



A Presentation of NORHED:

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



1. General Overview of NORHED

Higher education and research are priority areas of Norway's development cooperation policy. Norad believes that sound, strategic investments in higher education and research in low and middle income countries (LMICs) pay off in the form of strong academic institutions and their societal engagement. Such investments have many benefits, not least that they contribute to development of their countries' intellectual resources, competent workforces, visionary leaders, gender equality and human rights. In the long run it also contributes to evidence-based policies and decisions that enhance sustainable economic, social and environmental development.

Institutions for higher education and research in LMICs face difficulties in providing quality and relevance of learning and research, retaining staff and ensuring adequate working environments and career prospects. This happens in a world that is changing rapidly in ways that often affect low-income countries the most, also in the higher education and research sectors, and which calls for closer and better cooperation between higher education institutions across borders.

More young men and women graduate from primary and secondary education than ever before. Countries are struggling to keep apace in producing and retaining the vital academic workforce to sustain future generations of graduates and researchers.

NORHED is a new Norad programme designed to stimulate productive South-North collaboration. It is intended to strengthen the institutional capacity and performance of higher education institutions (HEIs) in the South to deliver quality education and research. This may also include capacity building within system development, administration and infrastructure, with due attention to gender balance considerations

The program will complement Norad's specific support to research projects through the Research Council of Norway and other mechanisms.

NORHED draws heavily on the findings and recommendations from the external evaluation of the NUFU and NOMA programs. It is merging the two programmes and moving capacity-building beyond individual students and researchers to address the broader institutional environment. NORHED has been developed on the basis of a broad domestic and international consultative process.

NORHED is organised in thematic sub-programmes with a possibility of defining specific geographic priority areas. Attention will be given to thematic areas of high political priority where Norway has a strong comparative advantage and/or can make a special contribution in collaboration with partners.

Under NORHED, five thematic areas and one geographic area have been selected for special targeting for education-research improvement work. The sub-programme area to be prioritised will be subject to revisions as needed. These six areas are defined as NORHED sub-programmes, and are:

- 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

Norad's Masterprogram "Petroleum and Energy" administered by NTNU (Norwegian University of Science and Technology) complements the NORHED portfolio.

Each of these six sub-programmes is presented in more detail in Annex 1.

NORHEDs objective is to contribute to capacity building for higher education and research in low and middle income countries. The main countries for long-term bilateral collaboration are: Burundi, Ethiopia, Liberia, Madagascar, Malawi, Mali, Mozambique, Sudan, South Sudan, Tanzania, Uganda and Zambia in Africa; Afghanistan, Nepal, Pakistan, Sri Lanka and East Timor in Asia; and the Palestinian Territories in the Middle East. Inclusion of relevant partners in the regions is encouraged. Furthermore, other geographic priorities may be listed under the sub-programmes reflecting the thematic focus of the programme. The list is not exclusive. Other countries or regions may be granted NORHED funding where the project is particularly relevant to NORHED's overall objectives.

2. General Intervention Areas

NORHED is intended to be responsive to higher education sector priorities of partner countries. Applications must be based on needs and priorities identified by the partner institution(s) in the LMIC(s), and must be linked to government policies and priorities at national and/or regional level. The process of identifying the areas of cooperation must be documented in the application, and be confirmed by institutional leaders at all partner institutions. This includes the elements of the proposed projects (education programmes, research projects, outreach activities, institutional development measures) as well as the thematic and disciplinary approaches.

The areas of cooperation may also preferably be in line with priority areas for Norwegian development cooperation in the respective country, and represent areas where Norway has a strong comparative advantage and/or can make a significant academic contribution. Gender sensitiveness cuts through and is a basic concern throughout the project cycle. The Norwegian Embassy in the respective country may contribute in the identification of relevant areas of cooperation, and will be invited to assess the applications with a view to Norwegian development cooperation priorities.

It is a clear intention in the short- to medium-term to achieve synergy with other Norwegian-funded programmes similar in scope and objectives (i.e. strengthening of higher education institutions in the South) under NORHED. Synergies with programmes/projects financed by other countries/organisations will be encouraged.

Based on a needs assessment in the relevant country, NORHED projects may include institutional capacity building elements like joint Norwegian-South research, competence building of staff through Master, PhD and Post Doc fellowships, administrative and small scale infrastructure strengthening, and initiatives to increase access to higher education. The projects must also aim to build and launch Master (and if needed Bachelor) programs responsive to needs in the LMIC, that should be possible to sustain at the LMIC institution after the NORHED funding has come to an end. Education programmes must focus on the long-term need for capacity building in the South, and the recruitment from the South region to the education programmes must be ensured.

The range of interventions potentially eligible for NORHED support is broad with some degree of flexibility as long as project outputs meaningfully contribute to defined higher level outcomes and

longer-term impacts. Typical interventions that can be considered for support are shown in the following table:

<i>NORHED Intervention areas</i>	<i>Rationale</i>	<i>Comments</i>
In-country/regional Masters education programmes (and bachelor).	Development and strengthening of tertiary education sectors enhances the development of a competent national workforce in several sectors	Outputs and activities can be related to for example curriculum development, teaching methods, staff and student exchange, scholarships, supervision, mentoring, and advanced degrees in new fields. Comment: Female students and teachers shall be encouraged to participate in project activities.
PhD studies and Post Doc fellowships.	Advanced- and post-degree studies and fellowships enhance sustainable research-based education programmes and quality research in the South.	Outputs and activities can be related to, for example, staff and student exchange, scholarships, supervision, mentoring, new degree programme development etc. Comment: Women shall be encouraged to apply, and special incentives to ensure their participation shall be considered.
Joint research projects in line with overall NORHED programme aims and sub-programme areas	Relevant and high-quality research-based knowledge, enhanced competence of researchers, and strengthened future research cooperation.	Outputs and activities can be related to, for example, field work, equipment, data collection and analyses, travel, seminars, publication in peer-reviewed journals, and other dissemination efforts Comments: Research must be directed towards enhanced capacities, and creation and use of knowledge of value to partner countries. Research must be relevant to the project area. Female researchers shall be encouraged to lead and participate in research projects.
Institution and systems strengthening	Strengthened, efficient institutions with strong management and administrative systems enhance in-country abilities to run and sustain quality education programmes, to recruit, train and retain competent staff, and conduct relevant research for development purposes.	Outputs and activities can be related to, for example, needs assessments, improvement of systems, supplies, information technology, on-the-job training, courses, formal education, study visits, research partnerships, and networks. Strengthening of financial and administrative capacity in the South-based partner(s) may be part of the project application.
Systems for knowledge management, infor-	Such systems and opportunities contribute to	Outputs and activities can be related to, for example creation of knowledge/resource hubs,

NORHED Intervention areas	Rationale	Comments
mation and dissemination of results.	improved documentation, access to information, knowledge transfer between institutions and individuals, and used to inform policy	information management systems, websites, internet and e- services, conferences, seminars/workshops and exchange visits.
Scientific Equipment and Small Scale Infrastructure	Access to relevant and up to date facilities and equipment will contribute to a high quality educational and research outcome	Outputs and activities can be related to, for example construction of a laboratory, equipping of a lecture room, provision of special teaching equipment.

3. Goals and result management

3.1 Results

The programme goal is to strengthen capacity in higher education institutions in LMIC to contribute to a) a more and better qualified workforce, b) increased knowledge, c) evidence-based policy and decision-making and d) enhanced gender equality. The ultimate goal is sustainable economic, social and environmental development in low and middle income countries.

By increased capacity it is meant strengthened capacity for institutions in the South to educate more and better qualified candidates, and to increased quality and quantity of research conducted by the countries' own researchers.

