partners in Tibet:		TU: Institute of Science and iInstitute of Biology	
Project start year	Completion Year	Funding (New + transferred from previous year) NOK Filled out by consultant)					
199..		2000	2001	2002	2003	2004	2005
			360000	482000	394000	894000	298810
Expenditures (NOK)							
Item	2000	2001	2002	2003	2004	2005	Total
		358965	420054	0	904000	269999	
Goal/Objectives (stated)							
Cooperation comparative studies Artic and Tibet, methods for UV mapping , reconstruct Holocene habitat, continuous registration climate changes and UV radiation							
Exchange of scientists and scholars within environmental research							
Research on UV radiation and environmental physics							
Research on the effects of UV doses of high UV radiation							
Comparative studies on environmental physics between Norway and Tibet							
Description of Specific Activities (major)							
Set up an UV monitoring station in Lhasa							
Carried out several fieldworks on 1) UV monitoring 2) lake circulation 3) biological studies etc							
Exchange of scholars							
Set up some other monitoring stations for studying climate changes							
Attended some international conferences							
Staff development/ scholarships in Norway connected to the project							
Name		Degree /year		Name		Degree/year	
Norsang Gelsor PhD		PhD 04		Tsering		MPhil bioldoy	
Trunma Gylsang		MSc 03		Lhag Chong		MPhil Bilody 2006	
Wang La		MSc 03		La Duo		Mphil Biolody	
Caidong *cont PhD		MSc 04		Tashi Ceren		MPhil Biolody	
Pu Dopwang *cont PhD		MSc 04					
Relevance as defined by Tibetan partner							
Tibetan side has got tremendous benefits from this project, not only obtained many hardwares, but also got higher education for many teachers. This would not have been possible without Norwegian support.							
The Norway-Tibet project is the most popular project in Tibet							
Description of problems affecting progress							
Basically the project has been running well. Some small problems may be like:							
1) The Tibet-Norway Network should be more united							
2) All Tibetan students who have studied in Norway should be given the same opportunity for follow-up support							
Follow-up/ continuance by the Tibetan partner							
----- no answer----							
Evidence of Accomplishment/ Impact in Tibet							
1) Most Tibetan students who got higher degrees from Norway have got higher positions in Tibet. Around seven Tibetans got education from Norway in this field							
2) Instruments received from Norway have been very useful for teaching and research							

8. Impact and Relevance of research

8.1 The main goal and purpose of the Network for University Co-operation with Tibet

The structures of education of research have to be taken into consideration when the impact, relevance and synergies of the research programmes within the framework of the Network for University Co-operation Tibet-Norway are discussed. And in this connection, it is necessary to take a long-term approach the possible impact of the research programmes on research carried out within Tibet University. Compared to the major universities in the large cities of coastal China, Tibet University is definitely on the initial stage of transforming the universities into institutions with focus both on education and research.

In Annex 1 to the Contract, summary of project document, it is stated that the goal of the Project, encompassing both a Scholarship Programme and a Research Programme, is to **support the building of scientific competence in Tibet in order to enhance sustainable development and overall self-reliance.**

This overall goal is then subdivided into five purposes or objectives, which outline the contents and forms of cooperation envisaged in order to make it possible to achieve the overall goal. The five main objectives outlined as a foundation for academic collaboration between Norway and the Tibet Autonomous Region are in various ways related to the evaluation of impact and relevance of the research programmes, though from somewhat different perspectives.

In the following the objectives are referred to in the order and wording appearing in the Annual Report 2004 of the Network for University Co-operation Tibet-Norway.

The first objective: **“Generate new insight into the environment, culture and society of Tibet”** is well in line with the local development goals of the Tibet Autonomous Region government as well as the general policies of the People’s Republic of China, especially if seen from a developmental point of view. From the Tibet Autonomous Region administrative perspective, research in these fields should primarily serve the needs of improving living conditions and working conditions, including areas like poverty alleviation and environment protection.

The second objective: **“Enhance institution and competence building for Tibetans researchers and students”** is viewed as a central factor for evaluating the relative impact of the research programmes supported by the Network. In the long-term perspective, this objective is the single most important regarding a more lasting impact of the research programmes within the framework of the Network. Hence, the research programmes will be analysed on a greater depth from this perspective below.

The third objective: **“Contribute to the exchange of Tibetan and Norwegian students and researchers”** is a necessity in order to create a solid foundation for the implementation of the second objective, especially with regards to creating viable research communities within the educational and research institutions of Tibet. It is also an important step in building up the skills of Tibetan researchers to take part in the administration of research in Tibet. Thanks to the scholarship programme for Tibetan students in Norway research communities have been established within some of the areas, where there has been a group of students who have already

returned to Tibet upon obtaining the MA degrees in Norway. In other fields of research such a development is yet to be seen.

The fourth objective: **“Primarily to involve Tibetan and Norwegian collaborating partners, since the Network is based on a bilateral co-operation agreement between these”** has been interpreted in various ways, both narrow and more comprehensive, but according to findings in the interviews carried out in Tibet, it is of utmost importance to base diversions from this basic concept on agreements reached in each individual case, as the implementation of the research programmes can otherwise be impeded or made complicated in various ways.

The fifth objective: **“Carry out university level research and education”** is the least problematic, as this is what virtually all research programmes are based upon.

