

Annual Report  
**SIU 2003**



**NORWEGIAN COUNCIL FOR HIGHER EDUCATION**  
**SIU** CENTRE FOR INTERNATIONAL UNIVERSITY COOPERATION

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## Contents

2003: A paradigm-shift for SIU	page 3
<b>SIU</b>	
SIU - a retrospective glance at international cooperation in higher education	page 4
Modus Operandi: Technology improves the programmes	page 6
Focusing on dialogue, results and transparency	page 7
<b>NORAD Fellowship Programme</b>	
More and more courses in both South and North	page 8
NLH student to improve Eritrean agriculture	page 9
<b>NORAD Programme in Arts and Cultural Education</b>	
Musical bridge-building	page 10
<b>NORDPLUS</b>	
Five years of improvements	page 11
<b>NORDMÅL</b>	
Improved quality of the administration of the programme	page 11
<b>NUFU Programme</b>	
Nutrition, elections and indigenous fruit - research collaboration with Malawi	page 12
<b>The Norwegian Programmes for the Cooperation with South East Europe, Russia and the EU Candidate Countries</b>	
2003: A year of initiation	page 14
Russian-Norwegian cooperation in the light of the Bologna process	page 15
<b>Socrates</b>	
Network for cultural understanding and network	page 16
SIU receives accolades for the administration of Socrates	page 17
Grundtvig: Prospects for more participants in larger Grundtvig projects	page 18
Comenius makes a difference	page 18
Erasmus numbers once more increasing	page 19
<b>SIU Key Figures</b>	
SIU Board and programme boards/committees	page 20

### About the Norwegian Council for Higher Education

The Norwegian Council for Higher Education (UHR) is a co-operative body for Norwegian universities, specialised university institutions, and university colleges (the former state colleges).

The aims of the Council are: to develop strategies for the Norwegian system of higher education institutions, to promote co-ordination and division of labour within the higher education sector, and to serve as a common instrument for the member institutions in their international co-operation.

### About Centre for International University Cooperation

The Centre for International University Cooperation (SIU) should facilitate the institutions' common efforts within international cooperation in higher education and research. SIU should administrate and develop programmes and support functions within higher education and research.

The programmes managed by SIU are funded by the Norwegian Ministry of Education and Research, the Norwegian Ministry of Foreign Affairs, the Norwegian Agency for Development Cooperation (NORAD), the Nordic Council of Ministers and the European Commission. SIU is owned by the Norwegian universities and university colleges through the Norwegian Council for Higher Education (UHR).

## 2003: A paradigm-shift for SIU

*For SIU, 2003 has been a noteworthy year, dominated by the process of achieving a final clarification of the centre's future affiliation form. In parallel with this, we have succeeded in working effectively with the ongoing assignments.*

### Positive evaluations and programme growth

The operation of the programme portfolio has gone very well, and the work of preparing the next main period in the NORAD programmes has begun, at the same time as we have also been following the process in Brussels of shaping EU's new education programme with Argus eyes. Within NUFU, we managed an addition of NOK 15 million over three years for Malawi, on the initiative of the Norwegian embassy. There have also been discussions about whether SIU is to manage an exchange programme for students from South Africa.

In two of our biggest fields, namely vis-à-vis Europe and countries in the South, SIU's work has been subject to external evaluation. We are pleased to report that the Norwegian Institute for Studies in Research and Higher Education (NIFU) returned a positive evaluation of SIU's operation of the Socrates programme; similarly, the independent consultancy company UNIConsult made a positive evaluation of our management of the programmes with the countries of the South.

### In 2003, SIU arranged eight conferences, courses and seminars

The autumn conference, held at Solstrand outside Bergen in October and focusing on research and higher education in a South-North perspective, was very interesting. The main addresses were given by the South African Education Minister, Kader Asmal, and the Managing Director of the World Bank, Mamphele A. Ramphele. Courses aimed at strengthening expertise and contributing to the exchange of experience in internationalisation are a priority area for SIU, and with the assistance of key players in the institutions, we held such courses in Kristiansand in June and in Bergen in November.

The Ministry of Education and Research (UFD) has asked SIU to be technical facilitator for the ministerial conference in Bergen in May 2005, a follow-up to the Bologna Process.