The outcome level in the NORHED programme is the strengthening of higher education institutions in low and middle income countries within six identified areas. Strengthening of higher education institutions refers to:

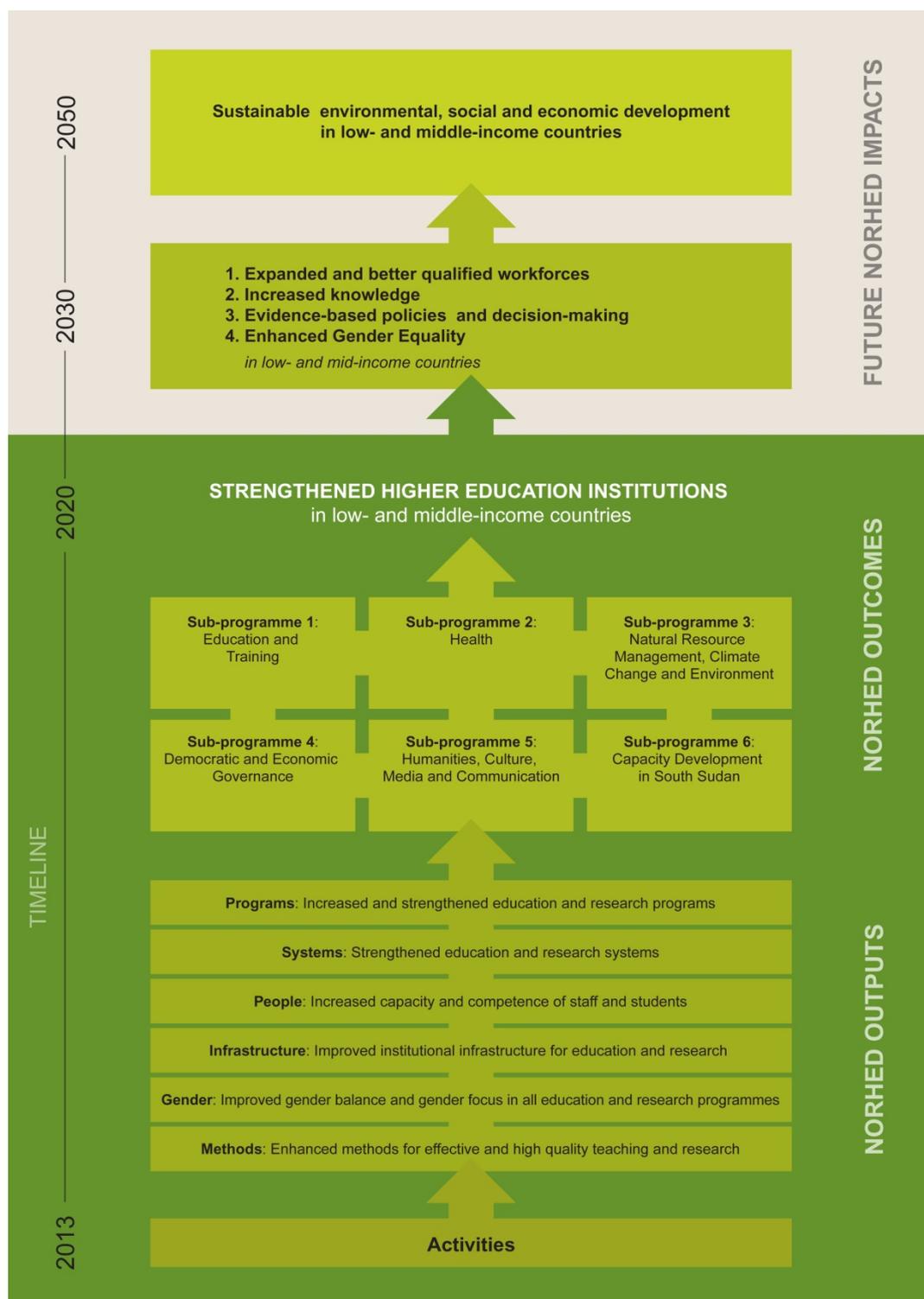
1. Producing more and better *research* relevant to the identified areas/sub-programmes
2. Producing more and better qualified *graduates*, men and women¹, relevant to the identified areas/sub-programmes

It is expected that NORHED projects will contribute to strengthening both education and research capacities at the institutions. Both research and education components shall be included in the projects.

NORHED takes a holistic approach to capacity-building and strengthening of HEIs by supporting a range of output-producing activities intended to be combined in the best way possible to produce sustainable results in the long run. NORHED outputs and activities are to be organized under 6 main categories:

¹ and «third gender» (intersex people) where relevant

1. Programs: Increased and strengthened education and research programs.
2. Systems: Strengthened education and research systems.
3. Infrastructure: Improved institutional infrastructure for education and research (including supplies and equipment, but not buildings).
4. People: Increased capacity and competence of all staff and students².
5. Gender: Improved gender balance and gender focus in all education and research programmes.
6. Methods: Enhanced methods for effective and high quality teaching and research.



² Including targeted support to candidates with special needs/ persons with disabilities

Impacts are post-programme effects, in the NORHED case being the effects and consequences that will occur and/or continue to improve after NORHED programme period. Impacts can be categorized as “short-term” (by Year 2030) and “long-term” (by Year 2050). By supporting creation of strong higher education institutions with solid research capacities in NORHED partner institutions of low- and middle-income countries, it is intended that NORHED will directly contribute to:

- In the short-term (2030) in partner countries: (1) expanded, qualified workforces suited to tomorrow’s development challenges, (2) increased knowledge and better knowledge management systems, (3) evidence-based policies and decision-making, and (4) gender equality.
- In the long-term (2050) in partner countries: (1) sustainable economic development, (2) sustainable social development, and (3) sustainable environmental development.

3.2 Indicators of success

The success of the NORHED programme will be characterised by development of relevant competence and capacity at the institutions in the South as outlined in the result framework of the programme. The baseline values of the indicators should be identified prior to the start of the project activities against which progress can be assessed or comparisons made. Below are some examples of indicators relevant to the NORHED areas:

- Number and type of education programmes established at institutions in the South, including regional programmes.
- Number of curricula newly developed and/or revised.
- Net entry rates by age and gender.
- Staff/student ratios per education programmes.
- Number and percentage of female teachers by level of education.
- Student retention and progression rates.
- Graduation by age, gender, field and level of study.
- Change over time in number and gender of higher education students by field of study.
- Graduate employment.
- Reasons for failure or non-completion of courses.
- Presence of female administrators and managers.
- Personell in higher education engaged in research and development by sectors.
- Administrative/academic staff ratio.
- Number of Norwegian-South country joint research projects
- Number of publications per academic staff.
- Number of publications from Norwegian-South country joint research projects
- Number of teachers/educators/teaching assistants who successfully completed in-service training with NORHED support.
- Number of host-country institution faculty and/or teaching staff who enrolled in training programs for qualifications strengthening
- Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs
- Number of direct beneficiaries reached annually by the partnership

Regarding indicators of relevance, the partner institutions will have to develop these as an integrated element of the individual project as well as the ability to monitor the institutional development. The indicators should, to the extent possible, be specific, measurable, achievable, relevant and time-bound (SMART).

3.3 Risk Management

Risk management is an integral part of results management and shall be identified for each NORHED project. Risk assessment shall be done and risk management plans developed prior to start-up of work, including risk monitoring and mitigation, and reporting elements. Risks may be defined as *events or conditions that may occur, and whose occurrence, if it does take place, has a harmful or negative effect*. Risks are closely related to results and should consequently be analysed against the results framework of a project. There are both internal and external risk factors. Internal risks are factors under the control of the NORHED project that may hinder success, such as corruption, human and financial resource capacity, management capabilities, incentive structures, accountability and transparency, ownership and motivation of staff. External risks are conditions outside the programme which could have a negative influence on the achievement of results. External risks could be related to political, institutional, economic, environmental, social or technological conditions.

