

NORHED



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

RESULTS 2014



Acknowledgements

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



Preface

Norway has had a long-term commitment in supporting higher education and research in developing countries. The Norwegian Programme for Capacity Development of Higher Education and Research for Development (NORHED) was established in 2013 as the new main programme in this area, and builds upon experiences from previous programmes.

Through collaborative partnerships between higher education institutions in Norway and developing countries, NORHED aims at strengthening capacity at universities within key areas for development such as education, health, natural resource management and governance. Stronger universities can deliver increased access to quality education and research, thereby contributing to a better qualified workforce, new knowledge, better informed policies and decisions, and increased gender equality.

From previous programmes, we know that individuals have had their lives changed through better educational opportunities. Many of these individuals have also made a change for their families, in their communities and in their countries. Today, some hold high positions within academia, in public sector and as political leaders.

Study programmes have been established in countries where such opportunities previously were limited, in areas ranging from paediatrics and surgery to oil engineering and law. Other examples are journalism and political science in countries where such studies until recently were forbidden. Critical voices have graduated from universities, and contributed to a more open and nuanced debate in their countries.

Research has been conducted in areas where knowledge has been limited, or where the dominating knowledge and literature has been produced elsewhere, and for different contexts. Producing its own knowledge is not a luxury, but is a core function for any country to address pertinent issues and finding solutions of importance for further development.

Although NORHED is a relatively new programme, it builds to a large extent upon existing long-term partnerships between universities in Norway and in partner countries in Africa, Asia and Latin America. The well-documented results and good practices from previous programmes is our starting point. In addition, the NORHED programme also represents some important developments, such as the main project partner now being the universities in developing countries. There is now a stronger emphasis on regional collaboration between universities in the developing countries, and academic degrees are to a larger extent taken at the universities in the developing countries.

Each NORHED project is unique, with their own achievements and results. Nevertheless, there are also the achievements of the programme as a whole. That is what Norad commissioned FAFO to collect for this report. The data collected originates from all the project reports in the NORHED programme. Different projects, different countries and different thematic areas, but all of them with the aim of strengthening higher education and research for development.

It is still an early stage of the NORHED programme, but this report gives us a better insight into the portfolio and results achieved so far at an aggregated level. Not least, the report gives important recommendations for adjustments and further follow-up.

We know *why* we are supporting higher education and research for development. With this report we also know to what extent we are going in the right direction, and what adjustments should be made to achieve even better results.



JON LOMØY
Director General



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Executive summary

The Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED) was launched by Norad in 2012 and aims at strengthening capacity in higher education and research in low and middle income countries. This report examined the NORHED programme portfolio and made a programme level performance assessment of 42 projects that started their project activities during 2013-2014 out of a total of 46 projects in the programme portfolio.

The programme approved projects in six sub-programme areas: six projects in education and training; 10 projects in health; 12 projects in natural resources management, climate change and environment; four projects in democratic and economic governance; six projects in humanities, culture, media, and communication; and three projects in capacity development in South Sudan. The programme is expected to contribute to sustainable economic, social and environmental development in LMICs.

The 42 projects are primarily managed by one main agreement partner from 15 different countries, including Norway. The partnership arrangements to date seem to be functioning well for NORHED projects. Some competing interests and unexpected project activities have been reported in some NORHED projects. Such projects have emphasized that transparent and timely communication are important for building the trust among partners that is key for effective partnerships.

Gender mainstreaming in projects is a key area of focus for the NORHED programme. There are varying mechanisms put in place to include gender perspectives across all NORHED projects and how the concept of gender is streamlined in project activities. In all of the NORHED projects, gender specialists are assigned to oversee gender mainstreaming in project activities. The role of such focal persons in addressing gender perspectives and what specific strategies are employed is rather unclear from the annual project reports and this need to be strengthened further by considering the peculiarities of each project.

NORHED projects have reported to have established 105 academic programmes across the six sub-programme areas. Of these, 56 are new academic programmes while the remaining 49 are existing programmes strengthened through curriculum revisions. The projects have reported to have enrolled 3705 students in all thematic areas, where 329 students received NORHED scholarships for their studies. Furthermore, the capacity of partner institutions to enroll students is expected to increase substantially to 6611 students by the end of the project life time with 1314 students receiving NORHED scholarships. Those receiving NORHED scholarships are academic staff in partner institutions where capacity development is sought after, or students from under-represented or marginalized groups/areas. The large number of enrolled students without NORHED scholarships shows that the programme increases the capacity of academic institutions to enroll students beyond the scholarship scheme, indicating the sustainability of the established academic programme.

The NORHED programme has allocated a total budget of 710 million NOK for 42 projects over the period of 2013-2018, with the largest allocation (29 percent) to the natural resources management sub-programme area for 12 projects and 33 partner institutions. Geographically, about eight percent of the budget is allocated for capacity development in South Sudan. Five countries receive the largest budget allocations: Uganda, Ethiopia, Malawi, South Sudan and Tanzania. In Asia, Nepal, Sri Lanka and Bangladesh receive the largest budget allocations.

NORHED projects have reported various deviations from annual project plans. Most projects have started their activities later than their expected start-up time. There are varying reasons for the delays, including delays in curriculum approvals within the institutions' own systems, delays in opening project accounts, delays in disbursement of funds by Norad, student recruitment challenges, delays in academic staff obtaining study leave from their institutions, and lengthy procurement procedures. Some of these reasons are structural in nature and hence a key enabling condition for successful implementation of NORHED projects.

NORHED projects that have experienced such deviations and some of the reported risk factors have been active in coming up with mitigating measures to minimize any negative consequences that can be considered as best practices in management of NORHED projects. Such best practices in project management include the utilization of the value of the partnership to send students in order not to interrupt planned student attendances and research activities; establishment of better financial systems and making realistic work plan adjustments.

The NORHED programme developed 14 standard indicators that are expected to measure progress of NORHED projects. NORHED partners have reported on these indicators, showing the relevance of these indicators to monitor the progress of the programme. Although some projects are initiated by key individuals in partner institutions, the placement and alignment of project activities with institutional level strategies and systems ensures that established outputs go beyond individuals to system levels. Anchoring of the NORHED projects in partner institutions is key in ensuring the sustainability of the established academic programmes and research activities.

To improve the monitoring and follow up of NORHED projects, the existing NORHED programme reporting tools need to be revised while maintaining the data reported in the first year of programme implementation.







Introduction

OBJECTIVES

Higher education and research are priority areas of Norway's development cooperation policy (Norad 2013¹). The Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED) was launched by Norad in 2012 and aims at strengthening capacity in higher education institutions and research in low and middle income countries. The programme has approved 46 projects across six sub-programme areas:

- > Education and training
 - > Health
 - > Natural resource management, climate change, and environment
 - > Democratic and economic governance
 - > Humanities, culture, media, and communication
- Capacity development in South Sudan

NORHED intervention areas:

- > In-country/regional Masters (and Bachelors) education programmes
- > PhD studies and PostDoc fellowships
- > Joint research projects in line with overall NORHED programme aims and subprogramme areas
- > Institution and systems strengthening
- > Systems for knowledge management, information and dissemination of results
- > Scientific equipment and small-scale infrastructure

The purpose of the NORHED programme is to strengthen capacity in higher education institutions in LMIC and contribute to a) more and better qualified workforce, b) increased knowledge, c) evidence-based policy and decision-making, and d) enhanced gender equality (Norad 2013). The expected long-term impact of the programme is sustainable economic, social and environmental development in LMIC.

The objective of NORHED's programme is measured by whether the grantees produce more graduates, both men and women, and whether these graduates are better qualified in six identified areas/sub-programmes as well as by the quantity and quality of research relevant to these areas. The programme is expected to have an impact by contributing to a more skilled workforce, increased knowledge, evidence-based policy and decision making, and greater gender equality in the long term.

The purpose of this report is to aggregate the results and achievements at the project level in 2013-2014, to the programme level with the intention of providing an overview of NORHED's activities in the initial year of the programme, key achievements, results and best practices so far (based on the Terms of Reference, See Annex 3). Furthermore, the report provides insights to the general challenges that the projects have been facing in the start-up phase of the programme period and mitigation measures.

The assignment that resulted in this report is considered as a performance assessment that focuses on descriptive and normative questions present in the NORHED annual progress reporting templates. Our assignment aimed at summarizing what the NORHED programme has achieved; how it is implemented; how it is perceived and valued; whether expected results are occurring; and other questions that are pertinent to the NORHED programme design, management and operational decision making. In addition, the report assesses a particular set of programme level indicators (standard indicators) and examines whether desired results are occurring and whether implementation is on track as a result of the direct and near-term consequences of project activities.

¹ Norad (2013): A Presentation of NORHED: The Norwegian Programme for Capacity Development in Higher Education and Research for Development www.norad.no/globalassets/filer-2015/tilskudd/norhed/a-presentation-of-norhed.pdf (last accessed on 1 November, 2015)

A key objective of conducting programme level assessment is to learn from the performance of projects and identify implementation challenges including those related to enabling conditions such as governance, transparency, meritocracy and other reported issues. This report is valuable to make any potential adjustments that may be needed on the NORHED programme through collaboration with national and international partners and ensure that the necessary conditions are in place.

METHODOLOGY

This report is primarily based on various data sources related to NORHED programme portfolio:

- › Annual project progress reports
- › Annual plans and budget
- › Project application documents
- › Consultations with relevant Norad staff for the NORHED programme

For the purpose of summarizing project reports to programme level, our approach is to anchor the analysis of the results to the NORHED's theory of change (ToC) as identified in NORAD² Report 4 (2014).

Mapping of NORHED projects

We conduct a project mapping exercise to create a descriptive overview of the NORHED programme portfolio based on individual projects and activities across the six areas/sub-programmes. Mapping data is compiled in a text format and presented in the form of high quality maps created using the state of the art software Tableau version 9.0. Key activities and achievements in the reporting period of 2013-2014 are presented.

Key achievements

The synthesis of the annual NORHED project reports is anchored with the theory of change³ envisaged in both NORHED's implicit and general theories of change in higher education capacity development. We identify the following outcomes for the two major

components of the NORHED programme, Education and Research:

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

The outcome results are analyzed based on aggregated outcome results from project level.

Financial disbursement and expenditure

We assess the disbursement of funding per sub-programme and at the overall NORHED programme level and expenditures in relation to approved budgets. We examine the underlying reasons for any differences between disbursement and expenditures.

Deviations and risk assessments

By contrasting the annual plans against actual reported achievements, major deviations are reported along with associated challenges. A risk assessment is made by examining reported deviations and the need for adjustments. We provide a summary of actions taken by the various projects to mitigate identified potential risks.

Data Aggregation

The NORHED programme has a set of standard indicators identified to span across the project and can be assessed at programme level. Reported qualitative and quantitative data on the set of indicators is aggregated at programme level based on project level data. Although the annual progress reports contain quantitative information, particularly on the standard NORHED indicators, we pay particular attention to presenting the results in a qualitative way in addition to presenting the quantitative data using graphs, charts and maps. Various techniques of aggregation are employed, including statistical techniques (percent, averages, frequencies, etc.); classification techniques, and qualitative assessments.

² Evaluation Series of NORHED. Higher Education and Research Development «Theory of Change and Evaluation Methods», Report 4/2014, University of Southern California's Development Portfolio Management Group.

³ Evaluation Series of NORHED. Higher Education and Research Development «Theory of Change and Evaluation Methods», Report 4/2014, University of Southern California's Development Portfolio Management Group.



Kathmandu University. PHOTO: KEN OPPRANN

Organization of the report

Chapter two presents the NORHED programme portfolio including projects established under the six sub-programme areas. The organization and management of the programme and how gender is mainstreamed in NORHED projects and environmental considerations related to project activities is addressed.

Chapter 3 presents key achievements of the NORHED programme in the first year of implementation. Financial disbursements and allocations made to projects and countries is the subject of Chapter 4. Chapter 5 discusses reported deviations and risk assessments conducted by project partners. In Chapter 6, we present aggregated NORHED standard indicators as well as measurement challenges of the indicators. Chapter 7 provides a summary of the conclusions of this work and recommendations for the NORHED programme.