### New names and a new organisational structure

From 1 January 2004, SIU will be entering a new epoch as an administrative body subordinate to the Ministry of Education and Research. The "new" SIU will have its own Board, whose chairperson and a majority of whose other members will come from the university and college sector. The name has also been changed from *Senter for internasjonalt universitetssamarbeid (Centre for International Cooperation in Higher Education)* to *Senter for internasjonalisering av*

*høyere utdanning (Norwegian Centre for Internationalisation of Higher Education)*, but retaining the abbreviation SIU.

Now we are an administrative body, collaboration with the Ministry is close and important. but at the same time it is crucial that the university and college sector continues to have an ownership relation to SIU. This will be anchored in the management structure that SIU will now acquire, through the various programme committees and not least through a determined collaboration with the institutions. For example, SIU will get together with the sector when new cooperation programmes involving obligations for the seats of learning are to be negotiated. It will also be important to exploit SIU's own expertise together with the considerable expertise of the institutions in order to find the best possible solution for the various tasks.



Knut Brautaset



Ulf Lie

### The road onwards

As a follow-up of the Quality Reform, the Ministry of Education and Research chose to rely on SIU as the pillar of the new national body for strengthening the internationalisation of higher education. The new organisation will be given a wide remit, and will be a cooperation and service body and a partner for public and private educational institutions. In brief, its mission will be to promote internationalisation, cultural communication and international mobility in higher education, and also to coordinate work at a national level in accordance with the official guidelines for policy in this field.

SIU will be the national office for international programmes and measures in higher education, including programmes directed at countries in the South, but we may also manage programmes that cover other levels of education (primary and adult education). Additional missions will be to profile Norway abroad as a country in which to study and do research, assist with guidance and expertise development in the internationalisation of universities and colleges, and advise the Ministry in relevant fields.

The voyage onward will be demanding, important and exciting!

Knut Brautaset  
chairman

Ulf Lie  
director



SIU supports the birds of passage

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## SIU – a retrospective glance at international cooperation in higher education

*During the 12 years that have passed since SIU was established, remarkable changes have come about, both within SIU and on the international education scene. Having begun with two programmes and three employees in 1991, SIU is currently administering a number of international cooperation programmes and employs 28 people.*

### From administrator to partner

SIU's history started in 1991. The Ministry of Education, Research and Church Affairs (KUF) and the Ministry of Foreign Affairs (UD) were looking for an administrator for Norway's participation in the Erasmus programme and in the NUFU agreement between UD and the higher education institutions. The Norwegian Council of Universities (UR) had recently established a secretariat and was asked to undertake the task. The Council then founded SIU and employed three people.

At this point, globalisation had become an issue, and the world was experiencing the first glimpses of electronic communication. International cooperation within education also started at this time, although not yet to a great extent in Norway. Both in the EU and in Norway the internationalisation took the form of programmes. It is hard to say why the programmes came to dominate the field – as they still do – but a look at the EU legislation before the Maastricht Treaty shows that there was a need for international agreements, institutionalised cooperation and the removal of national

barriers. The Bologna process and the problems with double degrees that we are facing today illustrate that these needs have not changed significantly. With hindsight, we may see all this as the beginning of the institutionalised international cooperation, which is increasingly also a response to the commercialisation of higher education.

Although we seem to remain within the same regime, the changes during the last 12 years have been incredible. Internationalisation has become a core activity for the government and for the higher education institutions, and the number of international cooperation programmes is constantly growing. After the Quality Reform in Norwegian higher education, the outline of a new SIU was drawn, and the new SIU was finally established in 2004 with an extended mandate. SIU will still serve both the ministries and the higher education institutions, but within a formal framework that has changed. SIU will continue to push for the improvement of institutionalised international cooperation, which is a condition of increased academic mobility.

In 1991, SIU allocated approximately NOK 50 million through the programmes. In 2003, the amount reached nearly NOK 208 million, distributed through the programme boards to international projects, scholarships and cooperation activities.

SIU came into existence and evolved alongside the electronic revolution, of which it took advantage by designing its own electronic systems for programme administration. SIU was a pioneer in offering and selling electronic services to national and international parties, such as the European Commission.

### The four phases of the SIU history

The years from 1991 to 1994 were SIU's early period, until it became a department within the administration of the Norwegian Council of Universities. SIU had its own board with representatives from the universities and with the secretary-general as the chairman. During this period, SIU laid the cornerstone of its ICT systems, became acquainted with national and

international institutions, and established administrative procedures.