Risk assessment and mitigation shall be conducted at all levels within NORHED. The core of risk management is to identify, analyse and react to internal or external factors that might impede implementation or have a negative influence on the achievement of results. What are the major risks? How should they be handled, by whom and how? The purpose of risk analysis is to assess the level of threat to the development intervention.

The next step is risk response, or risk mitigation. Management strategies can then be considered and resources allocated, if it is feasible and cost effective, to bring the factors under manageable control of the project. Actions needed may then be to reduce the probability that a risk factor will occur by changing the design or the implementation plan, or introducing mitigating measures to reduce the consequences if the risk factor that may occur.

4. Guiding principles

4.1 Systematically Addressing Sustainability Challenges

The selection of interventions/activities to be supported by NORHED should be based on a gender differentiated, needs assessment done at partner institutions in LMICs. Proposed interventions/activities should also be reflected in the strategic plans, priorities and budgets of the partner institutions.

Systematic actions and plans for sustaining activities shall be identified and developed from the outset of the project, including issues such as staff retention and plans for the continuation of study programmes, research activities and supporting facilities (e.g. laboratories, libraries) after the end of the project period. Project applications must include strategies for sustainability of the achievements of the project, for reporting and adjustments throughout the life of the project.

4.2 Cross-cutting issues

Gender will be a cross-cutting priority in all sub-programmes. Zero tolerance for corruption is to be practised for all funds under Norad's budget and anti-corruption measures shall be implemented. Conflict sensitivity and environment and climate shall be considered when relevant.

4.3 Promoting Gender Equality and Inclusion

Gender equality is a main priority in NORHED. A gender mainstreaming approach implies integrating gender perspectives in the planning and implementation of all aspects of the project cycle. This includes elements such as design of curricula and research projects, human resources and recruitment, teaching, supervision, research activities as well as monitoring and evaluation. Educational

programmes and research activities which explicitly address issues related to gender equality are encouraged.

Measures should be taken to increase the number of female students at all levels, as well as female researchers, project participants and project coordinators. All projects should make every effort to recruit at least 50% female students at all levels.

Measures should also be included in order to retain female students, researchers and project participants, as well as to improve their working conditions. Particular activities to retain female students, and facilitate their completion of the degree studies may be supported, such as career mentoring schemes for female students, include female researchers and students in formal and informal research networks, provide secure working environments and create incentives targeted at female students (e.g. awards/grants).

In addition, NORHED projects are encouraged to address issues related to human rights and inclusion of marginalised groups. NORHED projects shall work to increase access and inclusion of underrepresented groups in the higher education institutions' policies and practices. Projects are encouraged to apply inclusive practices towards indigenous peoples, ethnic minorities, people with disabilities and other vulnerable or marginalised groups of society.

4.4 Considering the Environment and Climate Change

Project partners will need to assess whether the project is likely to have positive or negative environmental impacts, or impact on climate change. In case potential negative impacts are identified, measures to mitigate these must be included in the project plan. In case climate change and environmental risk factors are identified, measures to mitigate or manage the risks should be implemented. NORHED projects should seek to prevent, minimize, mitigate or compensate for adverse environmental impacts as well as contribute to enhancing positive environmental impacts.

4.5 Assessing Conflict Sensitivity

Projects that will be implemented in countries at risk of conflict or in a post-conflict setting face particular challenges. The context can often be politically challenging and unstable, and the security situation may be of concern for the general population. Such settings may have an effect even on academic cooperation projects, and these may in turn also have an impact on the conflict itself, negatively or positively.

Being conflict sensitive means that the project plans are assessed and adjusted in relation to the local context of conflict in which they are being implemented, with a view to avoid unintended negative impacts and maximise positive ones. Conflict sensitivity is therefore necessary in countries and in areas where there is an on-going violent conflict, where such a violent conflict has recently ended and in cases where there is a risk that a violent conflict may break out.

4.6 Zero Tolerance for Corruption

The Norwegian government has a zero tolerance policy for corruption and misuse of funds. Zero tolerance is applied for all NORHED funding. HEIs that apply for NORHED funding must document that they have adequate financial management systems and capabilities to handle the financial management of NORHED funds. Transparency and anti-corruption measures shall be implemented at all levels. The risk assessment must include an assessment of risks related to financial management, sustainability and transparency and highlight mitigating measures.

Contracted institutions are responsible for the funds disbursed to them. Any amount of money that has been misused, or that HEIs fail to report correctly, will be claimed. In cases of suspicion of financial irregularity or failure of correct reporting, further disbursements will be stopped with no delay until the case has been solved.

4.7 Improving Communication and Information-Sharing

Communication strategies need to be explicitly thought through in all phases of projects and programmes. Communication with different stakeholders is important in the design phase of education and research activities, throughout the implementation phase, and in the final phase. This includes communication with the various levels of partner institutions, other donors and technical partners, relevant ministries and governmental institutions, and project partners and stakeholders such as the local private sector.

Dissemination of results from education and research activities should be directed towards a variety of target groups such as policy makers, governments, public and private sector, the civil society, local communities as well as the scientific community. Articles, papers and books produced within NORHED projects should to the largest possible extent be published in open access journals/sources.

5.0 Eligibility and Geographic priorities for NORHED

NORHEDs objective is to contribute to capacity building for higher education and research in low- and middle-income countries (LMIC).

NORHED invites collaborative partnership projects between higher education institutions in Norway and one or more higher education institutions in the South with the aim to build capacity in low- and middle- income countries.

Partners from LMICs must be higher education institutions (HEI) accredited/recognised by in-country national authorities in countries registered as [OECD DAC list of ODA Recipients](#), or as listed in the specific call for applications.

NORHED will give priority to countries identified for long-term bilateral collaboration with Norway. These are: Burundi, Ethiopia, Liberia, Madagascar, Malawi, Mali, Mozambique, Sudan, South Sudan, Tanzania, Uganda and Zambia in Africa; Afghanistan, Nepal, Pakistan, Sri Lanka and Timor-Leste in Asia; and the Palestinian Territories in the Middle East.

Specific regions are mentioned under each sub-programme. These will vary between the sub-programmes reflecting the thematic focus and priorities of the programmes.

The geographic focus per sub-programmes is listed as:

1. **Education and training:** Primarily LMICs in Sub-Saharan Africa, though LMICs in the Middle-East, Asia and Latin-America Regions are also eligible.
2. **Health:** Primarily LMICs in Sub-Saharan Africa.
3. **Natural Resource Management, Climate Change and Environment:** Sub-Saharan Africa, South-Asia, South-East Asia and Latin-America.

4. **Democratic and Economic Governance:** Primarily LMICs in Sub-Saharan Africa, fragile states and post-conflict states.
5. **Humanities, Culture, Media and Communication:** Low and Middle Income Countries, fragile and post-conflict states.
6. **Capacity Development in South Sudan:** South Sudan

Higher Education Institutions in other countries may be granted NORHED funding where the project is particularly relevant to NORHED's overall objectives. Norad considers the countries listed as Upper Middle Income Countries and Territories (ref DAC list of ODA recipients) first and foremost relevant as regional partners for building capacities in other LMICs, rather than as main partners in NORHED projects.

6. Project organization

6.1 Eligible Partners

Eligibility requirements for prospective partners:

- Partners from LMICs must be higher education (HE) institutions accredited/recognised by in-country national authorities in countries registered as OECD DAC official development assistance recipients, or as listed in the specific call for applications.
- Norwegian partners must be HEIs accredited by NOKUT (Norwegian Agency for Quality Education), offer accredited degree programmes, and operate in accordance with Guidelines for Quality Provision in Cross-Border Higher Education (UNESCO/OECD 2005). Other academic institutions or institutes can apply for NORHED projects in partnership with a Norwegian Higher Education institution accredited by NOKUT.

6.2 Preparation of joint NORHED project applications

Preparation of joint NORHED projects applications should involve a thorough process including all relevant levels at the institutions involved.