2

NORHED programme portfolio

PROFILE OF NORHED PROJECTS

The NORHED programme portfolio has 46 projects, of which 42 of projects started their activities during 2013 - 2014, hence the focus of this report⁴. The programme is operational in 25 countries across the world, with 12 countries in Africa, nine countries in Asia, three in Latin America, and one in the Middle East. The programme has 60 different academic partner institutions across these countries and 12 Norwegian institutions.

The programme portfolio is organized under six thematic and geographic areas, with seven projects in education, 10 projects in health, 12 in natural resources management, four in democratic and economic governance, six in humanities, culture and media communication, and three projects aimed at capacity building in South Sudan.



⁴ The full list of the 42 projects examined in this report is provided in Annex 1. Four projects have started late and are not included in this report. These projects are listed in Annex 2.



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

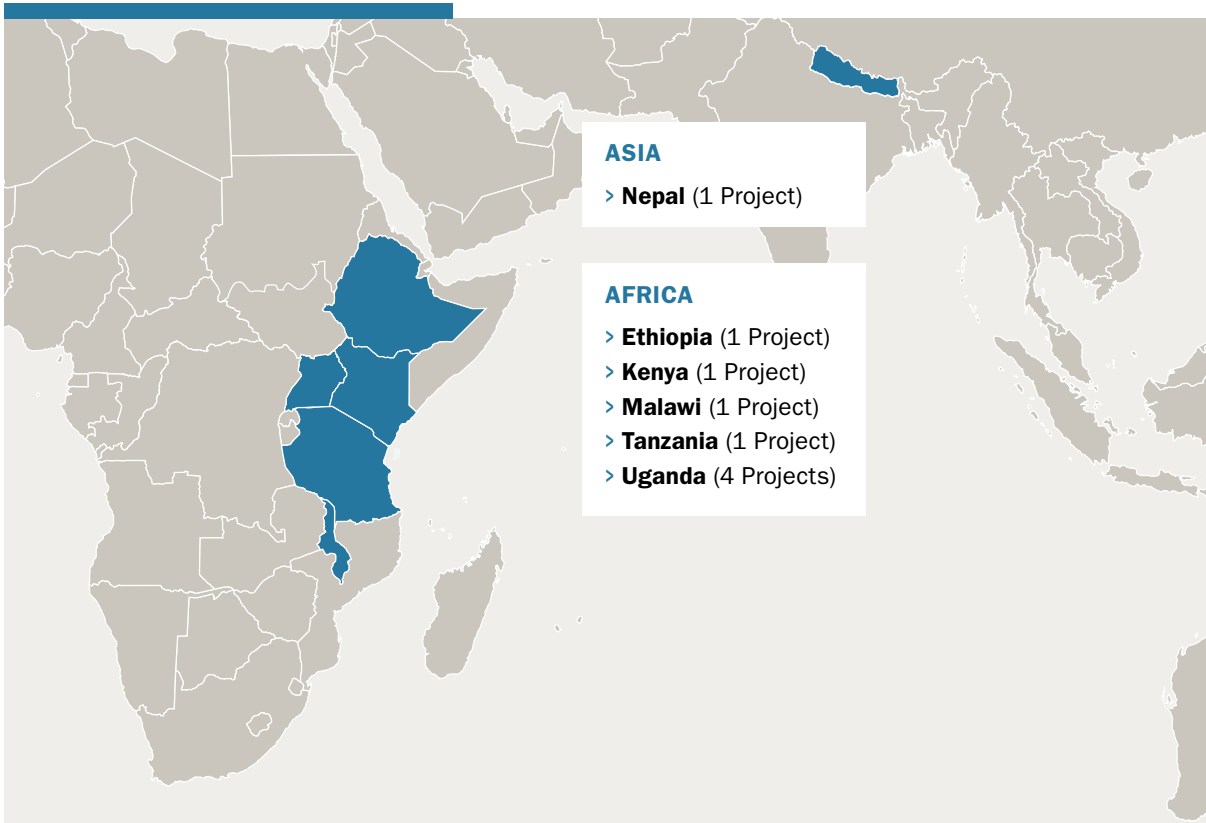
- MIDDLE EAST**
- > **Palestine** (1 Project)

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

- AFRICA**
- > **DR Congo** (1 Project)
 - > **Ethiopia** (13 Projects)
 - > **Kenya** (5 Projects)
 - > **Malawi** (7 Projects)
 - > **Mozambique** (1 Project)
 - > **South Africa** (4 Projects)
 - > **South Sudan** (8 Projects)
 - > **Sudan** (2 Projects)
 - > **Tanzania** (6 Projects)
 - > **Uganda** (15 Projects)
 - > **Zambia** (4 Projects)
 - > **Zimbabwe** (2 Projects)



SUB-PROGRAMME 1: EDUCATION AND TRAINING



The education sub-programme has seven projects in six countries with the overall objective of strengthening capacity in higher education. The projects have established academic programmes aimed at improving capacity of teaching in mathematics, enhancing quality of teacher training, multimedia for special needs education, distance learning, vocational pedagogy and transformation of higher education.

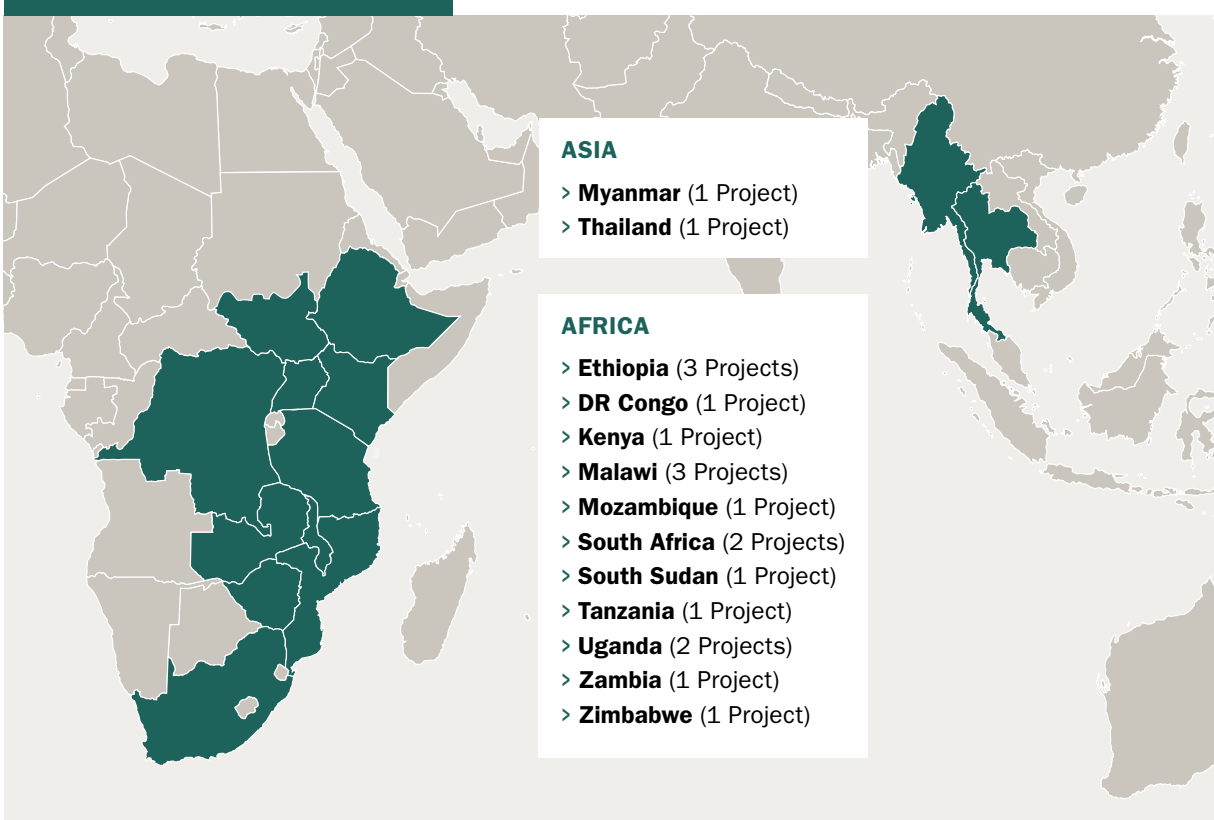


Students attending lecture at Makerere University, Uganda.

PHOTO: JEANETTE DA SILVA



SUB-PROGRAMME 2: HEALTH



The health sub-programme has 10 projects in 13 countries that have established academic programmes in nutrition epidemiology, public health, health informatics, surgical trainings, nursing, anti-microbial stewardship, and occupational hazard exposures, as well as infant and mother survival.

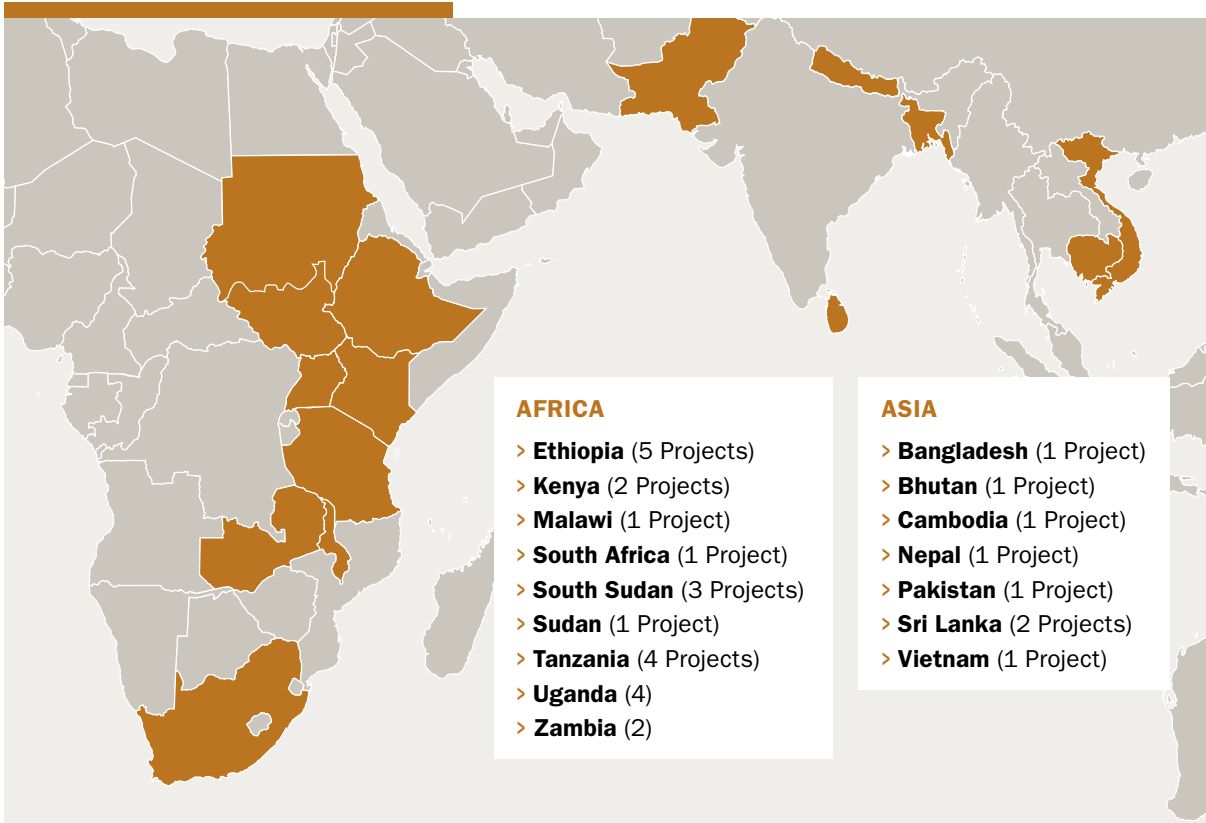


Children being treated by Malawian surgeons, Malawi. PHOTO: SVEN YOUNG



SUB-PROGRAMME 3:

NATURAL RESOURCE MANAGEMENT, CLIMATE CHANGE AND ENVIRONMENT



Laboratory work for aquatic and environmental health research, Uganda. PHOTO: JEANETTE DA SILVA