8.2 Programme overview in the light of the five objectives

The objective of new insight into the environment, culture and society of Tibet is well covered by all the research programmes, though from NTNU different perspectives. Some of the projects are relatively large-scale and multi-disciplinary, whereas other programmes focus on a well-defined and narrow research topic.

The programme “Biodiversity Conservation and the Maintenance of Pastoralism in Western Tibet. Research and Training in Environmental Sciences” was launched in connection with an initiative from the TAR authorities presented at a meeting with the Network in Oslo in 1997. It has a central focus on environment issues in the Chang Tang Nature Reserve in the north-western part of Tibet. Apart from issues directly related to environment management and protection such as biodiversity and protection of endangered species it is also related to questions regarding the societal and cultural aspects of pastoralism in this part of Tibet as well as the interaction between pastoralism and wildlife.

The Centre for Women and Gender Studies at Tibet University, which is also termed a research programme, is strongly based on the building up of institutions able to deal with the relevant questions in Tibet. It falls well into the objective of gaining new insight into the culture and society of Tibet, and certainly is of utmost importance in view of NORAD’s overall goal of promoting gender equality. The Centre for Women and Gender Studies has sent some of its members abroad for further studies and has also arranged a seminar on women and gender issues in Tibet. The project has also furnished the center with technical equipment and a hand library. The Tibetan project director has been appointed to several commissions within TU; she is the only female Tibetan professor at TU and was appointed Vice President in 2005.

The research programmes based at the University of Bergen are presented within the umbrella programme “Environmental Physics, Biology and Chemistry – Training and Research” and are exclusively focused on natural science. All of the subprojects are related to various environmental issues of Tibet, ranging from meteorology through seismic activities to lipids in fish.

The objective of gaining new insight can also be said to be valid for the research programme of the Section of Preventive Medicine and Epidemiology at the University of Oslo “Improvement of Health in Tibet – Building Competence in Research Methodology” which focuses on methodological problems of doing research on diseases of special relevance to Tibet and in connection with the special conditions that are prevalent.

8.3 Impact and Relevance of the Research Programmes

In this context, the meaning of impact is defined in accordance with the NORAD manual *Programme and project cycle management*. Thus, **impact** is “all other changes and effects caused by the project directly or indirectly”. This refers to both positive and negative effects, whether they are foreseen or not, as well as to the relative importance of the various impacts.

Ngogdrup

Ngogdrup studied Informatics at the University of Bergen from 1997 until 2000, when he obtained a MA degree. He had originally studied mathematics at Tibet University as an undergraduate student, and later studied Information Technology in Wuhan, in central China, at the Huzhong University of Science and Technology. Upon his return to Lhasa he took up work at the Engineering School of Tibet University and he is now Vice Dean of that school. Apart from teaching at undergraduate level and supervising students at MA level he is working on a project to develop Tibetan software with Tibetan interface on a state financed project in Sichuan province. He has also played an active part in the development of a digital Tibetan-English-Chinese dictionary. He has been offered work by Microsoft in the United States, but considers that he is more needed in Tibet. In 2005 he was co-founder of the Tibetan Software Development Centre, consisting of specialists in the fields of information technology and the Tibetan language.

The impact on organizational performance in target institutions in Tibet is as yet not very considerable. The impact is limited to small groups of researcher and more often than not, to individual researchers. Of special importance are the skills acquired both in the fields of pedagogical and scientific methods. The students who have returned from Norway normally work as teachers, and they have been able to use some of their experiences from Norway in improving their teaching skills.

Another aspect of the impact of the research programmes is the growing awareness in the target institutions that international contacts and co-operation are an indispensable part of the modern global scientific community. The target institutions encourage the employees to participate in international fora, which is in many cases financially made possible with funds from the Network. In turn, this will stimulate a further exchange of research results and ideas, which will profit the target institutions in Tibet in a long-term perspective.

With a growing number of Tibetan students returning from Norway the potential for carrying out joint research programmes is improving. The impact of the programmes hitherto conducted within the framework of the Network is as yet difficult to assess, at least on a deeper level. Several of the larger projects have been concerned with surveys and networking, in view of which a more profound impact can be expected in the future. One example is the programme “Biodiversity Conservation and the Maintenance of Pastoralism in Western Tibet”, which has been going on for some seven years. Survey expeditions have been undertaken and three students connected to the programme are at present studying for MA degrees at the University of Tromsø. The programme has, on the level of impact, resulted in an increased awareness of the specific region which has been surveyed, and has a potential for playing a role in future concrete measures in the field of wildlife protection in Western Tibet, both regarding the formulation of new policies and regarding ways to implement wildlife protection policies.

In order to assess the impact of the research programmes on the target institutions, the number of staff who have received training and/or obtained degrees at universities in Norway can also be viewed as an important factor when it comes to the build-up of a qualified cadre of researchers within a given target institution. In this respect, the approach of the various research programmes has varied from a very small component of training for Tibetans, especially in the sense of training

for a MA degree. In this category we find research programmes with a strong focus on concrete results of the research, like the “Collaboration on architecture, art and cultural heritage” with *The Lhasa Atlas* as the primary goal of the research programme. In this case, the programme is now taking new routes in related areas, but the component of long-term training for Tibetans is as yet absent. On the other end, the five sub-programmes within the research programme “Environmental Physics, Biology and Chemistry – Training and Research” have a very clear focus on the training of individual Tibetan scholars within the natural sciences. The research programme, with the various sub-programmes, is more of an umbrella programme to cater for the research needs within the individual MA programmes. In some cases, where several MA candidates have belonged to similar or related fields, the impact on the target institutions has been larger.