The process of identifying the needs and priorities of the LMIC partner institutions must be documented in the application, and reference should be made to relevant policy documents at institutional and national level. The application must demonstrate how the proposed project interventions will constitute part of the mainstream activities of the LMIC institution.

All applications for funding from NORHED should be followed by statements of commitment by the institutional leadership (Vice Chancellor/Rector/Director) as well as other relevant management levels (Dean, Head of department).

6.3 Project organisation

NORHED projects may consist of one partner institution in a LMIC and one Norwegian partner institution. However, projects with more than one LMIC partner institution are encouraged, in order to

create and strengthen regional academic networks. More than one Norwegian partner institution may also be involved in the project.

A NORHED project may be established at various levels in the participating institutions, depending on the nature and the scope of the proposed project. The operational level of a NORHED project will normally be the Faculty/School/College level. Projects at the level of larger departments/centres may also be an option. The level at which the project is established at each of the participating institutions should as far as possible be corresponding.

Projects should always be anchored in the regular management structure of the institution. Each partner institution has to identify a project coordinator to handle the day-to-day running of the project as well as the contact and collaboration with the other project partners. Sufficient administrative and financial capacities have to be provided for the smooth and transparent running of the project.

Project activities may take place at different levels in the institution; at institutional level (e.g. institutional development measures, library development), at Faculty level (e.g. administrative and financial activities, gender mainstreaming measures) and at Department level (e.g. study programmes, research activities). Relevant staff members should be given responsibility for the different components of a project. A suitable organisation and management structure of the project should be established at each participating institution, and between the partner institutions.

6.4 South – South collaboration

The NORHED program encourages collaboration between LMIC institutions. Collaboration between institutions with particular resources and competences may contribute to an holistic approach of the project. Geographical proximity, potential for mutual academic benefits and prospects for sustainability should guide the formation of such collaboration. Collaborating partners can be institutions within one country, or institutions in neighboring countries. Examples of regional collaboration are research, exchange of teaching resources, exchange of students and capacity development of technical and administrative staff. Furthermore, the projects should seek to increase the number of female project heads.

Graduation of students at any level should preferably take place at the LMIC partner institutions or institutions in the south region as opposed to in Norway. However, selection of graduating institution must be based on assessment of quality, capacity and cost effectiveness.

Objectives for each participating LMIC partner institution shall be formulated at the outset of the project. The objectives may differ between the institutions depending on the situation prior to the project start-up.

6.5 Collaborative Institutional Partnerships

NORHED is based on collaborative partnerships between higher education institutions, i.e. South-Norway and South-South-Norway, to ensure partner interventions that are locally-owned and locally-driven, with local accountability for achievement of results and management of risks.

The agreement frameworks for NORHED collaborative institutional partnerships will be based on the following principles:

- Transparent partnerships based on mutual trust and shared decision-making and responsibilities
- Local ownership and capacity building, including an expectation that preferably South-based partners should have the liaison and coordinating functions.
- Effective and efficient project management, including management of risks associated with application of the Norwegian Government’s zero tolerance for corruption
- A contractual agreement on division of roles, responsibilities and budgets between the co-operating partners.

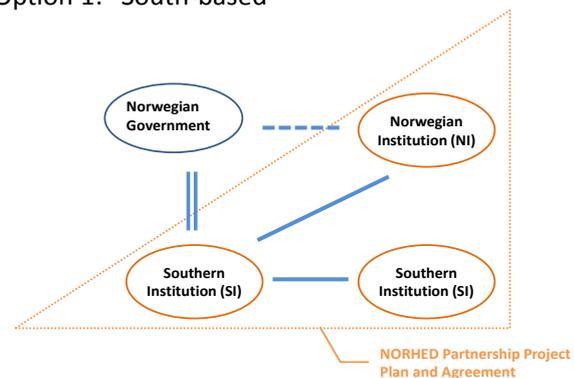
The following elements will therefore be requirements for all NORHED partnerships:

- One joint plan that specifies commitments, roles and responsibilities of each participating institution with regard to expectations, deliverables and budget needs.
- One Partnership Committee with representation from all institutions to ensure partner dialogue, monitoring and adjustment of implementation.
- One coordinating institutional partner (including a named individual) responsible for overall liaison and coordination of partnership reporting.

As shown in figures 2 and 3 and described below, there are two agreement options that can be considered. Underscoring the aim of southern partner ownership and capacity building and the NORHED principle of equal partnership, the south-based model is preferred wherever possible:

1. Under the “South-based” (option 1), the agreement will be signed with and managed by a South-based institution on behalf of the Partnership. Financial transfers will be effectuated to this institution, which is responsible for disbursements to other South-based partner institutions in accordance with agreed plans. For convenience, financial transfer to Norwegian partner institutions may be done directly in accordance with agreed and approved plans and budgets.

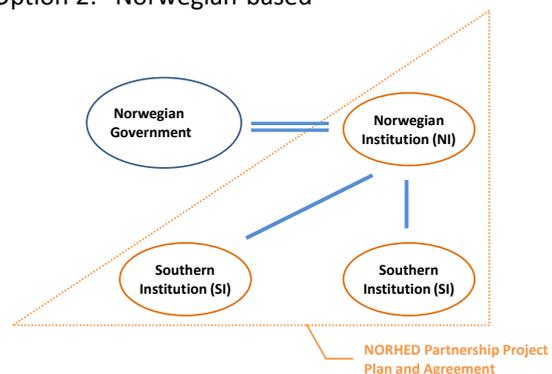
Option 1: “South-based”



2. The “Norwegian-based” (option 2) can be considered if there is clear added value under special circumstances. This will need to be justified in the application.

An assessment of the Partner in South’s institutional capacity shall be performed jointly by partner institutions in a NORHED project and be attached to the main application for NORHED funding. It shall provide basic in-

Option 2: “Norwegian-based”



formation about the existing institutional capacity of a partner in the South. The purpose is to assess whether this partner will be capable to carry the responsibility as the agreement partner and act as the lead partner in the project. Further, it will assist in identifying what capacities will need to be strengthened through the NORHED project in order to maximize the outcomes and impact of the project (a format for partnership assessment will be developed for this purpose). To strengthen administrative capacity for partners, capacity building can be provided by Norwegian Institutions or international, regional or local consultants. The selection of technical assistance for this purpose should be based on an assessment of qualifications and cost effectiveness.

7. Administrative Procedures and Reporting

Regular quality assurance and monitoring, reporting and evaluation are built in as integral elements of NORHED to help ensure successful achievement in a cost-effective manner of intended results that are sustainable. Continuous learning with the intention to improve as the programme progresses is also a highly-desired feature of NORHED.

7.1 Disbursements:

The support will be disbursed in advance payments in semi-annually installments. The disbursement will be 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 a cash flow. The balance on the project account will always be taken into account when a new disbursement is calculated. For practical reasons, if the partner in the South is the main agreement partner, transfer to the Norwegian partner can be done directly, based upon same criteria as above.

7.2 Annual Plans, Budgets and Reporting:

The project shall submit annual plans and budgets as well as, annual progress and financial reports for the project. In addition annual audited report, including management letter, for the South partner's share of expenditure for the project shall be presented. Since Norwegian HEIs are audited by the Norwegian State Auditor, there will be no need for audit of the Norwegian partner's share of the expenditure. However, the Norwegian partner's statement of expenditure shall be included in the annual financial report of the project. All reporting shall be forwarded through the main agreement partner. The deadline shall be mutually agreed upon and stated in the agreement.

7.3 Annual Consultations:

Annual meetings will be organized between all participating partners in order to discuss the progress of the project, as well as plans and budgets for the next period. The venue shall be every second year in Norway and the other year in the partner country in the South. All partners in the partnership shall be represented at the meeting.