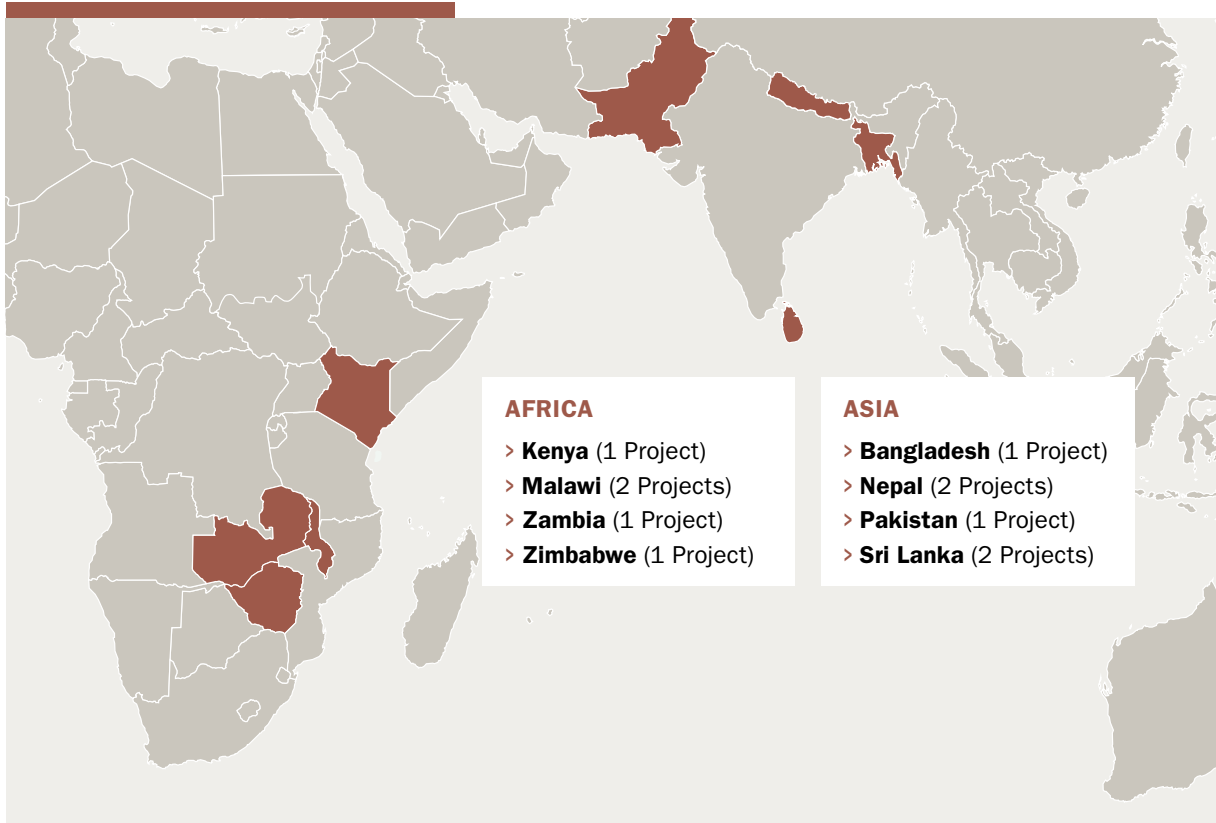
The natural resource management thematic area covers 12 projects in 16 countries. The projects include capacity building in climate smart agriculture, disease controls, sustainable forest management, water management, climate adaptation in fisheries and aquaculture, and governance of protected areas.



Controlling diseases in sweet potato farming under changing climatic conditions, Ethiopia. PHOTO: SIGNE MARIE BREVIK



SUB-PROGRAMME 4: DEMOCRATIC AND ECONOMIC GOVERNANCE



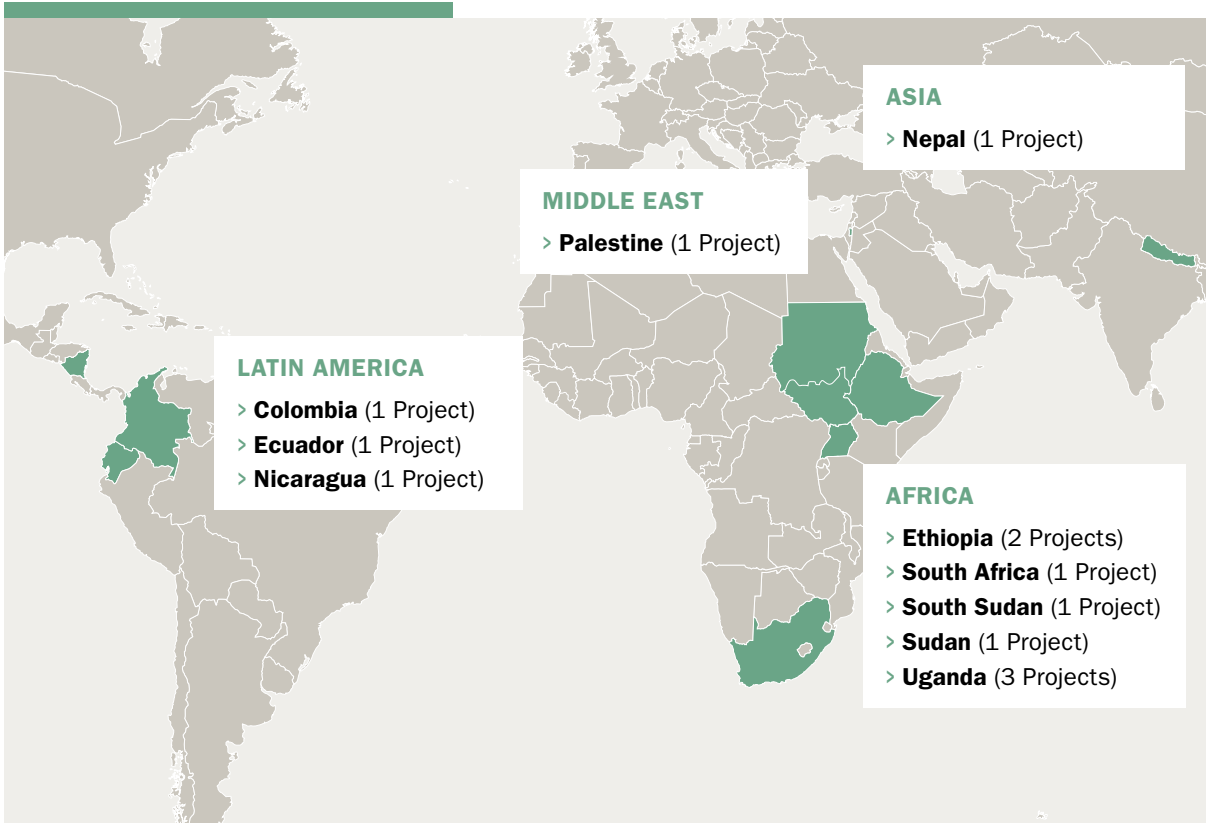
The democratic and economic governance sub-programme has four projects in eight countries that have established academic programmes and research in strengthening capacity for governance, policy studies, conflict, and peace and development, as well as human rights and law. With strong regional focus, the sub-programme has the highest number of participating countries per project in the NORHED programme portfolio.



Inclusion of minorities, women and the poor in policy making are critical governance challenges in Nepal. PHOTO: BJØRNULF REMME



SUB-PROGRAMME 5: HUMANITIES, CULTURE, MEDIA AND COMMUNICATION



Media and communication students working on the editing of a news story at Makerere University, Uganda. PHOTO: JEANETTE DA SILVA



University radio station, Universidad de las Regiones Autónomas de la Costa Nicaragüense URACCAN, Nicaragua. PHOTO: JEANETTE DA SILVA

In the humanities sub-programme, six projects in 11 countries cover linguistic capacity building, intercultural communication, urban transformations, borderland dynamics, and media training. The projects are spread across four regions: Latin America, the Middle-East, Africa and Asia.



SUB-PROGRAMME 6: CAPACITY DEVELOPMENT IN SOUTH SUDAN



Capacity development in South Sudan is a particular focus area of the NORHED programme, with regional collaboration of Ethiopia, South Sudan, and Uganda establishing three projects. These areas include academic programmes and research in sustainable resource management, agricultural productivity, management of the Sudd wetland, democratic and economic governance, and peace building in South Sudan.



University of Juba campus. PHOTO: SILJE VEATNE



Kathmandu University. PHOTO: KEN OPPRANN

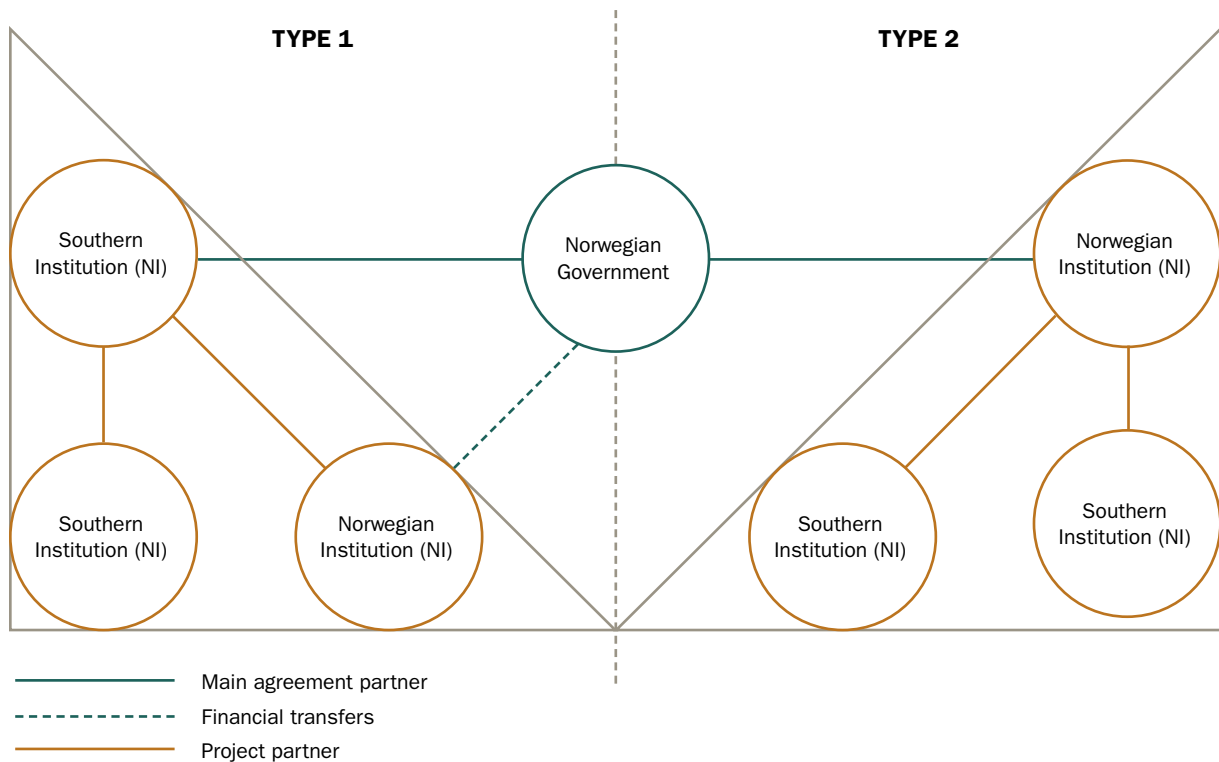
ORGANIZATION AND MANAGEMENT OF NORHED PROJECTS

NORHED projects are primarily collaborative projects between higher education institutions from low and middle income countries (LMICs) and Norway in partnership arrangements (Figure 1). A total of 60 institutions from LMICs and 12 Norwegian institutions have entered partnership agreements, with some projects having up to six different collaborating institutions. Most partnerships are results of long-term historical collaboration established through previous Norad financed projects. In all of the projects, there is one main agreement partner with Norad, and there are two types of contract arrangements.

The first type of arrangement is “South-based”, where the main agreement is signed with institutions from LMICs (Southern Institutions) that are responsible for overall administration and financial management as well as coordination of project activities on behalf of the partnership. For practical reasons, Financial

transfer to Norwegian partner institutions is usually conducted directly in accordance with agreed and approved plans and budgets. This project management setup makes the NORHED programme unique compared to previous projects such as NOMA and NUFU. This ensures ownership of projects by “South-based” institutions and creates opportunities for sustainability of programmes established under the NORHED programme. As a result of the scale of the financial responsibilities assumed by “South-based” institutions, efficient and effective project management, including management of financial risks, requires strong administrative capabilities. The lack of such capacity may put the implementation of the projects and management of finances at risk. Project management support to main South-based agreement partners where such capacity is limited, identified through project follow-ups, is key to ensure that any potential risks are minimized.