8.4 Relevance of the Research Programmes

The notion of relevance is in this context according to three parameters:

Comparison of actual fields of study with expressed local priorities and needs in Tibet.

The education needs of the individual Tibetan researcher participating in MA programmes in Norway with a view on participation in joint research programme, and whether the subjects taught in Norway are related to the fellowship holder’s previous training and competence.

To what extent the objectives of strengthening the scientific network between academics in Norway and Tibet are of relevance to the institutions on both sides.

The first parameter is of a relatively complex nature, as the needs expressed are sometimes not very well defined and in some cases explicit policies are lacking altogether, alternatively have not been expressed by the relevant authorities in connection with their contacts with the Norwegian participants of the research programmes. The general policies expressed in conversations in connection with the reviewing process are formulated on a high level of abstraction, and thus subject to different kinds of interpretation. The basic principle expressed is that the research programmes within the framework of the Network of University Co-operation Tibet-Norway should be aimed at improving the living conditions of the people in Tibet, as well as improving their mode of production and their means of production. It was also an emphasis on joint decision making regarding the choice of research programmes in order to ensure their relevance within the Tibetan context.

The second parameter is difficult to assess in view of the fact that the would-be Tibetan partners in research programmes often lack education in the fields relevant to the projects. Thus, in many instances, candidates with experience from related fields are sent to Norway for doing MA programmes which would of more direct relevance for implementing the research programmes. In some of the cases, this approach has been fruitful and led to the creation of a cadre of Tibetan researchers with competence in the fields of research covered by the research project. In other cases, the fellowship holders have upon their return to Tibet continued to do exactly the same kind of work as prior to their studies in Norway, thus reducing the relevance of the studies in Norway for the individual researcher.

The third parameter regarding relevance is focused on mutual benefit of research programmes for both sides participating. In some interviews, the implementation of this has been questioned, as the Norwegian side has played a dominant role in selection of research programmes. Over time, however, the Tibetan institutions and researchers involved have gained more experience in these processes, and at least a weak tendency towards more Tibetan participation in the choice and direction of research programmes has been observed. Nonetheless, this aspect of the research co-

operation is still of explicit concern to the administrative structures of the Tibet Autonomous Region.

8.5 Strategies in the field of English Language Competence

Several of the research programmes contain a component aimed at improving the level of English competence among the participants from the Tibetan side. What is referred to in this context is not the general strategies for improving the level of English language competence among the Tibetan scholarship holders in Norway, but different approaches in which parts of the research programmes are constructed in such a way, that research cooperation and training in specific fields is combined with specific measures to improve the English level of the participants from the Tibetan side.

Svalbard

Some of the MA students at the University of Bergen have spent their first semesters at the University Centre in Svalbard (UNIS). The idea is that Svalbard is more of an international community than other parts of Norway and that English is the normal everyday medium for communication. The Tibetan students have taken various courses at UNIS with a primary focus not on the course content itself, but on the English language used for instruction. Furthermore, the Tibetan students have not been allowed to live together, but have been spread among the other international students in order to force them to use more English in daily conversation.

Kathmandu

Apart from participating in courses offered by the British Council in Kathmandu, which falls under English training as such, the tripartite within the research programme “Urban ecology: Tibet – South Asia – Norway University Co-operation” between the Norwegian Institute of Science and Technology (NTNU), Tibet University and Tribhuvan University in Kathmandu, also provides opportunities for Tibetan scholars involved in the research programme to be exposed to a more or less English speaking environment while participating in the parts of the research programmes that take place in Nepal. This is also valid for the Tibetan researchers who are connected to the International Centre for Integrated Mountain Development (ICIMOD).

Boston

Guest students from the Center for Women and Gender Studies at Tibet University have taken courses given by Janet Gyatso at Harvard University concurrently with intensive English studies at Boston University during one semester. No regular cooperation regarding studies for an MA degree have been reached between the University of Oslo and Harvard University, and therefore the students took one semester at Harvard/Boston and then one semester at the University of Oslo, before returning to Tibet. Two of the candidates applied for further master studies with funding from the Quota programme, and one succeeded (starting in 2006/2007).

8.6 Research Programmes involving third-country researchers

The research programme “Collaboration on architecture, art and cultural heritage” with the Norwegian Institute of Science and Technology (NTNU) and Tibet University as main co-operation partners, also involves researchers from a number of other research institutions in western countries. In the Annual Report 2005 from the Network, this research programme includes the following implementing institutions, which are not part of the network cooperation:

Royal Danish Academy of Fine Arts
Hamburg University
University of Virginia

The research programme “Urban Ecology: Tibet – South Asia - Norway University Co-operation” has a triangular structure encompassing the Norwegian Institute of Science and Technology (NTNU), Tibet University and Tribhuvan University in Kathmandu.

In talks with policy making authorities the complexity of this type of research programme was pointed out, as well as the need to ensure that there is support for these programmes at a higher level in the Tibet Autonomous Region administration. Otherwise, administrative complication could arise due to the fact that the original agreement on co-operation envisages co-operation between Norwegian researchers and Tibetan researchers.