7.4 Financial irregularities:

Norad has zero tolerance for corruption. The project partners shall organize their operations and control systems in such a manner that financial irregularities, including corruption, theft, embezzlement, fraud, misappropriation of funds, favoritism or nepotism are prevented. It will be expected

that the participating partners have proper financial management systems and control measures in place to ensure transparency and accountability of financial executions.

Norad has a Fraud unit (Whistleblowing channel) that manages cases related to suspicion of financial irregularities within Norad's grant management. The purpose of Norad's external whistleblowing channel is to strengthen internal control and fight corruption within development aid, by making it easy and safe to report fraud and misconduct.

Examples of unacceptable circumstances are: financial irregularities, harassment, discrimination and racism.

If you have any suspicions of financial irregularities or other misconduct, this should be reported to Norad's Whistleblowing channel or Norad's external reporting channel, [Kluge Lawfirm DA](#).

The Whistleblowing channel can be reached via:

Internal:

Hotline: (+47)951 88 619

E-mail: carsling@norad.no

External:

[Electronic reporting form](#)

Telephone: (+47) 465 48 479

Email: norad@alertus.no

Reporting by post, mark the envelope "Whistleblowing channel" and send to:

Kluge Advokatfirma DA

Postboks 1548 Vika

0177 Oslo, Norway

Regardless of the channel you use, you can decide to remain anonymous or not. You can also choose to be anonymous vis-à-vis Norad while allowing your identity to be known to Kluge Advokatfirma DA.

7.5 Procurement:

Any procurement to be undertaken under the implementation of the project shall be based on competition and carried out in accordance with good business practice, ensuring transparency, verifiability, equal treatment, practicability and non-discrimination on the basis of nationality or local ties, so that the best possible conditions may be obtained. Any procurement done in a partner country in the South will be based on the country's own procurement regulations and mechanisms (if assessed acceptable). Procurement in Norway will be performed in accordance with Norwegian official public procurement regulations.

7.6 Reviews:

A mid-term and/or end-review shall take place during the implementation period in order to assess the outcomes and possibly impact of the project. Timing and ToR will be decided upon between the parties.

7.7 Evaluations:

An external evaluation of the NORHED programme in its entirety will be conducted after 5 years.

8. Application and project selection procedures

8.1 Application and Project Selection Procedures

There will normally be open calls for applications for NORHED sub-programmes annually or biannually depending on resource availability, project portfolio performance and new opportunities.

Main calls for applications will be preceded by a call for applications for seed money. Calls for applications for seed funding will allow for scoping of opportunities, including new partnerships, and preparation by the partner institutions of a joint project application. Receiving seed funding implies no guarantee for further support, nor is it a prerequisite for participating in the main call.

Approved projects may receive support up to five years depending on the character and contents of the project, with opportunities for extension into new phases through new applications based on relevance, quality and performance.

The following elements will be important in a project application:

- Quality and relevance of project description
- Relevance to longer-term institutional and societal needs and the labour market in LMIC.
- Result chain, including baseline information, risk assessment and risk management strategy.
- Assessment of climate, environment, conflict sensitivity and anti-corruption.
- Inclusion of gender equality
- Project management procedures, including joint and realistic planning, clear division of labour and a realistic budget.
- Partnership assessment.
- Prospects for sustainability.

Governance arrangements for NORHED sub-programmes will be further specified at a later date.

8.2 Time and Budget Frames

A longer-term perspective is required to sustain higher education and research capacities after the projects end.

The programme funding is dependent on the Norwegian Parliament's annual appropriation. The overall annual budget frame for NORHED is estimated in the order of NOK 150 million (including Norad's Master Programme for Energy and Petroleum, EnPe), with flexibility for budget growth for the programme as a whole or in specific thematic or geographic areas (i.e. expanding sub-programmes or creating new ones).

Depending on the nature of the sub-programmes, the budget frame for individual projects will be 7-18 million NOK per project for a period of up to five years. This will be further specified for each call.

Norad aims towards a NORHED project portfolio in the range of 40-50 projects.

Details for budget and activity planning are further described in Annex 1. NORHED Time and Budget Frames.

8.3 Seed funding

Calls for applications for seed funding may be issued prior to a main call to allow for scoping of opportunities, including new partnerships, and preparation by the partner institutions of a joint project application. NORHED seed funding may be used for meetings between partner institutions with an aim to develop an application for a NORHED project, within one or more of the NORHED sub-programmes.

An application for seed funding should give an outline of the ideas and intentions that HEIs have, as well as specific plans for meetings and may also include activities like needs assessment/appraisals and development of baseline data. NORHED seed funding can be used for covering costs for travel, accommodation, meetings, workshops and relevant data collection, with the aim of planning and developing a NORHED project application

Seed funding applications should be submitted by at least one institution in a LMIC and at least one institution in Norway. The Seed Grants can be given up to 150.000 NOK when the partnership includes one South partner institution, and up to 250.000 NOK when more than one South partner institution is involved.

Receiving seed funding implies no guarantee for further support, nor is seed funding a prerequisite for participating in the main call.

Annex 1.

Presentation of NORHED Sub-Programmes:

Sub-Programme 1: Education and Training

Rationale in Brief:

There is an increasing awareness by international bodies and agencies (UNESCO, OECD, World Bank, bilateral development agencies, NGOs, etc.) and countries themselves that higher education is critical in fostering socio-economic and cultural development at national, sub-national levels, and within regions.

Investing in education of young people in LMICs offers a unique opportunity to contribute to economic growth and sustainable development. As well, there is a need to strengthen teacher training colleges for technical and vocational teachers and to institutionalize closer collaboration between the private and public sector.

Weak education systems represent an important challenge to be addressed to achieve quality education for all. A crucial aspect of this challenge is improved administration and management of the education sector and available resources, including the quality of teachers and of teaching. Education research is important to assess what works, and contribute to better decision-making.

Priority Focus Areas of This Sub-Programme:

The following areas are prioritised under this NORHED sub-programme:

1. Teacher Education and Training.

Development of comprehensive and holistic teacher education systems, both in-service and pre-service, taking into account various socio-economic-cultural contexts, and gender related challenges, and aimed at different schooling levels.

With special focus on:

- Quality of teaching to enhance learning experiences of students and young people, through improved systems, people, infrastructure, methods, materials, feedback mechanisms, language of instruction, rights-based approaches and innovation.
- Education of children with special needs (differentiated for boys and girls).
- Job-relevant, practical technical and vocational training.

2. Governance and Leadership in the Education Sector

Enhancement of positive enabling environments that include policies, strategies and practice for sustainability of quality education for all, gender-balanced and human rights-based inclusive education, required system/organisational development, and effective leadership at all levels.

With special focus on:

- Reconstruction of education systems in post-conflict and post-disaster situations.
- Good governance in the education sector to secure non-discrimination transparency, strengthen accountability, and reduce inequalities in education.

- System approaches that consider the school as an organisation and the education sector as a system that also engages with other sectors, with attendant governing strategies/mechanisms and change management.

3. Higher Education Governance and Policy

Enhancement and tighter integration of crucial social, economic, democratic, human rights and cultural links between higher education governance and policy and development of society at large.

With special focus on:

- Higher education systems and various aspects of teaching and learning, knowledge production and services in higher education, including curriculum management and innovation, research management, contract management, human rights, gender equality, equity and quality in higher education, new modes of teaching, information and communications technology, and roles of teachers and students in teaching and learning situations.
- System-level governance of higher education, including relationships between governance models and necessary changes to make education highly relevant to growth, human development and environmental agendas.
- Relationships between the State, the academic profession, and market-based economies.

Eligible Countries:

Primarily LMICs in Sub-Saharan Africa, though LMICs in the Middle-East, Asia and Latin-America Regions are also eligible.

Sub-Programme 2: Health

Rationale in Brief:

The right to highest attainable standard of health is a universal human right, good health being a creator and pre-requisite for development. Healthy people are more educated, are more productive, earn and invest more, and work longer, all of which positively impacts the wealth of nations. Coupled with child survival and good health, investment in early childhood development can lead to children becoming productive adults who contribute to development of their communities and their countries. Yet there are large disparities in full realization of the right to health and health benefits of individuals and communities across the world, both within and between states.