FIGURE 1: PARTNERSHIP AND AGREEMENT STRUCTURES⁵



The second type of agreement is signed directly with Norwegian institutions on behalf of the partnership where they assume project management activities including finances. In the NORHED portfolio there are four projects with such arrangements. This is mainly due to the fact that some of the LMIC partners are new to such arrangements or the institutional setups do not provide the financial platform that is crucial for the management of project funds.

The partnership arrangements to date are reported to be functioning well for NORHED projects. Some competing interests and unexpected project activities have been reported in some NORHED projects. Such projects have emphasized that transparent and timely communication is important for building trust among partners.

⁵ Adapted from: "A Presentation of NORHED: The Norwegian Programme for Capacity Development in Higher Education and Research for Development" (Page 14-15).



Project workshop, Jimma University, Ethiopia. PHOTO: SIGNE MARIE BREIVIK

South-north and south-south partnerships

The 42 projects are primarily managed by one main agreement partner from 15 countries including Norway. These countries have a network of partnerships established across the six sub-programme areas as shown in the partnership matrix below. Each cell in the matrix shows a partnership indicated by the six colors of the thematic areas, where the numbers in each cell show the number of projects under each sub-programme.

●	CAPACITY DEVELOPMENT IN SOUTH SUDAN
●	DEMOCRATIC AND ECONOMIC GOVERNANCE
●	EDUCATION AND TRAINING
●	HEALTH
●	HUMANITIES, CULTURE, MEDIA AND COMMUNICATION
●	NATURAL RESOURCE MANAGEMENT

Country	Ethiopia	Kenya	Malawi	Nepal	Nicaragua
Banladesh				● 1	
Bhutan				● 1	
Cambodia					
Colombia					● 1
DR Congo					
Ecuador					● 1
Ethiopia	● ● ● 2 1 3				
Kenya		● 1			
Malawi	● 1		● ● ● 1 1 3		
Mozambique			● 1		
Myanmar					
Nepal				● ● ● 2 1 1	
Nicaragua					● 1
Pakistan				● ● 1 1	
Palestine					
South Africa			● 1		
South Sudan					
Sri Lanka				● 2	
Sudan	● 1				
Tanzania					
Thailand					
Uganda		● 1			
Vietnam					
Zambia			● 1		
Zimbabwe			● 1		
Norway	● ● ● 2 1 3	● 1	● ● ● 1 1 3	● ● ● 2 1 1	● 1

Palestine	South Sudan	Sri Lanka	Sudan	Tanzania	Uganda	Vietnam	Zambia	Zimbabwe	Norway	Grand Total
		● 1								● ● 1 1
										● 1
		● 1								● 1
										● 1
									● 1	● 1
										● 1
	● 2		● 1	● 1	● 1				● ● 1 1	● ● ● ● ● 2 1 3 2 5
				● 1	● ● 1 1			● 1		● ● ● ● 1 1 1 2
								● 1		● ● ● ● 2 1 3 1
										● 1
									● 1	● 1
					● 1					● ● ● ● 2 1 1 1
										● 1
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● 1										● 1
					● 1		● 1		● 1	● ● ● ● 2 1 1 1
	● 3				● ● ● 1 1 2				● 1	● ● ● ● 3 1 1 3
		● 1				● 1				● ● 2 2
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	● 2		● 1	● 1	● ● ● ● 4 1 2 3					● ● ● ● ● 2 4 2 3 4
						● 1				● 1
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● 1	● 3	● 1	● 1	● ● 1 1	● ● ● ● ● 4 1 2 3 1		● 1	● 1	● ● ● ● 1 2 1	● ● ● ● ● ● ● ● 3 4 7 10 6 12



Female students finding alternative solutions to crowded reading rooms, University of Juba, South Sudan. PHOTO: SILJIE VEVAATNE

Gender mainstreaming in NORHED projects

NORHED projects conceptualize gender in various ways. The mechanisms put in place to include gender perspectives across all NORHED sub-programme areas illustrate how gender is conceptualized and streamlined within the various project activities. Under the 42 projects examined in this report, more than 130 academic programmes, such as bachelors, masters, PhDs, post graduate diplomas and academic course modules, have been established. Almost all of these academic programmes are reported to have included gender perspectives. Inclusion of gender issues in revised curriculum, provision of gender related courses, and holding seminars on gender issues are substantive project activities that address gender perspectives within the framework of the projects.

Several projects promote exclusive scholarships for female candidates, and recruitment of female academic and programme management staff. Women involved in NORHED projects as students, PhD candidates or project managers are granted maternity leave of a minimum of three months, or

according to local regulations (Norad 2013). One project has established a child care center in order to assist female staff in the upkeep of children while maintaining their engagement at work.

Gender specialists, also called gender focal persons, are assigned to oversee gender mainstreaming in NORHED project activities. This refers to the overall management and organization of the project where a specialist is assigned to ensure that gender perspectives are included in project activities. This is also one of the requirements under the NORHED programme. However, the role of the focal person in addressing gender perspectives in project activities and what strategies she/he employs is rather unclear.

Other projects simply underline that they provide equal opportunity for all students and emphasize principles of transparency on recruitment of students. However, how these approaches specifically address inherent gender inequalities is unclear in contrast to actively promoting capacity building for female students and staff.



NORHED students from Ecuador in the regional Master programme in Intercultural communication with gender focus, at Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (URACCAN), Nicaragua. PHOTO: JEANETTE DA SILVA

Cross-cutting issues

NORHED project partners are required to assess whether the project is likely to have positive or negative environmental impacts, or impact on climate change (Norad 2013). A limited number of project partners report few environmental considerations addressed under their projects. These include use of energy efficient cars, reduction of paper use, heavy duty centralized copying machines, reduction of international travel, and establishing natural resource courses for non-natural resource management programmes. The relevance and mechanisms of addressing environmental impacts appear to be less developed in most of NORHED projects. Furthermore, the NORHED programme requires projects to address human rights, conflict sensitivity and anti-corruption. Other than specifying the need for addressing these issues, the NORHED programme does not provide clear guidelines on how such considerations can be incorporated in project activities.

NORHED Key Achievements in 2013-2014

The NORHED programme is designed to directly affect factors within the academic institutions that will in turn lead to more and better graduates and research. The programme has an implicit theory of change that will centrally address factors such as academic recruitment and staff development; enrollment system and procedures; and institutional capacity building and translational research and outreach. The project interventions are expected to address development of selected study programmes and improvement of teaching capacity; staff recruitment and staff development; joint research; institutional capacity building; and social outreach and translational research.

In its first year, NORHED projects laid the foundation for achieving these outcomes by carrying out preparatory activities such as academic programme development, recruitment of students, establishment of research protocols, and acquisition of

required equipment. Since programme level outcomes are expected to mature well into the project's life time, it is too early to assess the programme at the outcome level.

NORHED projects have reported to have established 105 academic programmes across the six sub-programme areas. Of these, 56 are new academic programmes while the remaining 49 are existing programmes where curriculum revisions have been carried out as part of the project activities. The largest numbers of academic programmes have been established under the health sub-programme, with 32 programmes, including 21 masters and seven PhD programmes. The natural resource management thematic area has established 24 academic programmes during the first year of the project implementation period (Table 1).

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

SUB-PROGRAMME AREA	NEW				REVISED				GRAND TOTAL
	Bachelor	Masters	PhD	Sub total	Bachelor	Masters	PhD	Sub total	
Education and Training	1	3	2	6	-	3	-	3	9
Health	-	13	8	21	4	6	1	11	32
Natural Resource Management	-	9	2	11	4	8	1	13	24
Democratic and Economic Governance	-	2	3	5	3	4	1	8	13
Humanities, Culture, Media and Communication	-	5	1	6	4	5	-	9	15
Capacity Development in South Sudan	1	5	1	7	1	4	-	5	12
Grand Total	2	37	17	56	16	30	3	49	105

NORHED projects reported to have enrolled 3706 students in all the six sub-programme areas. The health sub-programme enrolled the highest number, with 2023 students, while the Natural Resource Management thematic area has enrolled 1031 students. Of the 3706 students enrolled by the

established academic programmes, 329 students receive NORHED scholarships for their studies in the first year of reporting. This shows that the NORHED programme is enabling the establishment of academic programmes with the capacity to enroll students beyond the scholarship scheme.

TABLE 2: NUMBER OF ENROLLED STUDENTS IN THE FIRST PROGRAMME YEAR

SUB-PROGRAMME AREA	ENROLLED STUDENTS			NORHED SCHOLARSHIPS		
	Female	Male	Sum	Male	Female	Sum
Education and Training	26	109	135	24	26	50
Health	1 211	812	2 023	50	61	111
Natural Resource Management	304	727	1 031	33	28	61
Democratic and Economic Governance	49	55	104	22	15	37
Humanities, Culture, Media and Communication	94	86	180	43	27	70
Capacity Development in South Sudan	32	201	233	0	0	0
Total	1 716	1 990	3 706	172	157	329

The capacity of partner institutions to enroll students is expected to increase substantially by the end of the project's lifetime, with and without the NORHED scholarships (Table 3). A total of 6611 students are expected to be enrolled in the academic programmes, out of which 1314 (about 20 percent) receive NORHED

scholarships. The NORHED scholarship support is mainly used for strengthening academic staff capacity at partner institutions while the programmes continue to enroll other students, hence addressing both capacity and the sustainability of the established programmes.

TABLE 3: CAPACITY TO ENROLL STUDENTS BY YEAR 5

SUB-PROGRAMME AREA	ENROLLED STUDENTS			NORHED SCHOLARSHIPS		
	Female	Male	Sum	Male	Female	Sum
Education and Training	268	364	632	94	84	178
Health	1 838	1 651	3 489	298	224	522
Natural Resource Management	482	719	1 201	203	132	335
Democratic and Economic Governance	221	244	465	69	59	128
Humanities, Culture, Media and Communication	188	206	394	79	64	143
Capacity Development in South Sudan	320	110	430	4	4	8
Total	3 317	3 294	6 611	747	567	1 314

4

Financial disbursements and expenditures

The NORHED programme has allocated a total budget of about 710 million NOK for 42 projects over the period of 2013-2018. The largest allocation goes to the natural resources management sub-programme (29 percent) for 12 projects and 33 partner institutions. About eight percent of the NORHED budget is allocated to capacity development in South Sudan for three projects and five partner institutions.



The top five countries in terms of allocated budget for project activities are African countries: Uganda, Ethiopia, Malawi, South Sudan and Tanzania. In Asia, Nepal, Sri Lanka and Bangladesh have the largest budget.