1995-1997 was a period of construction and growth. After the Maastricht Treaty of 1995, Erasmus became a part of Socrates. At the same time, the NUFU programme was extended and SIU started remodelling the organisation into two departments.

The period from 1998 to 2000 may be seen as SIU's golden age, with a high level of activity. The organisation acquired the structure it has today: two specialist departments and one administrative unit. Focus was on quality assurance and on improving the bureaucratic procedures further. The age of invention was definitely over. During this period, SIU doubled its portfolio. A SIU board was established, at first an interim board and later a permanent board, after the UR and the Norwegian Council of State Colleges (HR) had merged into the Norwegian Council for Higher Education (UHR) in May 2000. Under the UHR, the new board and its chairman Knut Brautaset were given extended authorisations.

2001-2003 was a transition period for SIU, during which SIU delivered the report on internationalisation to the national Mjøse Committee, appointed to analyse the Norwegian higher education system. In March 2002, the Quality Committee in the Ministry of Education and Research (UFD) proposed a structure for a new SIU: a national centre for internationalisation in higher education, owned by the Ministry and with a mandate we had worked hard to obtain. SIU is still in transition and probably will remain so until the end of 2004.

### The road ahead

From then on, SIU will have to achieve new progress, as we did after 1991. The internationalisation of Norwegian higher education has a long way ahead. The aim is to assure the quality of Norwegian higher education and make it more attractive, by offering our students international study programmes, and our teachers international

impulses through alliances with professionals abroad. At the same time, we must make our voice heard in international forums and fulfil our international responsibilities towards countries in the South. If SIU is allowed to become the centre of competence that we want, and to contribute to these processes in a new era, the centre will play a key role in international cooperation in higher education.

*The so-called Bologna process will have strong influence on SIU's work in the coming years. The process was initiated in 1999 with a declaration signed by 29 European ministers of education in Bologna. In Berlin in 2003, the numbers of participating countries increased to 40. The intention is to create a European Higher Education Area by 2010. A number of action lines have been defined to achieve this goal, focusing among other things on the establishment of a two-cycle degree system, transparency of qualifications, quality assurance and mobility.*

*The next conference takes place in Bergen (Norway) on May 19-20, 2005, and SIU will act as the technical host.*

### Programmes administered by SIU

1991	Erasmus (1991-1995) NUFU (1991-2006)
1995	Socrates (1995-2006) Cooperation programme with Central and Eastern Europe (1995-2001)
1998	NORAD Fellowship programme (1998-2005)
1999	Nordplus (1999-2003)
2000	Cooperation programme with South East Europe (2000-2004)
2001	Nordmål (2001-2003)
2002	Cooperation programme with the EU candidate countries (2002-2005) Cooperation programme with Russia (2002-2006) NORAD programme in arts and cultural education (2001-2005)
2003	The Erasmus Link to Norway (2003-2005)
2004	(Erasmus Mundus, EU's E-learning programme)

The two towers in Bologna, Italy ("Le Due Torri di Bologna"), are visible from all over the city and form a popular landmark for tourists. (Photo: Carsten Kickstat)



## Modus Operandi: Technology improves the programmes

*SIU operates with a focus on strategic use of in-house ICT resources. The ICT group develops customised systems to support the programmes and is also responsible for the ICT structure of the organisation as a whole. Given this solid technical backend, SIU can allocate resources to further improve the content and administration of the programmes.*

### NUFU Online

In 2003, SIU finalised the NUFU Online project as a complete ICT-based administration tool for the NUFU programme. NUFU Online facilitates the whole project process by providing an online application and reporting service for the applicants, and subsequently for the project coordinators. The system also includes internal tools for budget control, payments and reporting, and, finally, makes it possible to disseminate project information on the SIU website. The structure of the NUFU programme, with its special requirements regarding equality between institutional partnerships, added complexity to the project. We are thus very proud to have overcome these challenges and to have been able to design a system that has received very positive feedback from the users. NUFU Online also makes up an important part of an Internet portal with country-specific information on cooperation in higher education and research, which was finalised in 2003.