Raising more money for health is crucial for lower-income countries striving towards universal health coverage. At the same time, it is equally important to optimize use of available resources, especially when considering that effective health interventions already exist to prevent and cure diseases that take greatest toll on human lives. (WHO estimates between 20 and 40 percent of health spending globally is wasted, with wastage figures in poorer countries sometimes even higher.)

An adequate, skilled workforce lies at the core of every health system's capabilities to advance the right to health and health benefits, i.e. improving the quality and availability of health care services requires increasing the quantity and quality of the health workforce. Human resources for health is a crucial challenge to achieving health-related Millennium Development Goals (MDGs). The World Health Organization (WHO) estimates a gap of almost 4.3 million health workers globally, which par-

ticularly affects poor countries. Notably, Africa has 24 percent of the global disease burden, yet only 3 percent of the world's health workers.

Global health is a priority area of Norwegian development and foreign policy, as re-emphasized in Report No. 11 to the Norwegian Parliament (2011-2012) on Global Health. Report No. 11 establishes priorities for coherent Norwegian policy on global health towards 2020, specifically prioritizing (1) women's and children's rights to health; (2) reduction of burden of disease, with emphasis on prevention; and (3) human security through health.

While Report No. 11 focuses primarily on health-related MDGs (Millennium Development Goals), it also looks beyond 2015 and to emerging health challenges, e.g. non-communicable diseases and implications of climate change.

Combined with Norway's health work in global and bilateral arenas, NORHED is seen as an important support initiative to build the capacity in human resources, leadership and research in partner countries necessary for achievement of global and national health goals.

Priority Focus Areas of This Sub-Programme:

The following areas are prioritised under this NORHED sub-programme:

1. Health Professionals

With special focus on:

- Education and training of community health workers who serve remote populations and promote facility-based care, thereby improving equity of access to health services by all.
- Post-secondary education in health for medical practitioners, nurses and midwives responsible for providing quality continuum of care services.
- Use of innovative approaches, including information and communications technology, to improve effectiveness of teaching, learning and practice of improved service delivery.

2. Public Health Management and Administration.

With special focus on:

- Health sector leadership and management skills related to strategic and human rights- based priority setting, planning, implementation and monitoring.
- Health spending and more efficient management of available human and financial resources.
- Meeting emerging health challenges of the future, e.g. increasing burden of non-communicable diseases and threats to human health caused by climate change, while protecting investments and progress made to date to ensure best health outcomes.
- Intersectoral cooperation between existing sector ministries, e.g. education, water, finance, labor, social services, etc. to meet future challenges requiring interventions that will be most often be cross-sectoral in nature.

3. Applied Research Capabilities in health and medical sciences and Medical Specialties.

With special focus on:

- Health and medical science faculties in Africa being able to educate and maintain competent research staff.
- Creation of research programmes, institutional systems and capacities, collegial peer networks and academic career paths that attract researchers to pursue academic careers and generate research products for use by both regional/in-country decision-makers, and professional/non-professional health care staff at all levels.

Eligible Countries:

Primarily LMICs in Sub-Saharan Africa.

Sub-Programme 3: Natural Resource Management, Climate Change and Environment

Rationale:

Environment and development, linked with climate, are priorities of Norwegian development cooperation and foreign policies. The Political Platform of the Parliament (2009-2013); Report No. 13 to the Storting (2008-2009) on Climate, Conflict and Capital; Report No. 14 to the Storting (2010-11) on Green Development; Report No. 40 to the Storting (2008-09) on Norway's Humanitarian Policy; and Budget Resolution 1S to the Storting (2011-2012) reflect Norway's commitment and responsibilities to work for attainment of an environment and development that is sustainable, including particular attention to women's roles and opportunities.

Through its political, diplomatic and expert engagement, Norway has over the years been recognised as a committed stakeholder in, and champion for, sustainable environment and development for present and future generations. This NORHED sub-programme is seen as an additional mechanism to allow Norway to support generation of knowledge, improved education programmes and application of practical approaches and solutions addressing needs of the South in crucially important development arenas.

Managing climate change and potential impacts on systems and people of the global community represents one of the major challenges of the future. On top of already-existing national resource management challenges, climate change at global, regional and local levels introduces altered risk profiles that have consequences for risk management strategies. Altered risk profiles result from more variable temperatures, more variable rainfall, and more extreme climate events such as heat waves, floods and droughts than have been experienced – and responded to – in the past. The importance of risk management strategies and their potential implications for countries, economies and people can be significant.

Improved forecasting and successful management of global natural resources coupled with sustaining the environment while addressing the development needs of a growing and migratory global population are considered the collective responsibilities of governments, organisations and individuals in both North and South, as enshrined in international conventions and resolutions.

Priority Focus Areas of This Sub-Programme:

The following areas are prioritised under this NORHED sub-programme:

1. Natural resources management and climate adaptation, mitigation and resilience strategies (with special focus on most vulnerable groups) in developing countries where livelihoods are dependent on productive primary sectors such as agriculture, forestry, fishery and aquaculture, and where food security and adequate nutrition, and best use of water, fish or land resources are specific objectives.

Geographic focus: Sub-Saharan Africa, South-Asia and South-East Asia.

2. REDD+, i.e. reducing emissions from deforestation and forest degradation, notably going beyond deforestation and forest degradation to include conservation, sustainable management of forests, enhancement of forest carbon stocks, human rights-based governance and protection of the rights of those living in the forest.

Geographic focus: Sub-Saharan Africa, South-Asia, South-East Asia and Latin-America.

Sub-Programme 4: Democratic and Economic Governance

Rationale in Brief:

The Report No 13 to the Norwegian Parliament (2008-2009) on Climate, Conflict and Capital states that fair distribution, human rights and democratic development are essential to Norwegian development cooperation. The concept of governance, while not universally defined in international development terms, basically has to do with how a country is governed. Improving democratic governance is implicit and emphasizes that the development process must be driven by domestic actors and organizations. Macro-economic stability, economic growth and the production of good public services are characteristics of economic development. It is generally agreed that a dynamic private sector in combination with progressive social politics is a prerequisite for economic growth and development. Poor countries need to facilitate profitable new enterprises and entrepreneurs that that can create employment and generate tax-revenue.

Each country is unique with respect to political systems and structures and the history of how these have been developed. There is no blue-print for how to understand and support governance in a country which underlines the need for flexibility, local needs analysis and planning.

There is broad recognition of the positive links between good governance, legitimacy of the state, effectiveness, economic growth, facilitation of private sector development, democracy and human rights. NORHED and particularly this sub-programme are in line with this thinking. Focus will be on the development of a state with duties vis-à-vis its citizenry such as:

- Delivering rights-based and non-discriminatory public services, e.g. health, education, and basic infrastructure.
- Providing citizens safety from violence and aggression.
- Facilitating economic growth, income and employment, by stimulating investment and entrepreneurship.
- Providing real opportunities for citizens to influence public decision-making, through institutions such as elections, political parties, parliament, independent judiciary, free media and civil society organizations.
- Allowing respect for human rights, social values and norms, faith and beliefs.

A key pillar supporting development of the state is an effective, efficient, transparent, non-partisan and non-corrupt public service across local, regional/provincial and national levels of government.

This NORHED sub-programme aims at improvement of education programmes, expansion of local teaching and research capabilities, enhancement of the existing knowledge base, and strengthened capacities of HEIs, their academic staff and their graduates to apply practical approaches and context-appropriate solutions to the future challenges of economic growth and democratic governance. It is envisioned that graduates from strengthened HEIs will represent a qualified pool of lecturers, researchers, leaders and managers who will fill key positions in academia, think tanks, civil service,

non-government organizations (NGOs) and the private sector, then strive for achievement and continued practice of good governance in their countries.