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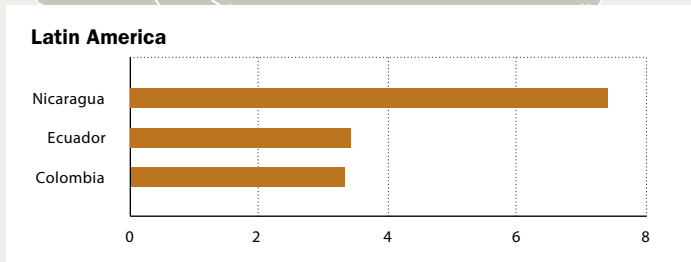
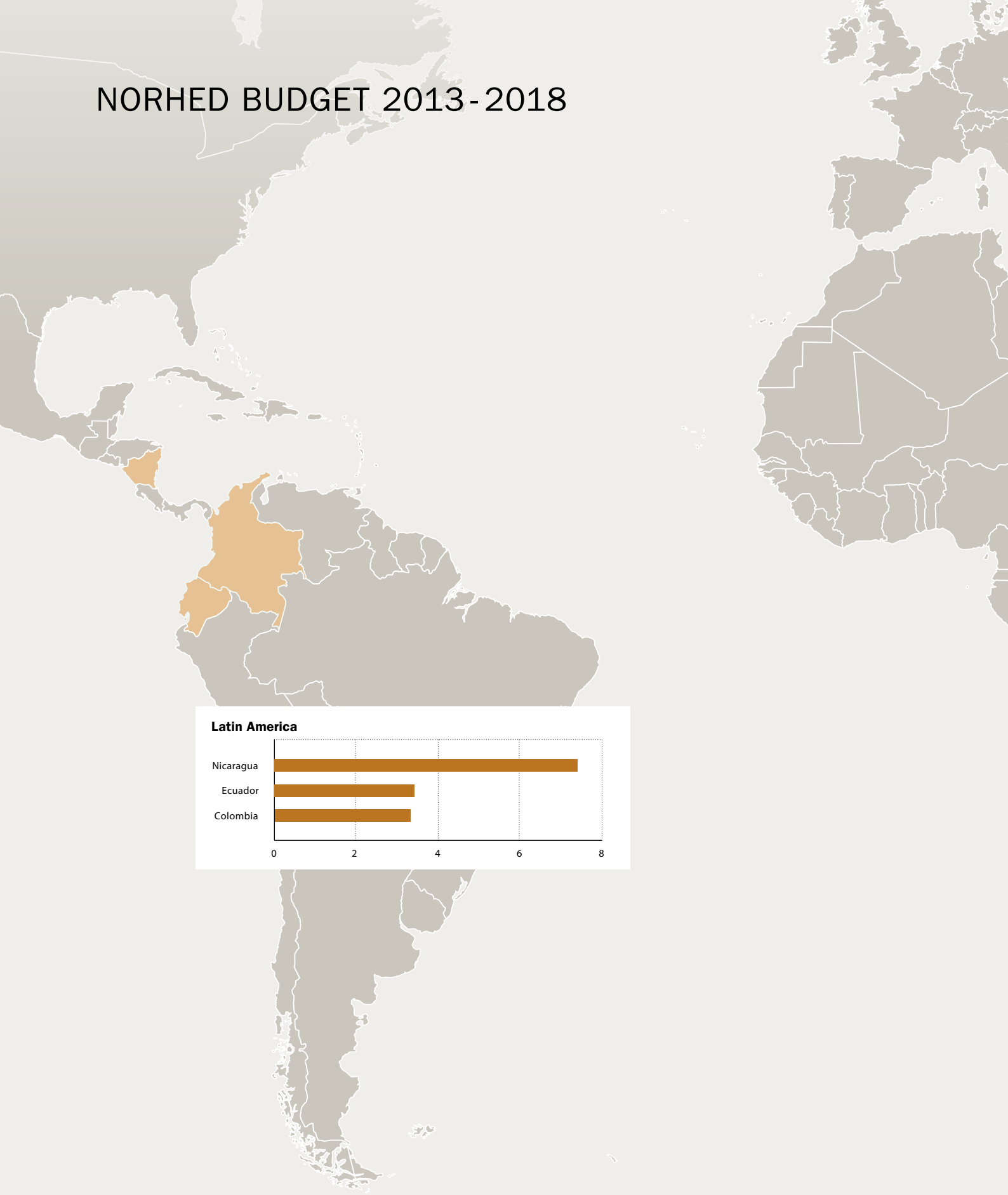
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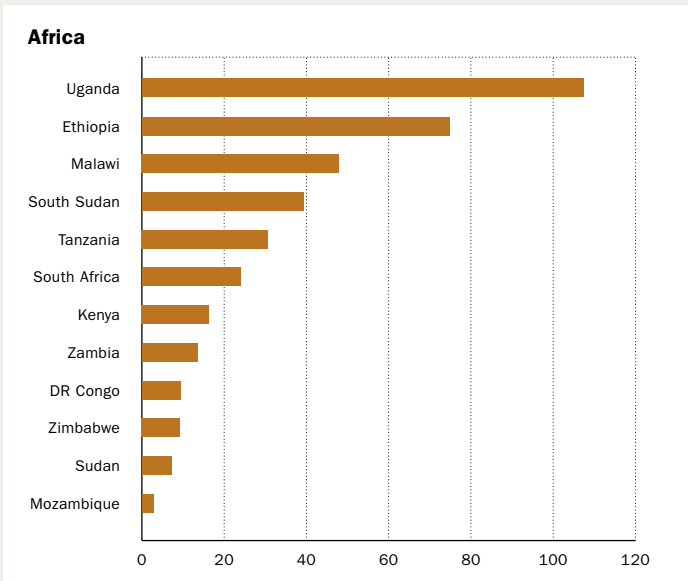
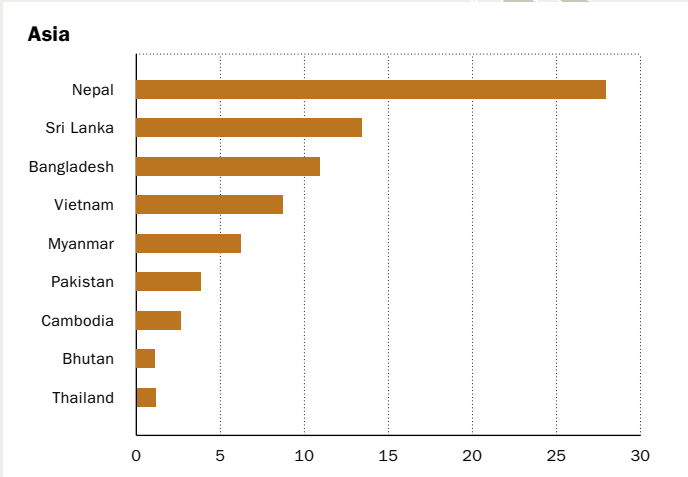
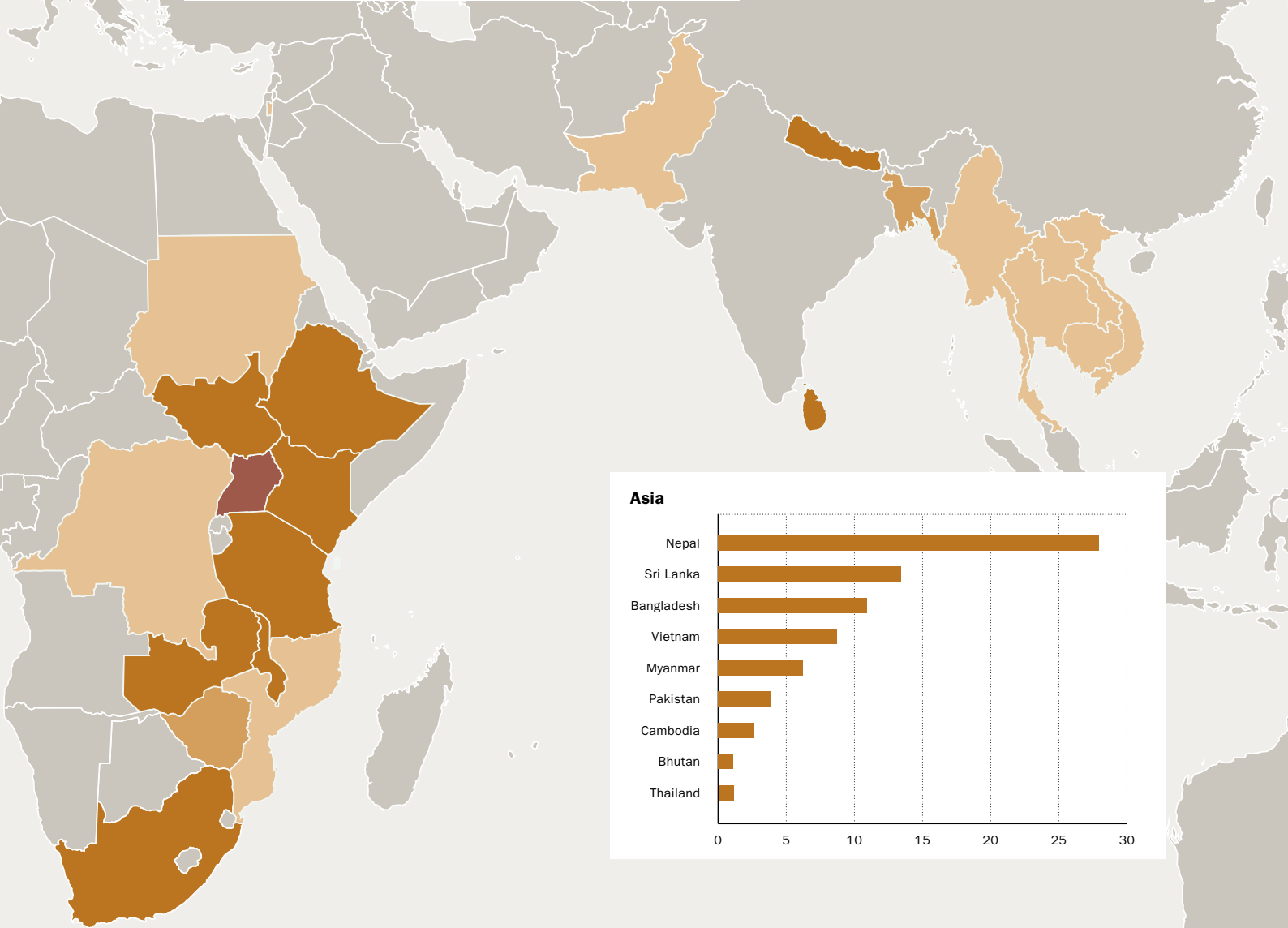
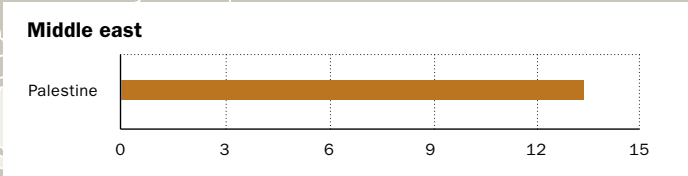
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NORHED BUDGET 2013-2018





All budgets in NOK million



Increased access to libraries as part of strengthening institutional capacity at the University of Juba, South Sudan. PHOTO: SILJE VEATNE

The NORHED programme carries out disbursements in advance payments in semi-annual installments. Disbursement is based on approved annual plans and budgets, approved progress reports and financial statements, as well as a written request from the agreement partner stating the amount needed for the period up to the next disbursement based on cash flow (Norad 2013). The balance on the project is always taken into account when a new disbursement is calculated. For practical reasons, when the partner is “South-based”, transfer to the Norwegian partner is done directly.

In its first implementation year, the NORHED programme has disbursed 17 percent from the total five-year budget of 710 million NOK. This is three percent lower than its yearly target of 20 percent disbursement. Overall, the disbursement rate by sub-programme area ranges from 15 to 22 percent of the allocated yearly budget. The humanities thematic area achieved its target disbursement of 20 percent, while the democratic and economic governance sub-programme area has a slightly higher disbursement rate of 22 percent.

Expenditure in the first year of the NORHED programme has been less than 50 percent of the allocated yearly budget across all the sub-programme areas. The lowest expenditure is in the health thematic area, with an expenditure

rate of 38 percent. The humanities sub-programme area has a 60 percent expenditure rate.

There are several reported reasons for the underutilization of approved budgets. Institutional level bureaucracies in procurement procedures lead to underutilization of funds, particularly on purchase of assets such as computers, projectors and the like. Due to delays in project start up activities, allocated funds were not used during the reporting period of 2013-2014.

Fund transfer delays, particularly from “South-based” main agreement partners to other project partners, have led to underutilization of allocated budget. Given the role of the “South-based” institutions in the NORHED programme, addressing challenges related to fund management, including transfers, appears to be important for the timely implementation of some NORHED projects.

Several project partners have reported that the Norwegian currency depreciation from the time of budget approval to the implementation period has led to the loss of real budget value in local currencies. They caution that some project activities may have to be cut to address this challenge. It is essential that measures taken to address budget reduction as a result of devaluation of NOK are systematic and that core project activities are not affected.