7.6 Synergies between the research programmes and the scholarship programme

The degree of synergy between research programmes and the scholarship programme varies considerably, from projects in which a few students participate but where the Norwegian research component dominates, to projects which are to a greater extent generated through a research community created by students who have received their education in Norway. For the students in the natural sciences at the University of Bergen, the research programme is closely connected to their individual studies. Thus the synergy between scholarship programme and research programme is in this case naturally high. Another research programme with a similar focus on individual students from Tibet, with obvious synergies between scholarship programme and research programme is the research programme “Improvement of Health in Tibet – building competence in research methodology”. Other research programmes are less founded on individual students, but where the synergies between research programme and scholarship programme are utilised to a great extent. One example is the research programme “Biodiversity Conservation and Maintenance of Pastoralism in Western Tibet. Research and Training in Environmental Sciences.” At present three MA students are directly involved in the research programme. A somewhat different picture is presented by the research programmes at the Norwegian Institute of Science and Technology (NTNU). The only student who has obtained an MA degree hitherto, was connected to the Pilot Project on Hydropower Development in Tibet, which was designed more on an individual basis. The research programme “Urban Ecology: Tibet –South Asia – Norway University Co-operation” is to a great extent focused on institutional development including capacity and capability building through teacher training and course development at Tibet University. In 2004 the first MA student was connected to this research programme, and this will lead to a certain degree of synergy between the research programme and the scholarship programme. The research programme “Collaboration on architecture, art and cultural heritage” is more to be seen as a pure research programme. Although it is stated in the Annual Report 2005 from the Network that “we will encourage the establishment of a Centre of Conservation at TU, which will function as the educational basis for conservation as well as a documentation and research centre modelled after the Danish School of Conservation” and that “the centre will in time develop a master programme in Cultural Heritage Conservation at TU” only limited results in the field of training of Tibetan students and institution building in Tibet have been observed.

8.7 Strengthening of scientific network between academics in Norway and Tibet

Although it is difficult to measure the degree of strengthening of a scientific network, it is safe to say that the mutual co-operation plays an important role on both sides. Most of the Norwegian researchers participating in the research programmes have regular contacts with their Tibetan colleagues and often travel to Tibet in connection with joint research, contacts aiming at selecting

future scholarship holders and giving lectures at the target institutions in Lhasa. The Tibetan researchers for whom their studies in Norway is their only protracted period of study abroad, the contacts with the Norwegian researchers with whom they have become acquainted during their stay in Norway, becomes the natural first point of contact. Furthermore, the Norwegian researchers often serve as a bridge between the Tibetan researchers and third-country scholars.

Main considerations and suggestions from TARMB

1. The situation of the three students sent out by TARMB is good. They have some difficulties in thesis writing because of language difficulties.
2. The three students sent out by the TARMB through the Network will mean a huge improvement to the Staff Development of the TARMB.
3. The Network is at present the largest programme for international scholarly cooperation with Tibet. It has been a large contribution to the training of specialists from Tibet. We hope that this cooperation can continue and that TARMB will be able to select its staff for further studies in Norway.
4. We hope to develop cooperation in the fields of the highlands, UV rays and atmospheric models of the highland and that student sent out should also be able to participate in short-term training.

(Meeting review team and TARMB leadership Lhasa 30/5-2006)

9. Value added

The team was asked to compare the Network programme in connection with the recently completed evaluation of the Norad Fellowship programme. A few comments are made on this topic:

The Network programme is a combined scholarship and research programme in which the different components should be seen as interlinked and mutually reinforcing each other. Whereas this has not always been the case in practice, recent Network decisions to move forward with a joint research project clearly underlines the synergy between the components. There is no other comparable programme in Tibet.

The Norad Fellowship programme is clearly focused on academic capacity building. Whereas this is also focused in the Network programme, the Network is also geared towards professional manpower development. All the Tibetans that have come to Norway have needed special services, in particular with regards to English training.

Providing education in Norway is a costly affair. The NFP evaluation therefore suggests that most Norad courses should be redirected to eligible institutions in the South, based on the sandwich model with one semester in Norway. Such a model might create problems for the Tibetan students, at least in the short term. Due to language difficulties many students might loose out in a global competition for scholarships. Therefore as long as the possibilities remain open in Norway, the Tibetan scholars should continue to be invited to Norway, even in larger numbers. A “lonely swallow” is usually not well positioned to make much of an impact in slow-moving academic institutions.

Harmonization of administrative procedures might be an option, in particular if the programme defines itself as a NUFU programme, with which it has actually more similarities than with NFP. So far the Network has taken no such stand, but should be encouraged to do so at least by the end of the next project phase.

The value added of the Network programme lies on a different level, too. Every benefit should not be evaluated on the basis of costs. Tibet is a special case with a special political history as well as limited higher educational options. Its geographic location has led to isolation, but the Network programme has helped broadening up the academic perspectives and stimulated the exchange of academic personnel between Tibet and Norway, transferred knowledge and built sustained relationships academically and even at the personal level. The research benefits appear to be mutual, although it might seem that the Norwegian partners have been the dominant ones in this respect. It is therefore not difficult to agree with the NFP evaluation report's conclusion that much more attention should be given to the demands of the "South".