The sub-programme is grounded in a number of Norwegian and international policy statements and international covenants, and Norway's previous and current international and bilateral engagement in support of governance, private sector development, human rights, democracy and sustainable economic development. Examples are:

- Peace processes and post-conflict recovery.
- Strengthening of democratic processes and institutions such as multiparty elections, parliaments and citizens' democratic awareness and participation.
- Public financial management, often in combination with budget support, tax administration, and building up external audit functions, in particular as related to revenue from natural resources (especially oil, gas and mining).
- Macro-economic analytical capacity, including management of sovereign wealth funds, stabilization policies, managing the risk for "Dutch disease" from large revenue and promoting growth in non-natural resource sectors of the economy.
- Impact of human rights-based, gender-equitable and pro-poor approaches to development.
- International efforts to reduce illicit capital flow and tax havens.
- Improving investment climates, in particular for petroleum and hydropower development, while not neglecting small and medium enterprises and job-creation.
- Investment in profitable enterprises and the transfer of knowledge and technology

Priority Focus of This Sub-Programme:

This sub-programme is aimed at supporting academic institutional collaboration for improved capacity, effectiveness and sustainability of state institutions in all three branches of the state (legislative, judiciary and executive) to improve their capacity to fairly and equitably address local needs priorities, and bridge capacity gaps.

This sub-programme will focus on issues such as:

- Expansion of qualified professional workforces as per local needs and priorities including public financial management, tax administration and audit functions, as well as in the judiciary and other core state functions.
- An additional focus on management, administration and distribution of income from natural resources.
- Generation and application of knowledge of improved state functions to meet emerging trends and challenges, including:
 - Key themes including pro-poor/pro-equity and rights-based economic policy-making, macro-economic stability, economic growth, transparency, domestic revenue generation, employment, public service delivery, and non-discriminatory social security systems.
 - Issues and practices related to local authorities and their relations with citizens including in light of increasing urbanization.
 - Productive interaction between political leaders, government bodies at various levels, civil society and the private sector for improving pro-poor investment climates.
- Innovation and application of information and communication technologies to ensure decision-making and governance that is effective, transparent and accountable to the people (e-Governance).

- Facilitation of Private Sector Development and stimulation of job-creation and entrepreneurship.

Because of the transcending nature of democratic and economic governance, other NORHED sub-programs in specific sectors such as health, education or natural resources management (e.g. agriculture) may include aspects related to governance. Some aspects related to the political influence of the citizens, such as advocacy towards the government, holding it accountable for performing its duties, is part of the NORHED sub-program on Humanities, Culture, Media and Communication.

A range of academic disciplines and degree programs is relevant in this sub-program, typically related to but not limited to political and social sciences - including public policy and management/administration, economics, organizational theory, research methodology, human rights studies, law, development management, and business management and entrepreneurship. There is significant scope for interdisciplinary approaches to education and research-based collaborative post-graduate training (BSc, MSc PhD).

Eligible Countries:

Primarily LMICs in Sub-Saharan Africa, fragile states and post-conflict states.

Sub-Programme 5: Humanities, Culture, Media and Communication

Rationale in Brief:

Globalization and major trends such as climate change, migration and potential competition for resources are leading to increased cross-border migration, interaction and exchange of peoples, information, technology and culture. Globalization raises new challenges for human development, human rights, gender equality, growth and sustainability, but also important questions about how common problems are understood, communicated and responded to.

This NORHED sub-programme is intended to focus attention on key aspects of humanities; culture, media and communication that countries must be prepared to cooperate more on in the future, applying internationally-accepted principles of human rights. Envisioned sub-programme components include in-country socio-economic-cultural research and mapping and analysis of trends to enhance relevance of teaching programmes offered by HEIs, including a focus on indigenous people and cultures, ethnic minorities and marginalised groups of society.

This NORHED sub-programme is grounded in a number of Norwegian and international policy statements and international covenants related to human rights and dignity, including:

- “The Role of Human Rights in Norwegian Foreign and Development Policy”, Norwegian Ministry of Foreign Affairs, 2009.
- The human rights to cultural expression and to participation, as enshrined in the International Covenant on Economic, Social and Cultural Rights.
- Freedom of speech (Article 19, UN Declaration of Human Rights).
- “The Convention on Protection and Promotion of Diversity of Cultural Expression, 2005”.

Priority Focus Areas of This Sub-Programme:

The following areas are prioritised under this NORHED sub-programme:

1. Humanities, with the intention of strengthening HEIs and programmes in the field of humanities to advance knowledge, standards and academic cooperation with focus on democracy, gender equality, equity, human rights, inclusion, non-discrimination and diversity.
2. Culture, with the intention of strengthening HEIs in the teaching and advancement of culture, including marketing and management courses to promote and stimulate in-country artistic, intellectual and cultural activities, e.g. visual arts, dance, design, music, theatre, and cultural heritage. Models for cultural education may include components of formal qualifications, professionalism of artists and art forms, and strengthened competence, capacity and independence of cultural education institutions.
3. Journalism, media and communication, with the intention of strengthening HEIs to develop respected, independent media and journalism education programmes.

Because information generation and dissemination is now global and instantaneous, all the above priority areas are expected to recognize new and positive potentials of social communications media tools to promote humanities, human rights and culture, and not least truth in reporting. Exploration and development of new methods of teaching that reflect how young people absorb, process and retain not only news about current events, but also information/knowledge in learning situations are also expected to be reflected in this sub-programme.

Eligible Countries:

Low and Middle Income Countries, fragile and post-conflict states.

Sub-Programme 6: Capacity Development in South-Sudan

Rationale in Brief:

South-Sudan is in 2012 at the start of building a new state. There is a strong need for qualified workforce in every sector, including national and local governments. However, the level of education among South-Sudanese citizens is in general low, and there are insufficient education systems at all levels. Higher education institutions are key providers of human resources essential to build the country.

Through the NORHED programme, Norwegian institutions will contribute to strengthen the higher education sector in South-Sudan. It is stated that all universities in the new state lack basic resources. However, as agreed with the national authorities, NORHED will in a first phase focus exclusively on University of Juba (UoJ).

UoJ developed in exile in Khartoum during the civil war. At the time of the referendum, the university had more than fourteen thousand enrolled students, several thousand diploma students and more than six hundred scientific staff. When relocating to Juba, the university lost the majority of its scientific staff. In March 2012, they had nine thousand fulltime students, six thousand diploma students and a scientific staff of only around one hundred people, with limited teaching capacity.

Priority Focus Areas of This Sub-Programme:

The following areas are prioritised under this NORHED sub-programme:

The programme will support capacity building at UoJ in both shorter and longer term. Scientific staff needs further training through Master and PhD education, which is a long term process. At the same time, there is an urgent need for teachers to train already enrolled students. The first phase of NORHED in South Sudan will therefore include interventions such as guest teachers (shorter term) and staff scholarships (longer term).

Network building between UoJ and institutions in neighbouring countries might create sustainable supporting structures that will benefit long term capacity building at UoJ. Thus, regional collaboration is encouraged under this sub-programme. Scientific, technical and administrative staff training should be considered to take place at institutions in neighbouring countries to South Sudan.

Research collaboration with both Norwegian and neighbouring country institutions will be important to strengthen scientific capacity and sustainability and should be initiated if possible at the onset of the project.

Infrastructure investments which are necessary to build capacity in the proposed area may be included in the proposal.

General administrative strengthening of the university is needed and might be included in the project.

Referring to the NORHED thematic priorities, priorities for the South Sudan sub-programme will be Democratic and Economic Governance; Natural Resource Management, Climate Change and Environment; Health and Education and Training. Conflict sensitive and gender sensitive based approaches will be important in this sub-programme.

South-Sudan is at this particular time in a vulnerable political situation. The timing for the first call will be assessed also in light of this.

