

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 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.
- 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

particularly 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 Basic Medicine 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.

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 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 postgraduate 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.