### Online Information: An important part of SIU's strategy

*Information is a focus point for SIU, where our web site is the main channel for external information. Additionally, we issue a number of written publications, and we host courses and conferences.*

### ISOC contract with the European Commission

In December 2002, the European Commission signed a contract with SIU to upgrade and maintain the ISOC database. ISOC is an interactive, web-based project catalogue that contains project information from nearly all of the centralised measures in the SOCRATES programme. The new database launched in August 2003 is a dissemination tool for transnational projects. It allows all project coordinators to log in and edit information on their project, e.g. to update project outputs, project events, partner information, etc. An introductory course was arranged for the European Commission, and the database has been presented at several seminars and meetings in Brussels. During the autumn of 2003, we experienced increasing traffic to the database, and SIU has been asked to extend the service for 2004.

[www.siu.no/isoc](http://www.siu.no/isoc)

### Visitors are satisfied with siu.no

In December of 2003 we conducted a comprehensive survey of our web site, including an online questionnaire. The analyses of the gathered data show that our visitors are above average satisfied with the overall quality of the web site, and that they actively use the various web services offered. Our website had in 2003 a monthly average of about 40,000 unique visitors, and we received more than 3,200 requests from online contact forms during the year.

## Focusing on dialogue, results and transparency

*The Overseas section at SIU is in charge of programmes focusing on cooperation with countries in the South (mainly sub-Saharan Africa and South East Asia), Russia, South and Eastern Europe and the EU Candidate Countries.*

In October of 2003, SIU hosted its second Autumn Conference, entitled "Policies and Models for International Cooperation in Higher Education". The target group was Norwegian participants working with policy-making, administration and development of the professional aspects of Higher Education cooperation between Norway and countries in the South. Among the several important contributors to the conference were the Minister of Education in South Africa, Professor Kader Asmal; the Managing Director of the World Bank, Dr. Mamphele A. Ramphela; and the Secretary General of the International Association of Universities, Eva Egron-Polak.

### 2003: Prioritising information from the programmes

The NUFU programme was presented in a new publication entitled "When researchers work together across the South-North divide", in which we provide a complete list of the project portfolio for the third period. Several projects are given journalistic presentations. "The Annual Report 2002 for Cooperation Programmes with South East Europe, Russia and the EU Candidate Countries" was also published as a part of SIU's new publication series, in order to give a broader presentation of programme activities. All NUFU and Eastern Europe

cooperation projects are presented on separate web pages.

In cooperation with NORAD and the Norwegian Ministry of Foreign Affairs (UD), SIU has made a web portal covering many of the countries involved in the various programmes. The portal has information about specific projects, cooperation opportunities for both local citizens and Norwegians, and links to other relevant web sites.

### Bibliographies

In 2003, the SIU Overseas section has focused on improving the output of information from the programmes. A complete bibliography was published

for NUFU's second programme period 1996-2002, together with a complete bibliography of master theses from the NORAD Fellowship Programme 1998-2002. Updated and searchable bibliographic information is now available online for both NUFU and the NORAD Fellowship Programme. New routines for transparency in the programmes' decision-making processes have been implemented for some years, and they now function well. Reasoning and decisions of the programme boards are also made available online.

The Managing Director of the World Bank, Dr. Mamphele A. Ramphela (left) and the South African Minister of Education, Professor Kader Asmal (right), taking a break during the SIU Autumn Conference 2003 at Solstrand, outside Bergen. (Photo: SIU)



**Country-specific information**  
[www.siu.no/embassy](http://www.siu.no/embassy)

**Projects/ results:**  
[www.siu.no/nufu/bibliography](http://www.siu.no/nufu/bibliography)  
[www.siu.no/norad/bibliography](http://www.siu.no/norad/bibliography)  
[www.siu.no/nufu/projects](http://www.siu.no/nufu/projects)  
[www.siu.no/east/projects](http://www.siu.no/east/projects)  
[www.siu.no/scientificpublications](http://www.siu.no/scientificpublications)

**Programme manuals/ decision-making:**  
[www.siu.no/board](http://www.siu.no/board)  
[www.siu.no/nufu/manual](http://www.siu.no/nufu/manual)  
[www.siu.no/norad/manual](http://www.siu.no/norad/manual)