Annex 2.

NORHED Time and Budget Frames

A longer-term perspective is required to sustain higher education and research capacities after the projects end.

The programme funding is dependent on the Norwegian Parliament's annual appropriation. The overall annual budget frame for NORHED is estimated in the order of NOK 150 million (including Norad's Master Programme for Energy and Petroleum, EnPe), with flexibility for budget growth for the programme as a whole or in specific thematic or geographic areas (i.e. expanding sub-programmes or creating new ones).

Depending on the nature of the sub-programmes, the budget frame for individual projects will be 7-18 million NOK per project for a period of up to five years. This will be further specified for each call.

Norad aims towards a NORHED project portfolio in the range of 40-50 projects.

Financial Framework – what NORHED funds can cover

NORHED projects will include components like; teaching, research, systems strengthening, small scale infrastructure, study programs and curricula development.

NORHED aims at capacity building of research and higher education in the South partner institutions. Thus, NORHED projects should aim at producing academic degrees at the South based institutions. The driving force of the Norwegian-South partnership is the research components which will be of mutual benefit to the partners. As a consequence, hourly rates for research and supervision and teaching of students at the home institution, which are core responsibilities of the academic staff, will not be compensated under the program.

However, there will be need for activities not considered as core responsibilities and therefore will be compensated under the program. These are activities as listed below:

Research activities

Travel, field work and scientific equipment related to the project's research activities can be supported. Basic salaries for the researchers participating in NORHED projects, as mentioned above, cannot be covered by the NORHED Programme. This is also valid for the researchers from the South institutions.

Publication and Dissemination

Costs related to publication and dissemination activities that form part of the objective for the cooperation project can be supported by the NORHED Programme. Dissemination activities include the organisation of and participation in workshops, seminars, conferences etc. Costs for publication of thesis for Master's students and/or PhD fellows admitted to the project may also be included here.

Scientific Equipment and Small Scale Infrastructure

Scientific equipment can be supported by the NORHED Programme. All equipment budgeted for in a NORHED project shall be available to the cooperation project during the project period. The equipment becomes the property of the institution in the South when the cooperation project is terminated. Norwegian institutions shall make necessary equipment available for use at their own institutions.

Small scale infrastructure like construction of a laboratory, renovation and equipping of a lecture room etc, can also be supported when it is a precondition for the implementation and quality outcome of the project.

Education activities

Travel and equipment related to the project's educational activities are expenses that can be supported by the NORHED Programme.

Basic salaries for academic staff from Norwegian institutions participating in NORHED-supported cooperation can be covered by the NORHED Programme at hourly rates when these activities take place in the South. This can include teaching, programme development, curricula development, and supervision of students at all levels (where these are not graduating in Norway). The Norwegian partner institution will be compensated for their academic staff participating in NORHED projects at hourly rates at salary scale 70 (Statens lønnsregulativ). This is calculated based on the upper range of a Post Doc salary.

Norwegian institutions will receive funding for credit points passed by NORHED students in Norway, and for exchange visits to Norway of minimum three months duration carried out by NORHED students. These are the same conditions that apply to students under other cooperation arrangements.

PhD and Post Doc

Costs related to the development of new PhD courses and programmes can be supported by the NORHED Programme. These costs may include expenses related to curriculum development, stakeholders' meetings, exchange visits and other items.

Fellowships for PhD and Post Doc from the South can be funded by the NORHED Programme. If the studies takes place both at institutions in Norway and in the South, the funding shall follow the regulations in the respective country for the period spent at these institutions. The NORHED Programme does not pay any expenses for accompanying families.

NORHED uses the regulations and rates for the State Educational Loan Fund / the Quota Scheme as a model for support for education in Norway. In addition there will normally be other expenses depending on the nature and level of the work (travel, field work, dissertation costs not covered by any of the institutions etc.), which can be included in the budget under other relevant items.

Scholarships

Scholarships for Master's students from the South can be funded where the Master programme is taken as part of competence building for permanent staff at the partner institution in the South. NORHED does not fund Master Scholarships in general, due to challenges with sustainability for such incentives. The intention is that the Program established will continue after the NORHED project is completed. It is also difficult to justify why these students should receive scholarships while students in other fields would not. Providing scholarships to studies in fields included in the NORHED Programme might encourage students to apply for these studies, not out of interest and abilities, but for financial reasons.

In order to ensure equal opportunities for education, exceptions might be granted for students from underrepresented or marginalized groups/areas.

Gender Equality and Inclusion

NORHED projects shall establish mechanisms to ensure improved gender balance and inclusion of marginalized groups. Such mechanisms can include scholarships.

Women involved in NORHED projects as students, PhD candidates or projects managers will be granted maternity leave of a minimum three months, or according to local regulations.

Training of Technical and Administrative Staff

In line with the aim of capacity building set out in the NORHED Programme, expenses related to the training of technical and/or administrative staff from the institutions in the South are supported by the NORHED Programme.

Training should be related to the implementation of the cooperation project. Salaries will be compensated. If training is offered in Norway or in a third country, the budget should include travel expenses and costs related to daily allowance and accommodation.

Training of technical and administrative staff can be provided by the partner institutions, or by consultants contracted for a specific purpose.

Institutional Development

NORHED aims at contribute to stronger institutional capacity including administrative capacity and infrastructure. NORHED can cover development of libraries, laboratories, student administration, e-learning approaches and other capacity development activities.

Project Management

Partner institutions can receive compensation by NORHED for the time spent by the project coordinator on management and coordination where his/her time has to be substituted by the department. Compensation is intended to cover replacement staff.

Compensation is allocated according to the relevant rates/regulations at the home institution.

The maximum project management workload for a partner is set to three (3) full-time months per year for each institution depending on the scope of the project, and reflecting the institutions involvement.

Consultancy

NORHED projects can contract consultants for specific activities where this is more relevant and/or cost effective than bringing competence from the Norwegian partner institution. This can apply to capacity building within the administration or infrastructure projects of the Higher Education Institution.

Travel

Visits to Norway will be covered according to the standards of Norwegian national regulations. With regard to travels, economy tickets are standard. Regulations established by the individual institution concerning visiting academic staff shall be used. For Norwegian travelers, stays abroad are calculated according to the official Norwegian regulations (*Statens Reiseregulativ*). For visits to countries other than Norway, funding is based on the regulations of the home country or home institution. Travel in the home country should be calculated in accordance with the national regulations or regulations established by the home institution provided they do not exceed Norwegian allowance limits.

Administrative Costs

The administration costs are meant to cover indirect expenses. Direct costs that can be linked to the implementation of the project are not covered by administrative costs, but as part of the grant.

Administration contribution will help to manage grants from Ministry of Foreign Affairs and Norad. Breakdown of administrative costs is not required.

Administration costs have a maximum rate of 7 %. This applies to the projects with high involvement.

The project administration costs should be distributed between the partners, based on the workload of each institution, and according to approved plans and budgets.

Below is a list of what the Ministry of Foreign Affairs and Norad considered as indirect costs. Any deviation from this list must be justified in particular.

Contribution to:

- Salaries for staff of grant recipients
- Accounting and auditing
- Rent and related costs (lighting, heating, cleaning, etc.)
- Use of buildings and equipment
- Normal maintenance costs
- Communication (telephone, postage, bank) unless the measure consumption can be documented
- Taxes, fees and charges
- Printing / copying of material
- Rental of equipment used in daily operations and that are not directly related to the project
- ICT services and equipment
- Office Supplies
- Bank Guarantees
- Legal assistance

External Financing

All partner institutions are required to report on activities which are funded by external financial contributors in their annual reports.

Although the Norad-funded activities are a priority in the NORHED Programme, NORHED emphasizes the positive effects of co-funding with other programmes and/or agencies. It should be noted, however, that the same activities cannot be funded by more than one programme (no double funding).

Norad

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