10. Conclusions

The stipend programme and research programmes managed within the framework of the Network are very much appreciated both on the Tibetan and Norwegian sides. The Network is by far the most important foreign cooperation partner for the institutions of higher learning and research in TAR. The review team is of the opinion that due to much enthusiasm and active involvement by highly engaged individuals the Network to day has a standing in TAR which is remarkable. In general term the programme has produced value for money. The number of fellows produced is only one among several additional values have been generated. The higher costs should be seen in the context of the special conditions prevailing in TAR.

The stipend programme of the Network is the only foreign stipend programme focused on Tibetan students. So far more than 60 fellows have studied in Norway, and 25 have completed their Master Degrees. One has taken a PhD and two others are in the process of doing so. The targets for the programme period have been achieved. The gender profile is acceptable, and in the given context it is encouraging that 9 women have taken the degree and that one can expect even more female graduates in the near future. This is a result of a deliberate and clearly articulated strategy when selecting candidates. The Tibetan students currently in Norway and those who have returned to Tibet after completing the studies in Norway are generally very satisfied with the educational experience in Norway. New pedagogical methods, knowledge of western science and opportunities for continued networking were among the most frequent perceptions of value added from studying in Norway.

The programme is fairly complex in terms of management, administration and decision-making procedures. On the Norwegian side there have been some frictions and tensions between the partners over the years, in particularly manifested in connection with allocation of funds between the various projects. This is decided by the Steering Committee which is mainly composed of members with vested interests in the research projects. It appears, however, that despite minor minefields in the past, every partner is interested in keeping the Network together as a unit. Difficult allocation problems have been solved mainly by reducing the amounts allocated fairly

evenly between the projects. The Network has established strategies to ensure impartiality, but issues related to impartiality would obviously diminish had there been more external evaluations of the proposals.

The administrative split between UiB and the rest of the Network Secretariat may seem awkward, but has not lead to increased costs. UiB is also the Norwegian institution that has graduated most fellows. The sustainability aspect of the present arrangement can nevertheless be questioned. Transparency in the arrangement has increased, but there are still many aspects of this model that lead to tensions among the partners. From UiB's side the Network seems over-administrated but from the Secretariat's side the present manpower is an absolute necessity to maintain a high standard of cooperation and keep in touch with the Tibetan students. On the other hand the reports submitted to Norad seem unnecessary voluminous and detailed and contain specifics about students and projects that should be kept archived within the Secretariat, but does not seem to be essential information for the funding agency. Clearer statements on how the programme is achieving its objectives and the strategic directions with regards to how the programme is building institutional capacity and the results thereof are warranted.

The process for selecting candidates for MA studies in Norway is not unified, which on the one hand creates flexibility, but on the other hand leads to a lack of transparency. Some have been selected without a prior negotiation and approval by e.g. TU. This has unfortunate impacts on the Tibetan institutions, as the replacements for teachers may be difficult to find and the fellows also keep their salaries during their three years stay in Norway. The need for being flexible, in particular as far as the Quota stipends are concerned, is understood, but apparently more emphasis still need to be put on the collaborative aspect of this point.

The menu of what the students can study in Norway should ideally be based on needs assessment in Tibetan institutions, but it is realistically determined by the willingness of the supervisors to take on the job. Supervisors are not always easy to find and due to their language problems the students are rather resource demanding, although popular because they are so hard-working and committed to their study tasks. Nevertheless, there are not so many younger researchers involved as supervisors, and in the long term lack of renewal and recruitment of younger staff may lead to a weakening of the programme.

The generally low level of competence in English is the main obstacle for the Tibetan students when it comes to obtaining a MA degree in the stipulated two years. Even with one year of intensive training in English as part of the scholarship period in Norway, the lack of language competence creates severe difficulties for most of the Tibetan students. The lack of experience in scientific methods and applied science is another problem for many of the Tibetan students during their studies in Norway. The language is also a direct reason for the fact that NTNU has had only one student. This university sticks strictly to the TOEFL requirements whereas the others lower the entry requirements somewhat, but still require the 500 TOEFL points at the end of the study.

The scholarship part, which is evaluated as the key component by the Tibetan partners, tends to be linked to a personal development agenda, in particular in the absence of mutually agreed staff development plans. During the interviews the extent to which the fellows claim that they have changed perceptions of work and new attitudes to the world around them, is worth noting. This had not always resulted in new or better working conditions, but very many were perceived by their colleagues as experts and leaders in their field. A few had also taken up leadership positions.

A variety of workshops, meetings, seminars and lectures have been undertaken as part of dissemination and continuance strategies by the Norwegian scholars who visit the Tibetan institutions. Combined with the grant to fund a limited number of fellows to participate in international events and conferences, such activities seem to have a great potential as key complementing institution building mechanisms. The review team is of the opinion that giving lectures or other activities to disseminate knowledge a wider group of Tibetan scholars, should be

an obligatory part of such visits, to be discussed with and integrated in the plans of the Tibetan institutions.

11. Recommendations

Norad should continue to support both the Research Programme and the Stipend Programme of the Network. With the promising prospects for the new joint research projects, Norad should, however, consider to increase funding to the Network in general, and to the research component in particular. It is recommended that for larger projects a three –year funding cycle should be considered, to reduce time and enhance the necessary flexibility in the programme. Research projects should be time-bound, and the Network should also stimulate new projects and pilot projects, in accordance with its new research guidelines.

A separate Stipend Programme managed by the Network should be kept, as students from Tibet would otherwise only in exceptional cases be able to compete for scholarships within open scholarship programmes. The Network has during its ten years of existence acquired considerable experience regarding strategies to improve English language skills among Tibetans and to coordinate the studies of scholarship holders and Network research programmes focused on Tibet.