### SIU publications in 2003:

- Annual reports 2002 from the NORAD Fellowship Programme and the Cooperation programme with South East Europe, Russia and the EU Candidate Countries
- "When researchers work together across the South-North divide" (Overview of research projects in 2002 for the NUFU Programme)
- "Master Theses 1998-2002: A Bibliography of Master Theses from the NORAD Fellowship Programme"
- "NUFU Bibliography 1996-2002: Publications from the NUFU Programme 1996-2002"
- Cooperation between Institutions of Higher Education and Research in Norway and the Muslim World
- The aftereffects of international school work: Profiles, strategies and experiences in Norway
- Development Cooperation: Old Paradigms?
- "Europavegen" (annual magazine related to the SOCRATES programme)
- Final report SIU Autumn Conference 2003

You may find a complete list of our publications at this address:  
[www.siu.no/publications](http://www.siu.no/publications)



## More and more courses in both South and North

*The idea behind the NORAD Fellowship Programme is to build bridges between the classroom and the real world, and between South and North. The programme helps to strengthen international expertise at Norwegian universities and university colleges, while at the same time helping institutions in the South with tuition needs that they cannot meet alone. In the last 40 years, the programme has given further education to about 3,000 students from countries in Africa, Asia and Latin America. A large proportion of these have been women; in 2003 34 percent of the participants in the programme were female.*

NORAD's master's degree in Electrical Power Engineering was the first course in the programme that takes place entirely in the South. This is a response to the Norwegian government's desire to expand educational facilities in the South. Such an investment in courses in countries such as Nepal, Tanzania and Malawi will be based on the institutional collaboration in NORAD's programme and will be seen in conjunction with other aid measures in research and development. Kathmandu University (KU) in Nepal reports itself very satisfied with the new master's course.

"This is highly prestigious, and it means a lot to us to get this course," says the dean of KU, Dr. Badhra Man Tuladhar. "We will be having more foreign students, from both Africa and Asia. The biggest challenge will be to look after them well." In 2003, Bodø University College, Norway,

was granted six places for a master's degree course in Comparative Social Work. The college is part of a collaboration led by the University of the Arctic – a joint project between 60 member institutions in Canada, Alaska, Russia, Iceland, Greenland and Finland. This will now be balanced by collaboration with the South within the framework of NORAD's Fellowship programme. At the University of Tromsø another new NORAD course will annually offer five Southern students the degree of Master of Indigenous Studies. This will give Sami students, Norwegian students and Southern students a better understanding of the rights of indigenous peoples and the international framework conditions, conventions and treaties governing their relations with the majority population in the various countries.

"We are very pleased that five students will be coming to us from the South every year and giving us comparative insight into the

rights and conditions of indigenous peoples," says Ole Henrik Magga, leader of the UN's permanent forum for indigenous people.

In 2003, NORAD defined Afghanistan as a new cooperation country. The programme must recognise that a war-ravaged and traumatised country like Afghanistan has special framework conditions and needs special facilitation. We will bear this in mind when discussing the framework and content of the programme.

Farming in the Dibarwa subregion in southern Eritrea. Photo taken during the collection of data for a PhD study in Agricultural and Resource Economics at NLH. (Photo: Mahari Tikabo)

Mengisteab Buru Chokie on the way out in the ski slopes during SIU's annual Winter Seminar for NORAD Fellowship students at Gausdal in 2003. (Photo: Teresa Grøtan, SIU)



### NLH student to improve Eritrean agriculture

"Trade Not Aid" is the slogan of many who think that the prosperity gap between South and North is still widening. They think that decades of development aid to the South have been in vain. NORAD's programme will provide assistance and "help for self-help" within the international trade network.

Mengisteab Buru Chokie from Eritrea took a master's degree in Development and Resource Economics at the Agricultural University of Norway (NLH). The master programme is meant to educate policy-oriented economists who are able to integrate and apply knowledge from resource-, environmental-, agricultural- and development economics. "Eritrea exports products such as cotton, leather, salt and fish, but import costs far exceed export earnings," says Chokie.

"We are not doing nearly as well as we should be. We have the opportunity to produce more, but on condition of better access to the international market for our products. That will get the economy going." Chokie is doing well in Norway, even though he finds the food, the snow and the natives' aversion to saying hello peculiar features of Norwegian society.

His master thesis is a microeconomic analysis of Eritrean agricultural productivity. "I want to analyse the long-term bottlenecks in the sector and the factors that affect agricultural productivity," says Mengisteab Buru Chokie.