Education and Training

Total budget: 107 500 000 NOK
18 % Disbursed
43 % Expenditure from
disbursed budget



**Humanities, Culture,
Media and Communication**

Total budget: 95 941 374 NOK
20 % Disbursed
60 % Expenditure from
disbursed budget



Health

Total budget: 174 792 473 NOK
18 % Disbursed
38 % Expenditure from
disbursed budget



**Democratic and
Economic Governance**

Total budget: 69 670 141 NOK
22% Disbursed
48 % Expenditure from
disbursed budget



**Capacity Development
in South Sudan**

Total budget:
53 825 937 NOK
15 % Disbursed
45 % Expenditure from
disbursed budget



**Natural Resource
Management**

Total budget: 207 812 247 NOK
15 % Disbursed
49 % Expenditure from
disbursed budget

5

Deviations and risk assessment

Deviations

NORHED projects have reported various deviations from annual project plans. Most projects have started their activities later than their expected start-up time. The reasons for late start up include delays in approval of curriculum within the institutions' own systems, delays in opening project accounts, and some delays in disbursement of funds by Norad.

The second type of deviation refers to specific challenges related to student recruitment. Some projects faced recruitment challenges due to lack of candidates, especially female candidates, leading to a reduced number of student intakes. Related to this, delays in recruited PhD students' planned visits to partner institutions, and delays in faculty members' use of research leave are other contextual challenges faced by some NORHED projects.

Structural challenges, such as lengthy procurement procedures, including of technical equipment and teaching and research materials, within some partner institutions led to delays in implementation of planned project activities. Lack of basic infrastructures such as information and communication technologies in some institutions became a barrier to proceeding with the development of technologies that rely on them. Lack of electricity in South Sudan is reported to have created challenges for timely implementation of specific project activities.

Major undertakings outside planned project activities are reported to have led to insufficient budget for partnerships and "internalization" of programmes. Transparency and open communication are crucial for successful implementation of collaborative projects among partners. Unexpected surprises lead to a lack of trust and may compromise the success of any project. Due attention needs to be given in cases where such issues are observed in order to resolve them without leading to conflicts among collaborative partners.

Risk factors

A number of risk factors that affect project implementation have been reported by some project partners. These are both external and internal to

the partner institutions. Conflict in South Sudan leading to insecurity, political instability in Bangladesh, strikes in Nepal, and institutional level pay strikes in Zimbabwe are external factors that have resulted in delays and deviations in some of the projects based in these countries. Change in government policies is also reported to be a factor that leads to questions regarding the relevance of some NORHED projects in specific contexts. Another external factor is the Norwegian currency devaluation over the reporting period leading to reduced budget in local currencies.

Other risk factors relate to internal institutional level enabling conditions that are crucial for NORHED projects. Changes in institutional administration have led to delays in approval of designed academic programme curriculums. Commitment of staff at partner institutions to NORHED project activities is reported to be at stake due to competing interests as well as increased workloads. Staff capacity development planned in some partner institutions is at times competing with current duties. Key staff turnover both at "South-based" and Norwegian institutions raises the question of project ownership and anchoring within institutional systems.

Poor management of funds due to weak financial systems in some institutions led to delays in project activities and potentially mismanagement of budgets. This is a rather important aspect given the increased financial and management responsibilities by "South-based" institutions. Early identification of such cases helps to provide support systems to strengthen the financial management capacity of the institutions concerned.

Mitigating measures and work plan adjustments

NORHED projects that experienced deviations and some of the reported risk factors have been active in coming up with mitigating measures to minimize any negative consequences. In circumstances where partner meetings were not possible due to insecurities, changes of venues were made to ensure the participation of project partners, although this limited participation of other local stakeholders in taking part in project launch and the promotion of projects.



Hawassa University. PHOTO: KEN OPPRANN

In some cases, change of research sites to other areas is a solution employed to pursue research activities.

Others have capitalized on the value of the partnership by sending students to partner institutions in order not to interrupt the planned student attendance to courses and research activities. Project partners that have experienced delays in provision of courses due to conflict have provided extra training outside of the normal academic calendar, such as during holidays and weekends, to compensate for the lost time.

Recognizing the weakness of their financial systems, some projects have established new teams in accounting and financial departments within their own institutions.

Project partners that faced reduced budgets as a result of currency fluctuations have opted to reduce the target number of students in their established programmes. The extent of the reduction and its overall implication, however, is unclear.

Project partners that faced practical challenges, such as delays in procurement of ICT infrastructure and laboratory equipment, have made adjustments to their work plan by postponing related activities to a later implementation period.

6

Aggregation and Measurement of NORHED standard indicators

Aggregation results

The NORHED programme developed, with inputs from the project partners, 14 standard indicators that are expected to measure progress of the NORHED projects (Box 1). NORHED partners are expected to report on these indicators annually with aspects relevant to the planned outcomes

and outputs of the projects. Some of the indicators are reported annually while others are designed to capture baseline and end-line values on the standard indicators. Aggregated results on the standard indicators of the 42 projects reviewed in this report are presented in this section. Aggregated results of the first three indicators are presented in Chapter 3.

BOX 1. STANDARD INDICATORS FOR THE NORHED PROGRAMME

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

Standard Indicator 4:**Relevance of educational programme**

This indicator is reported qualitatively where project partners describe the relevance of established educational programme to local, national and regional needs, as well as labor markets. Some projects report that the NORHED project helps in addressing very poor student/teacher ratios, and provides opportunities for research grants for academic staff that they would not otherwise get. This is considered as a motivating factor for retaining academic staff. Several projects have strong cooperation with local government agencies. This takes the form of internships, or adaptation of coursework to fit with the need of the government institutions, and information exchanges about job opportunities after completion. In some cases, students are employed as civil servants before starting the education, and return to the civil service in a higher level after the completion of their education, as they are in high demand. Memorandums of understandings are in some cases signed between government ministries and project partners that ensure cooperation and

also internships/training provided by the ministries. With regards to mathematics and statistics programmes, the graduates are expected to meet concrete needs of multinational companies. Overall, the NORHED projects report that their established programmes are able to address concrete shortfalls in competencies in public sector services through their high-level education programmes.

Standard Indicator 5:**Strengthened capacity of academic staff**

The educational programmes established under the 42 projects are expected to strengthen the capacity of partner institutions by providing training at masters and PhD level. The health thematic area reported having a final year target of training 317 masters and 183 PhD level academic staff members in partner institutions. The natural resource management programme area trains 150 masters' level and 138 PhD level academic staff. A comparable number of female and male academic staff trainings are expected to be carried out across the sub-programme areas.

TABLE 4: NUMBER OF ACADEMIC STAFF WITH STRENGTHENED QUALIFICATIONS (FINAL YEAR TARGETS BY PROGRAMME AREA)

SUB-PROGRAMME AREA	MASTERS			PHD		
	Female	Male	Total	Female	Male	Total
Education and Training	40	53	93	15	18	33
Health	169	148	317	88	95	183
Natural Resource Management	83	67	150	58	80	138
Democratic and Economic Governance	15	11	26	16	12	28
Humanities, Culture, Media and Communication	45	35	80	21	30	51
Capacity Development in South Sudan	18	15	33	0	15	24
Totalt	370	3 29	699	207	250	457

Standard Indicator 6:**Ratio of qualified academic staff to students**

The indicator is expected to be measured at baseline and end-line. However, the end-line figures are much lower than the baseline values. The challenge on this indicator is that the final year targets seem to capture what is achieved by the NORHED projects, while the baseline values are gross figures that measure all students and academic staff at the relevant unit. This seems unrealistic given the project activities, indicating reporting problems and a mismatch on baseline and end-line measurement levels. Hence, this indicator needs to be refined and clear guidelines should be provided about the measurement level.

Standard Indicator 7: Retention rates

The measurement of this indicator has a definitional problem. It is expected to capture the dynamics in the number of academic staff by counting how many staff are present at the baseline and end-line periods. This is measured by conducting a count of hired and “left” staff. It is not clear whether “left” is the number of staff that remains or have actually departed the institutions. Due to this definitional problem, it is difficult to aggregate the results as they refer to dissimilar definitions by different projects.

Standard Indicator 8:**Number of scientific publications**

The count of scientific publications is vaguely defined in that it is not clear what is counted as a publication as a result of the NORHED project activities. Academic staff that took part in NORHED project activities may report their own publications that may not necessarily be attributed to NORHED research activities. Moreover, it is not clear whether masters’ and PhD theses count as scientific publications. A suggestion is to list the publications with type, title and outlets of publications.

Standard Indicator 9:**Number and type of dissemination activities**

Dissemination is an important aspect of the research activities carried out by NORHED projects and there are various mechanisms of dissemination, including scientific publications, reports, participation in conferences, seminars, workshops, media communications and other outreach activities. In the first year of their activities, the 42 projects mainly report to project startup activities, such as launches and participation of various stakeholders, to introduce the project activities as well as development of project websites.

TABLE 5: NUMBER OF SCIENTIFIC PUBLICATIONS BY PROGRAMME AREA

SUB-PROGRAMME AREA	NUMBER OF PUBLICATIONS IN PEER REVIEWED JOURNALS	NUMBERS OF JOINT PUBLICATIONS BETWEEN LMIC AND NORWEGIAN RESEARCHES	TARGET NUMBER OF PEER REVIEWED PUBLICATIONS BY YEAR 5	TARGET NUMBER OF OTHER SCIENTIFIC PUBLICATIONS BY YEAR 5
Education and Training	1	0	74	165
Health	40	4	385	480
Natural Resource Management	0	0	238	165
Democratic and Economic Governance	11	1	164	116
Humanities, Culture, Media and Communication	0	0	96	107
Capacity Development in South Sudan	-	1	20	28
Total	52	6	977	1061

Standard Indicators 10-13

These four indicators are expected to be reported qualitatively through a textual description of achievements on influence of NORHED projects in public policies, use of research findings in local communities, knowledge transfers among partners, and changes in institutional environments at NORHED supported institutions. Almost all projects report limited sets of such “impacts” as it is too early to make an assessment on these aspects of the project activities.

Standard Indicators 14: Access to resources

This indicator is designed to capture how resources such as libraries, laboratories and information and communication technology infrastructures supported by NORHED project activities are accessible to staff and students. Almost all projects across the six thematic areas report that both staff and students have access to such resources. Given that such resources are developed primarily for the use of staff and students, it is not clear what new knowledge this indicator sheds light on, or the value of NORHED projects.

TABLE 6: ACCESS TO RESOURCES

INCREASED ACCESS TO LIBRARIES, LABORATORIES AND ICT		CAPACITY DEVELOPMENT IN SOUTH SUDAN	DEMOCRATIC AND ECONOMIC GOVERNANCE	EDUCATION AND TRAINING	HEALTH	HUMANITIES, CULTURE, MEDIA AND COMMUNICATION	NATURAL RESOURCE MANAGEMENT
Libraries for staff	No	80	0	20	0	0	33
	Yes	20	100	80	100	100	67
Libraries for students	No	75	33	0	17	0	25
	Yes	25	67	100	83	100	75
Laboratories for staff	No	80	67	33	60	60	25
	Yes	20	33	67	40	40	75
Laboratories for students	No	80	67	25	60	60	25
	Yes	20	33	7	40	40	75
ICT equipment for staff	No	67	33	0	0	0	25
	Yes	33	67	100	100	100	75
ICT equipment for students	No	67	33	0	29	0	50
	Yes	33	67	100	71	100	50
Other facilities for staff	No	100	0	0	0	0	0
	Yes	0	0	100	100	100	100
Other facilities for students	No	100	0	0	100	0	33
	Yes	0	0	100	0	100	67

Measurement and reporting problems

Our assessment of the reporting template identifies two main improvement areas. The first one is the structure of the reporting template and its ambiguity in terms of what is required to be reported in specific fields. Lack of clarity in terms of what is required to be measured and at what level is a persistent limitation of the tool. The reporting template can be improved in several ways. These include:

- > Include basic information such as:
 - > Project startup time
 - > Reporting period
- > Include organizational structure of the project (project administration, etc.)
- > Summary of who does what
- > Improve measurement or efficiency of projects
- > Provide clear guidance on risk versus challenges
- > Clarify meaning of work plan adjustments and its implications
- > Maintain consistency of specific sections in the reporting template
- > Provide clear definition of terms used in the reporting template

The second area of improvement is increasing the quality of the information/data reported by project partners. We have examined several cases of inconsistent reporting as well as information that is not relevant in a particular field of the reporting tool. One suggestion is to develop a comprehensive guide to the reporting tool with specific examples. The data collected so far from the tools needs further verification before it can be used as a baseline for future monitoring and evaluations.