The Network partners should cooperate with the formal Tibetan partners as far as selection of candidates is concerned and adhere to the procedures set up in this connection. The Network should engage in creating transparent and efficient selection processes for candidates for MA studies in Norway in collaboration with the target institutions in TAR.

The requirements for English language competence should be enforced to a greater extent. More emphasis should be put on language training prior to the arrival of the students in Norway. The Network should have a more unified strategy towards solving the question of inadequate knowledge of English and should institutionalize more cost-effective solutions for this problem. One strategy is to ensure that selection of candidates is done through the pool of those who regularly attend and complete the highest level of the English course offered by the Network in Lhasa. The other solution may lie in setting up a tailor-made sequence of intensive professional courses in a third country, most likely Nepal.

In Norway, the Network should increase information about the Norwegian society and life in Norway in order to reduce practical problems for the Tibetan students in their everyday life and to increase their understanding of their host country. A programme which exposes the fellows to contemporary issues of Norwegian social, political, economic and civil society will not cost much in comparison to the return on the students such exposure. Students should be encouraged to mix with other students, both international and Norwegian. This is probably easiest when they

participate in one of the regular English Master Degree courses, but it is realized that this may not always be feasible. Classes held in Norwegian should be avoided.

The Network should consider its programme status in the next year. If a NUFU status is relevant, the necessary investigation on how to proceed formally should be made. In the meantime the Secretariat should be located at the UiO. The administrative split between UiB and the rest of the Network should be brought to an end, as it is essential for the programme partners in TAR to relate to one contracting partner. A circulation of the Secretariat function was considered, but thereafter rejected as it would take too much time and energy to train new people within short-time intervals. With the new focus on a joint research programme, it is also reasonable to suggest that the Secretariat functions remain in Oslo. Alternatively, the Network might consider SIU as the most professional administrative focal point.

Visits by Norwegian scholars should contribute to transfer of knowledge to Tibetan partners by holding lectures, workshops or seminars.

The Network should improve its reporting routines to Norad. The annual reports should be more structured and contain clear summaries on achievements and strategic directions.

Appendix 1 Terms of reference

GLO-2028 Support to the Network for University Co-operation Tibet - Norway

Background

The Norwegian Agency for Development Cooperation (Norad) and the Network for University Cooperation Tibet-Norway, hereafter the Network, signed a Contract on 4 November 2003 regarding Norwegian support to the Stipend- and Research Programme for Tibetan Academicians.

Support from the Ministry of Foreign Affairs and Norad goes back to 1996. Since 2000 the Network has received approximately five million NOK annually from Norad. The Project consists of two components; a Stipend Programme and a Research Programme.

In Annex 1 to the Contract, summary of project document, it is stated that the goal of the Project is to support the building of scientific competence in Tibet in order to enhance sustainable development and overall self-reliance.

The purpose of the Project is to offer tertiary education in Norway to Tibetan students; to enhance competence and organisational performance in academic institutions in Tibet; to conduct research and education at tertiary level, to facilitate student and researcher exchange between Norway and Tibet, and finally to generate new insight into Tibetan nature, culture and society. The support to the Network must also be viewed in a historical and political context.

According to the Contract, para 3, clause 3.3. Norad shall carry out an independent review during 2005.⁴

Purpose

To determine whether the Project has been efficient, effective and relevant in relation to the goal and purposes set and plans developed. To determine whether activities and measures undertaken have made a contribution to achieving goals of the program.

To assess the progress since the last review in 1999 (applicable for the Stipend Programme only). To assess if and how support to the Network should be focused and organized in the future.

Scope of work

I Impact and relevance

⁴ Preparations undertaken autumn 2005, the review will take place 1. tertial 2006

The review shall assess

- impact and relevance of the Research Programme on organizational performance in target institutions in Tibet;
- synergies between the Research Programme and the Stipend Programme;
- contribution made to development goals for research and higher education as well as Norway's cooperation in Tibet in general.

In particular the review shall assess the fellowship programme and how it relates to the research collaboration programme as well as to other Norad supported fellowship activities.

The review shall pay particular attention to the academic relevance of the course programmes and to what extent the fellowship holders have benefited from studying in Norway and whether the Project has contributed to strengthening the scientific network between academics in Norway and Tibet.

The team shall collect an overview of positions in Tibet of former students under the Stipend Programme as an indicator of the project impact on development in Tibet.

II Research and student management

The team is requested to examine the administrative routines for recruitment and selection of candidates, gender considerations etc. as well as routines for communication with and follow-up of students.

The team shall review the documentation from the Network with specific regard to the reported lack of appropriate language skills of the Tibetan fellowship holders studying in Norway. And assess whether it has had an impact on the academic achievements of the fellowship holders. If found necessary, suggestions on how to improve language skills shall be presented.

The review shall assess the set of criteria for selecting the research collaboration projects and the modalities for decision making. Particular attention shall be given to disqualification rules.

The team shall assess efficiency (cost-effectiveness) and effectiveness of the administrative arrangements at the project and programme level, including narrative and financial reporting. Particular focus shall be on the Network Secretariat and the interlinkages and coordination with the universities and institutions involved on both sides.