Summary and recommendations

Summary

The Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED) was launched by Norad in 2012 and aims at strengthening capacity in higher education and research in low and middle income countries. We have examined the NORHED programme portfolio and made a programme level performance assessment of 42 projects that started their project activities during 2013-2014, out of a total of 46 projects in the programme portfolio.

The programme approved projects in six sub-programme areas: six projects in education and training; 10 projects in health; 12 projects in natural resource management, climate change and environment; four projects in democratic and economic governance; six projects in humanities, culture, media, and communication; and three projects in capacity development in South Sudan. The programme is expected to contribute to sustainable economic, social and environmental development in LMICs.

NORHED projects are collaborative projects between 60 higher education institutions from LMICs and 12 institutions from Norway, with most of them a result of long-term collaborations among the institutions established through previous Norad financed projects. South-based institutions are the main agreement partner with Norad in 38 out of 42 projects reviewed in this report, where they are responsible for overall administration and financial management of project activities on behalf of the partnerships. While this arrangement ensures ownership and sustainability of NORHED projects in South-based institutions, it relies on the administrative capacity of these institutions for effective project management, including financial risks. To minimize financial risks, project management support to South-based institutions is crucial where such capacity is limited; hence the need for close follow-up of NORHED projects.

The 42 projects are primarily managed by one main agreement partner from 15 countries, including Norway. The partnership arrangements to date are reported to be functioning well for NORHED projects. Some competing interests and unexpected project

activities have been reported in some NORHED projects. Such projects have emphasized that transparent and timely communication is important for building the trust among partners that is key for effective partnerships.

Gender mainstreaming in projects is a key area of focus for NORHED programmes. There are varying mechanisms put in place to include gender perspectives across all NORHED projects and how the concept of gender is streamlined in project activities. In all of the NORHED projects gender specialists are assigned to oversee gender mainstreaming in project activities. The role of such focal persons in addressing gender perspectives and what specific strategies are employed is rather unclear from the annual project reports and this needs to be strengthened further by considering the peculiarities of each project.

Environmental considerations, human rights, conflict sensitivity and anti-corruption are cross-cutting issues that are required to be addressed by NORHED projects. Other than specifying the requirement for addressing these issues, the NORHED programme does not provide clear guidelines on the relevance and mechanisms of incorporating these issues in project activities.

The NORHED programme is designed to directly affect factors within academic institutions that will in turn lead to more and better graduates and research. The project interventions are expected to address development of selected study programmes and improvement of teaching capacity; staff recruitment and development; joint research; institutional capacity building; and social outreach and translational research. In their first year of implementation, NORHED projects have laid foundations for achieving these outcomes by carrying out preparatory activities such as academic programme development, recruitment of students, establishment of research protocols, and acquisition of required infrastructures. Since programme level outcomes are not expected to mature until well into the project's life time, it is too early to assess the programme at the outcome level.

NORHED projects have reported to have established 105 academic programmes across the six sub-programme areas. Of these, 56 are new academic programmes, while the remaining 49 are existing programmes strengthened through curriculum revisions. The projects have reported to have enrolled 3705 students in all thematic areas where 329 students received NORHED scholarships for their studies. Furthermore, the capacity of partner institutions to enroll students is expected to increase substantially to 6611 students by the end of the project life time, with 1314 students receiving NORHED scholarships. Those receiving NORHED scholarships are academic staff in partner institutions where capacity development is sought after, or students from underrepresented or marginalized groups/areas. The large number of enrolled students without NORHED scholarships shows that the programme increases the capacity of academic institutions to enroll students beyond the scholarship scheme, indicating the sustainability of the established academic programmes.

The NORHED programme has allocated a total budget of 710 million NOK for 42 projects over the period of 2013-2018, with the largest allocation (29 percent) to the natural resource management sub-programme area for 12 projects and 33 partner institutions. Geographically focused, about eight percent of the budget is allocated for capacity development in South Sudan. Five countries receive the largest budget allocations: Uganda, Ethiopia, Malawi, South Sudan and Tanzania. In Asia, Nepal, Sri Lanka and Bangladesh receive the largest budget allocations.

In its first year of implementation, the NORHED programme has disbursed 17 percent from the total budget of 710 million NOK. Expenditure in the first implementation year has been less than 50 percent of the allocated yearly budget across all the sub-programme areas. The underutilization of funds is mainly due to delays in start-up of project activities. In addition, fund transfer delays particularly from “South-based” main agreement partners to other project partners have led to underutilization of funds. Given the role that “South-based institu-



Kathmandu University. PHOTO: KEN OPPRANN

tions” have assumed in the NORHED programme, addressing challenges related to fund management, including transfers, appears to be one of the enabling conditions that need to be addressed for timely implementation of NORHED projects.

NORHED projects have reported various deviations from annual project plans. Most projects have started their activities later than their expected start-up time. There are varying reasons for the delays, including delays in curriculum approvals within the institutions’ own systems, delays in opening project accounts, delays in fund disbursement by Norad, student recruitment challenges, delays in academic staff obtaining study leave from their institutions, and lengthy materials procurement procedures. Some of these reasons are structural in nature and hence a key enabling condition for successful implementation of NORHED projects.

Several risk factors that affect project implementation have been reported by project partners that are both external and internal to partner institutions. Conflict in South Sudan, political instability in Bangladesh,

strikes in Nepal, and institutional level pay strikes in Zimbabwe are external risk factors. Changes in government policies are reported to bring questions on the relevance of some NORHED projects. Norwegian currency devaluation over the reporting period has led to reduced budgets in local currencies affecting expected outputs and project strategies. Internal institutional level enabling conditions, such as changes in institutional administration, commitment of staff at partner institutions, and poor management of funds due to weak financial systems, have led to delays in project activities.

NORHED projects that have experienced such deviations and some of the reported risk factors have been active in coming up with mitigating measures to minimize any negative consequences that can be considered as best practices in management of NORHED projects. Such best practices in project management include the utilization of the value of the partnership to send students in order not to interrupt planned student attendances and research activities; establishment of better financial systems and making realistic work plan adjustments.

Major undertakings carried out beyond planned project activities have also been reported to have led to insufficient budgets for partnerships and “internalization” of programmes. Transparency and timely communications among partners are crucial for successful implementation of collaborative projects. Unexpected surprises lead to lack of trust among partners and may compromise the success of any project. Due attention needs to be given in cases where such issues are observed in order that they are resolved without leading to conflicts among collaborative partners.

Finally, the NORHED programme developed, together with project partners, 14 standard indicators that are expected to measure progress of NORHED projects. NORHED partners have reported on these indicators, showing the relevance of these indicators to monitor the progress of the programme.

Recommendations

One of the purposes of this report focused on performance assessment of the NORHED projects is to draw lessons for the NORHED programme and contribute to programme level learning. To this end, we provide the following recommendations based on the results of the analysis made in this report.

1. Although some projects are initiated by key individuals in partner institutions, the placement and alignment of project activities with institutional level strategies and systems ensures that established outputs go beyond individuals to system levels. Anchoring of the NORHED projects in partner institutions is key in ensuring the sustainability of the established academic programmes and research activities.
2. Sound and transparent financial systems are important for ensuring the utilization of funds where “South-based” institutions have assumed such responsibilities. The NORHED programme needs to ensure that appropriate mechanisms are in place and strengthen the financial and project management capacity of partner institutions where such needs are required.
3. To improve the monitoring and follow up of NORHED projects, the existing reporting tools need to be revised while maintaining the data reported in the first year of programme implementation.
4. Tracer data gathered as part of the annual reports should be established in the database form to enable tracer studies. Such studies enable the graduates’ employment and determine whether or not the curriculum and training programmes developed under the NORHED projects are equipping graduates with the necessary skills to be successful in the local job market.



ANNEX 1: List of projects covered by the report

TABLE 7: LIST OF 42 PROJECTS EXAMINATED IN THIS REPORT

NO.	NORHED SUB PROGRAMME	PROJECT TITLE	COUNTRIES	PROJECT PARTNERS (AGREEMENT PARTNER IN BOLD)
1	Education	Hawassa University – PhD-programme in Mathematical and Statistical Sciences	Ethiopia Norway	Hawassa University Molde University College (HiMOLDE), Norwegian University of Science and Technology (NTNU) , University of Oslo (UiO)
2	Education	Improving Quality and Capacity of Mathematics Teacher Education in Malawi	Malawi Norway	University of Malawi (UNIMA) , University of Stavanger (UiS)
3	Education	Enhancing access, quality and sustainability of teacher training/professional development of teachers using ICTs and distance delivery modes	Nepal Norway	Kathmandu University, Tribhuvan University , Oslo and Akershus University College (HiOA)
4	Education	ENABLE: Higher Education and Multimedia in Special Needs Education and Rehabilitation	Kenya Tanzania Uganda Norway	Kenya Institute of Special Education, University of Dar es Salaam, Kyambogo University University of Oslo (UiO)
5	Education	Building and Reflecting on Interdisciplinary PhD Studies for Higher Education Transformation	Uganda Norway	Makerere University University of Bergen (UiB)
6	Education	Leapfrogging 1st Generation Distance Education into 4th and 5th Generation Distance Education: A Strategy for Enhancing ICT Pedagogical Integration....	Uganda Norway	Makerere University University of Agder (UiA)
7	Education	Master in Vocational Pedagogy	Uganda Norway	Kyambogo University Oslo and Akershus University College (HiOA)
8	Health	GROW-NUT- Growing partnership for higher education and research in nutritional epidemiology in DR Congo	DR Congo South-Africa Norway	University of Kinshasa, University of KwaZulu-Natal University of Bergen (UiB)
9	Health	Strategic and collaborative capacity development in Ethiopia and Africa (SACCADE)	Ethiopia Norway	Jimma University , St. Paul Millennium Hospital Medical College, University of Oslo (UiO)
10	Health	South Ethiopia Network of Universities in Public Health (SENUPH) improving women's participation in post graduate education.	Ethiopia Norway	Addis Ababa University, Arba Minch University, Dilla University, Hawassa University Wolaita Sodo University, University of Bergen (UiB)
11	Health	HI-TRAIN: Health informatics training and research in East Africa for improved health care	Kenya Uganda Norway	Moi University , Makerere University, University of Bergen (UiB)
12	Health	Health and sustainable development in Myanmar- competence building in public health and medical research and education	Myanmar Thailand Norway	University of Medicine 1, University of Public Health (UPH) Mahidol University, Prince of Songkla University University of Oslo (UiO)
13	Health	Capacity building in postgraduate surgical training and research in Malawi	Malawi Norway	Kamuzu Central hospital, Queen Elisabeth Central Hospital, University of Malawi (UNIMA) , University of Bergen (UiB)
14	Health	Development of a novel nursing and midwifery graduate and postgraduate training programme in Malawi, Zambia and Zimbabwe	Malawi Zambia Zimbabwe Norway	University of Malawi (UNIMA) , University of Zambia, University of Zimbabwe University of Oslo (UiO), University of Tromsø (UIT),