III Potential for value added

The team is asked to see the review also in the context of the recently completed evaluation of support to the Norad Fellowship Programme. With the conclusions of the evaluation report in mind the team shall formulate some concrete recommendations on whether Norad support to the Network's Stipend Programme should continue, if so how this support should be organized.

Particular focus shall be on whether there is value added in harmonizing the program with other training programmes in Norway for students from developing countries.

The team shall also investigate possible comparable fellowship programmes and research collaboration internally to Tibet.

Implementation

The review is a combination of desk-study (reviewing relevant documents and annual progress reports), interviews with Tibetan fellowship holders studying in Norway, deans and teaching staff at the Norwegian Universities involved and staff of the Network Organisation, the Norwegian Centre for International Cooperation in Higher Education (SIU) and other relevant stakeholders.

LINS shall subcontract Joakim Enwall, University of Uppsala.

Documents that should be consulted by the team include:

- Midtveisgjennomgang av Stipendprogrammet for tibetanske studenter, (Anders Wirak, DECO, 1999
- Tibetnettverkets vurderinger og kommentarer til gjennomgangen, datert 24.11.1999
- Bevilgningsdokument for støtte 2000-2003, datert 20.11.2000
- Kontrakt mellom Norad og Tibetnettverket, datert 10.12.2000
- 3-års rapport 2000-2002, datert 10.05.2005
- Bevilgningsdokument for støtte 2003-2006, datert 17.10.2003
- Kontrakt mellom Norad og Tibetnettverket, datert 04.11.2003
- Årlige rapporter 2003 og 2004 fra Tibetnettverket
- Evaluation Report: The Norad Fellowship Programme (NFP) NCG/DECO/NUFFIC), June 2005
- Anne relevant dokumentasjon fra Tibetnettverket: vedtekter, instruksjer, rutiner, referater fra styremøter, vedtaksprotokoller, avtaler med tibetanske institusjoner mv.

The time frame for the review is set todays as follows:

Preparations

Desk study

Field visits

Finalizing report

Sum

up to

Preparation work for the review should begin by end January. Fieldwork should be conducted in March/early April.

Reporting

A draft report shall be completed and sent out for comment to stakeholders by 7 April 2006. The final report shall be submitted to Norad by 28 April 2006.

A separate budget for the assignment is to be elaborated by LINS in accordance with agreed conditions. The report shall be written in English and include an introductory summary with main conclusions, lessons learned and recommendations. The report shall not exceed ... pages.

The report shall appear both in electronic (Pdf) format and in paper version.

Oslo, January..... 2006

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Sissel Volan
Head of Unit
Research and Higher Education

Appendix 2 List of persons interviewed

Trondheim

The Norwegian Institute of Science and Technology, NTNU

Ragnhild Brakstad, Adviser, Office of International Relations

Hans Christie Bjønness, Professor, Department of Urban Design and Planning; Deputy Chair, Network

Haakon Støle, Professor, Department of Hydraulic and Environmental Engineering; Board Member, Network

Tore Haavaldsen, Professor, Department of Building and Construction Engineering; former Board Member, Network

Dawa Tsering, MA student, Urban Design and Planning

Mona Mellem, MA student; participant in student project for Norwegian students in Tibet

Tromsø

University of Tromsø

Gerd Bjørhovde, Pro Rector; Board Member, Network

Joseph L. Fox, Associate Professor, Department of Biology; Board Member, Network

Per Mathiesen, Professor, Department of Social Anthropology; former Chair, Network

Else Grete Broderstad, Head of Administration, Centre for Sámi Studies

Per Klemetsen Hætta, Deputy Head of Administration, Centre for Sámi Studies

Tsering Yangzom, MA student, Indigenous Studies

Kalsang Dondrup, MA student, Ecology

Tsechoe Dorji, MA student, Ecology

Bergen

Norwegian Centre for International Cooperation in Higher Education (SIU)

Paul J. Manger, Head of Unit

Kjell G. Pettersen, Adviser

University of Bergen

Bente Elholm Bjørknes, Board Member, Network

H. John B. Birks, Professor, Department of Botany

Hillary Birks, Professor, Department of Botany

Yngvar Gjessing, Professor, Geophysical Department; former Board Member, Network (telephone interview)

Otto Grahl-Nielsen, Professor, Department of Chemistry

Jens Havskov, Professor, Department of Earth Science

Jakob J. Stamnes, Professor, Department of Physics and Technology; Board Member, Network

Caidong, PhD student, Geophysics

Pubu Dondrup, MA student, Meteorology

Dechen Dronga, MA student, Meteorology

Lhag Chong, MA student, Biology

Pubu, MA student, Biology

Oslo

University of Oslo

Karen Crawshaw Johansen, Adviser, External and International Cooperation; Board Member, Network
Hanna Havnevik, Associate Professor; Chair, Network
Ingela Flatin, Program Coordinator, Network
Camilla Solholm, Executive Officer, Network
Sissel Thorsdalen, former Program Coordinator, Network
Rinzin Thargyal, Board Consultant, Network (telephone interview)
Per Kværne, Professor Emeritus, Earlier Vice-Chair of the Network (telephone interview)
Espen Bjertness, Professor, Institute of General Practice and Community Medicine
Johan Moan, Professor, Department of Physics
Per Nafstad, Professor, Institute of General Practice and Community Medicine
Bianba, MA student, International Community Health
Bianba Tsering, MA student, International Comparative Education
Deji, MA student, International Community Health
Lkhakpa Tsering, MA student, Mathematics
Tenzin, MA student, Tibetan Studies
Tenzin Namgyal, MA student, Tibetan Studies
Tsering Yangzom, MA student, International Community Health