NO.	NORHED SUB PROGRAMME	PROJECT TITLE	COUNTRIES	PROJECT PARTNERS (AGREEMENT PARTNER IN BOLD)
15	Health	Antimicrobial stewardship and conservancy in Africa	Malawi, Mozambique, South Africa Norway	University of Malawi (UNIMA), University of Mozambique, University of KwaZulu-Natal University of Tromsø (UIT)
16	Health	Reduction of the burden of injuries and occupational exposures through capacity building in low income countries	Ethiopia Tanzania Norway	University of Addis Ababa, Muhimbili University of Health and Allied Sciences (MUHAS) University of Bergen (UiB)
17	Health	SURVIVAL PLUS: Increasing capacity for Mama-baby survival in post-conflict Uganda and South Sudan	South Sudan Uganda Norway	University of Juba, Busitema University, Gulu University, Makerere University, University of Bergen (UiB)
18	Natural Resource Management, climate and Environment	Capacity Building for Climate Smart Natural Resource Management and Policy – (CLISNARP) -	Ethiopia Malawi Norway	Mekelle University, Bunda College Campus, Lilongwe University of Agriculture and Natural Resources (LUANAR), Norwegian University of Life Sciences (NMBU)
19	Natural Resource Management, climate and Environment	Research and capacity building in climate smart agriculture in the Horn of Africa	Ethiopia Sudan Norway	Hawassa University, Mekelle University, University of Kordofan, Norwegian University of Life Sciences (NMBU)
20	Natural Resource Management, climate and Environment	Controlling diseases in sweet potato and enset in South Sudan and Ethiopia to improve productivity and livelihoods under changing climatic conditions using modern technologies.	Ethiopia South Sudan Norway	Hawassa University, Mekelle University, University of Juba, Norwegian University of Life Sciences (NMBU)
21	Natural Resource Management, climate and Environment	Steps toward sustainable forest management with the local communities in Tigray No.rthern Ethiopia	Ethiopia Norway	Mekelle University, Norwegian University of Life Sciences (NMBU)
22	Natural Resource Management, climate and Environment	Water and Society – Institutional Capacity Building in Water management and Climate Change adaptation in selected countries in Asia (Acronym: WaSo-Asia)	Bangladesh Cambodia Sri Lanka Norway	Bangladesh University of Engineering &Tech, Institute of Technology of Cambodia, University of Jaffna, Peradeniya University, Norwegian University of Life Sciences (NMBU), Telemark University College (HiT)
23	Natural Resource Management, climate and Environment	Sustainable natural resource management for climate change adaptation in the Himalayan region: A collaborative project among Norway, Nepal, Pakistan and Bhutan	Bhutan Nepal Pakistan Norway	Royal University of Bhutan, Kathmandu University, Tribhuvan University, Karakoram International University, Norwegian University of Life Sciences (NMBU)
24	Natural Resource Management, climate and Environment	Incorporating Climate Change into Ecosystem Approaches to Fisheries and Aquaculture Management in Bangladesh, Sri Lanka and Vietnam	Sri Lanka Vietnam Norway	University of Ruhuna, Nha Trang University, University of Bergen (UiB), University of Tromsø (UIT)
25	Natural Resource Management, climate and Environment	Capacity Building for Training and Research in Aquatic and Environmental Health in Eastern and Southern Africa (TRAHESA)	Kenya Tanzania Uganda Zambia Norway	University of Nairobi, University of Dar es Salaam, Sokoine University of Agriculture, Makerere University, University of Zambia Norwegian University of Life Sciences (NMBU)
26	Natural Resource Management, climate and Environment	WIMEA-ICT: Improving Weather Information Management in East Africa for effective service provision through the application of suitable ICTs (Information and	South Sudan Tanzania Uganda Norway	University of Juba, Dar es Salaam Institute of Technology (DIT), Makerere University, University of Bergen (UiB)

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NO.	NORHED SUB PROGRAMME	PROJECT TITLE	COUNTRIES	PROJECT PARTNERS (AGREEMENT PARTNER IN BOLD)
27	Natural Resource Management, climate and Environment	Building capacity for REDD+ in East Africa for improved ecosystem health and for sustainable livelihoods in Eastern Africa	Tanzania Uganda Norway	University of Dar es Salaam, Makerere University Norwegian University of Life Sciences (NMBU)
28	Natural Resource Management, climate and Environment	Water and Society (WaSo-Africa) – Institutional Capacity Building in Water Management and Climate Change Adaptation in the Nile Basin	Ethiopia Kenya South Sudan Uganda Norway	Addis Ababa University, University of Nairobi, University of Juba, Makerere University Norwegian University of Life Sciences (NMBU), Telemark University College (HiT), University of Bergen (UiB)
29	Natural Resource Management, climate and Environment	Improving the governance and economics of protected areas, ecosystem services and poverty eradication through HEI capacity-building and transdisciplinary research	South Africa Zambia Norway	Southern African Wildlife College, Stellenbosch University, Copperbelt University Norwegian University of Life Sciences (NMBU)
30	Economic and Democratic Governance	Strengthening Capacity for Democratic and Economic Governance in Malawi	Malawi Norway	University of Malawi (UNIMA) University of Oslo (UiO)
31	Economic and Democratic Governance	Policy and Governance Studies in South: regional Master and PhD Programmes	Bangladesh Nepal Sri Lanka	North South University, Tribhuvan University , University of Peradeniya, University of Bergen (UiB)
32	Economic and Democratic Governance	Strengthening Research, Education and Advocacy in Conflict, Peace and Development Studies	Nepal Pakistan Sri Lanka Norway	Tribhuvan University , COMSATS, University of Ruhuna, Norwegian University of Life Sciences (NMBU)
33	Economic and Democratic Governance	Masters and PhD programme for capacity building in law faculties: Engendering human rights and law in Southern and Eastern Africa	Kenya Malawi Zambia Zimbabwe Norway	University of Nairobi, University of Malawi, University of Zambia, University of Zimbabwe , University of Oslo (UiO)
34	Humanities, culture, media and communication	Linguistic Capacity Building – Tools for the inclusive development of Ethiopia	Ethiopia Norway	Addis Ababa University (AAU) , Hawassa University Norwegian University of Science and Technology (NTNU), University of Oslo (UiO),
35	Humanities, culture, media and communication	Intercultural Communication Linkage Programme	Colombia, Ecuador, Nicaragua Norway	Pluriversidad “Amawtay Wasi”, Universidad Autónoma Indígena Intercultural (UAIIN), University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN) , Oslo and Akershus University College (HiOA)
36	Humanities, culture, media and communication	Urban Transformation in the Southern Levant	Palestine Norway	Birzeit university , University of Bergen (UiB)
37	Humanities, culture, media and communication	Borderland dynamics in East Africa	Ethiopia Sudan Uganda Norway	Addis Ababa University (AAU), University of Khartoum , Makerere University (MU) University of Bergen (UiB)
38	Humanities, culture, media and communication	Strengthening Media in Post-Conflict Societies Uganda, South Sudan, Nepal and Norway	Nepal South Sudan Uganda Norway	College of Journalism and Mass Communication (CJMC), University of Juba, Makerere University , Oslo and Akershus University College (HiOA)
39	Humanities, culture, media and communication	Building capacity for a changing media environment in Uganda	South Africa Uganda Norway	University of KwaZulu-Natal, Uganda Christian University , NLA University College

NO.	NORHED SUB PROGRAMME	PROJECT TITLE	COUNTRIES	PROJECT PARTNERS (AGREEMENT PARTNER IN BOLD)
40	Capacity building in South Sudan	Regional Capacity Building for Sustainable Natural Resource Management and Agricultural Productivity under Climate Change	Ethiopia South Sudan Uganda Norway	Addis Ababa University, University of Juba, Makerere University, Norwegian University of Life Sciences (NMBU)
41	Capacity building in South Sudan	Ecology and Management of the Sudd Wetland	South Sudan Uganda Norway	University of Juba, Makerere University, Norwegian University of Life Sciences (NMBU)
42	Capacity building in South Sudan	Institutional Cooperation for Capacity Building of Universities and Local Authorities for Democratic and Economic Governance and Peace building in South Sudan and Ethiopia	Ethiopia South Sudan Norway	Hawassa University, University of Juba, Norwegian University of Life Sciences (NMBU)

ANNEX 2: List of projects not covered by the report

Four projects have started their activities in late 2014 or 2015 (Table 8) and are not included in this first year assessment report.

TABLE 8: LATE STARTUP PROJECTS

PROGRAMME AREA	PROJECT TITLE	AGREEMENT PARTNER	STATUS
Economic and Democratic Governance	Capacity Building in Economic and Research for Economic Governance	Makerere University Business School, Uganda	Started in 2015
Education	TRANSLED (Transformation, Language, Education and Development)	State University of Zanzibar, Tanzania	First annual reporting will be in 2015
Health	Capacity building in Zoonotic diseases management using the integrated approach to ecosystems health (CAPAZOMAMINTECO) at the human- livestock – wildlife interface in Eastern and Southern Africa	Makerere University, Uganda	First annual reporting will be in 2015
Natural Resource Management, Climate Change and Environment	Vulnerability, Resilience, Rights and Responsibilities: Capacity Building on Climate Change in Relation to Coastal Resources, Gender and Governance in Coastal Tanzania and Zanzibar.	University of Dar es Salaam, Tanzania	First annual reporting will be in 2015

ANNEX 3: Terms of reference

Consultancy services for performance of NORHED Annual Reporting 2014

1. Background

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

- a. to contribute to
- b. a larger and better qualified workforce
- c. increased knowledge
- d. evidence-based policy and decision-making
- e. enhancing gender equality

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

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

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

2. Purpose

Norad is seeking consultancy services to conduct an extended summary report on the results of the first year of project implementation under the NORHED programme. Project activities were initiated at the end of 2013 or during 2014, and the projects' first reporting year is 2014.

The main purpose of the report is to aggregate the results and achievements at project level in 2014, to the programme level. The intention is to give an overview of NORHED activities in the initial year of the programme, key achievements, results and best practices so far. The report should also give an insight to the general challenges that the projects have been facing in the startup phase of the programme period and mitigation measures.

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

3. Scope of work

The report should contain a qualitative analysis of available data and include:

- a. outcome results at programme level
- b. key activities and achievements 2013-2014, both at country level and for each project
- c. gender mainstreaming activities implemented, including gender disaggregated data where relevant
- d. disbursements of funding, per sub-programme and the NORHED programme at large, as well as expenditures in relation to approved budgets
- e. an assessment of the efficiency of the projects at programme level (how efficiently resources/inputs are converted into outputs)
- f. an outline of major deviations from plans, problems and risk factors
- g. an overview of the need for adjustments to activity plans and/or inputs and outputs, including actions for risk mitigation.
- h. an outline of case/success stories
- i. an overall assessment of qualitative findings related to achieving NORHED objectives and institutional enabling conditions, and suggested additional measures at programme and/or project level which could be instigated by Norad, based on the overall impression from the qualitative reporting

In addition, the report should also include aggregated data on:

- a. Number of new/revised Bachelor/Master/PhD programmes/modules supported by NORHED
- b. Number of Bachelor/Master/PhD programmes/modules supported by NORHED with gender perspectives included
- c. Capacity to enroll and graduate students in NORHED supported projects
- d. Relevance of educational programmes and new graduates to local, national and regional needs and labor markets
- e. Number of academic staff with strengthened qualifications (Master/PhD) by relevant institutional level supported by NORHED
- f. Ratio of qualified academic staff to students by relevant unit supported by NORHED
- g. Retention rate of qualified academic staff at relevant unit supported by NORHED
- h. Number of scientific publications (peer review and others) by NORHED projects to date
- i. Number and type of other dissemination activities to date
- j. Uptake/influence of NORHED-supported research in public policies
- k. Uptake/influence of NORHED-supported research findings/new technologies/innovations/solutinos by local communities/civil society/private sector
- l. Knowledge transfer within South-South and South-North networks and partnerships as a result of the NORHED project
- m. Changes in the broader institutional environment at NORHED supported institute/faculty/department which strengthened the capacity education and research
- n. Access to libraries, laboratories and ICT for staff and students in NORHED supported institutes/departments/faculties
- o. Other project specific indicators that have not been covered by the above
- p. An overall assessment of quantitative indicators, focusing on the standard indicators, including an

analysis of whether the projects apply them in a consistent manner, whether there is room for misunderstanding of the indicators, and whether some indicators should be reformulated.

4. Implementation of the report

The report shall comprise key findings in the 46 annual progress reports for 2013-2014, each of approximately 15-25 pages. The consultants will have access to project documents including annual plans and budgets and progress reports for 2013-2014. Norad will assist in providing the consultant/s with necessary documentation and be available for meetings/interviews. Design and printing of the final report will be executed by Norad.

The workload is estimated to be 3-4 weeks for one person, with an estimated cost of NOK 250 000 excl. VAT.

The report shall tentatively take place between June and August 2015 and the draft final report shall be submitted by the end of August 2015.

5. Reporting

A draft report shall be presented electronically to Norad by 28 August. Comments are to be sent by Norad within two weeks of receipt of the draft report.

A final report shall be sent electronically to Norad within the next two weeks, by 30 September 2015. The report shall be presented in English and include an executive summary of NORHED, highlights of the programme achievements in 2013-2014, and a short summary of key activities and achievements for each of the 46 projects. The report should also include exemplifying tables and graphs to illustrate numeric results and figures. A world map should also be used to demonstrate the geographic focus of the NORHED projects.

Abbreviations and acronyms

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



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