Other

Birte Haugen, Teacher of English, Network/Tibet University
Knud Larsen, Professor, Faculty of Architecture and Fine Arts, Norwegian Institute of Science and Technology, NTNU
Amund Sinding-Larsen, Senior Advisor, Public Construction and Property
Benchung, MA student, Visual Art, Oslo National Academy of the Arts (KHiO)
Åshild Kolås (PRIO) Telephone interview

Beijing

Royal Norwegian Embassy

Tor Chr. Hildan, Ambassador
Jo Inge Bekkevold, First Secretary, Political Section
Monika P. Thowsen, First Secretary, Development Cooperation

Lhasa

Tibet Autonomous Region Foreign Affairs Office

Ma Zhijian, responsible for cooperation in research and higher education

Tibet University

Fang Lingmin, President
Liu Qinghui, Party Secretary
Tseyang Changngopa, Vice-President
Wei Hong, Director, Foreign Affairs Office
Wangmo, Foreign Affairs Office
Basang Droma, Department of Mathematics; MA in Mathematics, University of Bergen
Fu Qiang, Vice Dean, Medical College
Guo Hongwei, Engineering College
Gyalsang Droma, Department of Physics; MA in Geophysics, University of Bergen

Kelsang Tsiring, Vice Dean, Academy of Arts
Lou Yuanbing, Vice Dean, Engineering College
Migmar Wangdwei, Department of Biology; MA in Biology, University of Tromsø

Ngodrup/Ouzhu, Vice Dean, Engineering College; MA in Computer Science, University of Bergen
Norsang Gelsor, Department of Physics; Ph.D. in Physics, University of Bergen
Pudowang, Department of Mathematics; MA in Mathematics, University of Bergen
Puntsok Droma, Tourism and Foreign Language School; one year at the University of Boston/University of Oslo
Shi Mingying, Dean, Tourism and Foreign Language School; MA in English, University of Bergen
Tsedan Tashi, Vice Dean, Department of Literature
Tsering, Department of Biology; MA in Biology, University of Bergen
Tsewang Tashi, Vice Dean, Academy of Arts; MA at the Oslo National Academy of the Arts (KHiO)
Tsoja Wangmo, Department of Physics; MA in Geophysics, University of Bergen
Wang Deyao, Party Secretary, Vice Dean, Medical College
Wangla, Department of Physics; MA in Geophysics, University of Bergen
Yangzom, Medical College; MA in Public Health, University of Oslo

Center for Women and Gender Studies of Tibet University (CWGS)

Tseyang Changngopa, Vice President TU, Director CWGS
Tsering Phenthok, Teacher Law Department TU
Tsewang, Master Degree Student TU CWGS
Dawa Tsering, Master Degree Student TU CWGS
Tseyang, Master Student TU CWGS
Puchung Tsering, TU
Dekyi, TU Tibetan language teacher
Sonam Tsomo, TU Tibetan culture
Wangdor, TU Depart of Tibetan studies
Soyak, TU Tibetan literature
Monlam Tsundra, TU Tibetan history
Jikme, TU Religion
Lhak Phun, TU Religion
Namgyal Tashi, Master Degree Student TU CWGS

Tibet Academy of Social Sciences (TASS)

Tshewang Gyurme, President
Shen Kaiyun, Party Secretary, Vice president
Beimatsho, MA, Social Antropology, University of Oslo
Dikey Khrimon, Editor of Tibetan Studies; one year at Tibetan and Buddhist Studies, University of Oslo
Dondrup Lhagyal, Department of Religion; MA in Tibetan and Buddhist Studies, University of Oslo
Kalsang Yeshe, Department of Ethnic Studies; MA in Tibetan and Buddhist Studies, University of Oslo
Sonam Quije, Editor of Tibetan Studies; MA in Tibetan and Buddhist Studies, University of Oslo
Tsering, Assistant Researcher; MA in Tibetan and Buddhist Studies, University of Oslo

Tundrup Tendzin, MA in Comparative and International Education, University of Oslo

Tibet Academy of Agriculture and Animal Sciences (TAAAS)

Nyima Tashi, Senior Researcher Vice President TAAS

Lang Xing Yuam, Vice Director of Personnel

Zhuang Ying Zhang, Vice Director of Project Management

Nyinn Zhaxi, Chima –EU BHNP

Yang Yong, Vice Director DOLC

Tibet Autonomous Region Meteorological Bureau (TARMB)

Yang Jin, Head of the Department of Scientific Development

Bendor, former short-term student in Norway

Chodol, former short-term student in Norway

Zhuoga, Ph.D.

Ren Xiuzhen, office director

WWF

Dawa Tsering, Coordinator, Tibet Biodiversity Conservation Programme

Bridge Fund

Ben Jiao

TRACE

Gana Pati Ojha, Director, Lhasa Office

Gyaltsen, Lhasa Office

Other

Hanna Havnevik, Chair, Network

Ingela Flatin, Program Coordinator, Network

Birte Haugen, Teacher of English, Network/Tibet University

Tseyang Lhamo, Bureau of Water and Soil Conservation; MA, Hydropower Development,
Norwegian Institute of Science and Technology, NTNU