### NORAD Fellowship Programme

**Online info:** [www.siu.no/fellows](http://www.siu.no/fellows)

**Content:** Scholarship programme for students from developing countries to study at master level in Norway.

**Objective:** The NORAD Fellowship Programme is based on a vision that good educational opportunities at Norwegian universities and university colleges can contribute to increased competency in the South. Most of the courses in the programme are held in Norway and run over a period of two years. All courses are considered to hold a high academic standard. The courses are part of the regular international programme of the institutions, and are offered in most academic fields.

**Contractual partner:** NORAD

**Programme period:** 2001-2005

**Participating countries:** 30

**Students:** A total of 197 students currently enrolled, of which 93 were new in 2003

**Budget:** MNOK 52,5 per annum + NOK 4 032 156 per annum for courses in the South



## Musical bridge-building

*How can the traditional and the contemporary be reconciled in music education? This is a central question in the collaborative project "Building Bridges" led by the Arts Department at Agder University College, Norway, and Dhow Countries Music Academy on Zanzibar in Tanzania.*

*Project director is Tormod W. Anundsen, a lecturer at Agder University College. In the late autumn of 2003, the project's first workshop was arranged on Zanzibar, and Anundsen describes the first meeting between Norwegian music teachers and colleagues and students on the island:*

The project "Building bridges between the tradition and the contemporary in music education" focuses on how we can anchor music education in local traditions, without

necessarily keeping the modern musical world at a distance. For we must deal with the latter, whether we are Western music teachers or practitioners of traditional music.

The first workshop will begin at the very beginning: How do we teach music to children? How can we create musical teaching that is based on local traditions, and yet is part of a modern education system?

One of the Norwegian participants challenged his Zanzibari colleagues to look at how music was transmitted from one generation to the next on the island, when they were building their own music education: "I think you look a little too much at what Western music education is like, and too little at what music education should be here, based on how music is transmitted from one generation to the next."

What is needed in music education for children is vigorously debated in the workshop. Do we need sheet music and pianos, or are other things more important? And what does "music education" actually mean when the music you play has roots from all around the Indian Ocean – in East Africa music, Arabic, Persian, Indian and perhaps a little Indonesian? And is not music education something other than what is traditionally done here on Zanzibar – that you hang around at the edge of the stage and in the traditional music clubs until you're old enough to try your hand?

Kheri Mohamed Kombo, percussion teacher at Dhow Countries Music Academy: "I began to play the drums as a child. I wanted to learn from the musicians, but was not allowed. I was always hanging around them, sat on the edge of the stage when

"How do we teach music to children?" was one of the issues the participants in the project "Building Bridges" sought to solve on their first workshop on Zanzibar in 2003. (Photo: Tormod W. Anundsen)

they were performing, carried their instruments. But I was never allowed to play. Right up to the moment when someone fell sick just before a performance. 'OK, shall we cancel, or let the kid try?' I have played ever since. I have never had a teacher. Now I have my own students at the academy, and teach them the way I myself learnt – by listening and imitation."

In the course of the workshop the participants began to sketch possible methods and approaches to creating a local education tradition: by using, among others, the musical building-blocks of imitation, "call and response" and improvisation, plus an integration of different cultural expressions into the teaching – as they are found in the tradition.

Through the project "Building Bridges", we want to develop formal music education on Zanzibar and let the impulses from this work strengthen education in Norway. An important perspective in this collaboration is to expand cultural horizons, enabling us to ask critical questions about what, in the last analysis, music education institutions are really doing.



## NORDPLUS

### Five years of improvements

*2003 was the last year of SIU's administration of NORDPLUS, an administration that brought a number of changes and improvements to the programme.*

At the very beginning in late 1998, SIU introduced an electronic managing tool for the administration and an online system for the submission of applications to the programme. This management tool was quickly accepted by the participants and has proved to be a success, thanks both to its user-friendly structure and the speed with which SIU has been able to provide statistics for different purposes.

The pillar of the programme is the close network cooperation between the Nordic institutions of higher education. One of SIU's aims has been to strengthen this cooperation, in terms both of administration and of adjustment to academic needs. The networks have thus been guided from

concept phase to a major contribution towards a stronger Nordic educational community.

SIU has been constantly trying to improve the quality of the applications, not only by means of an effective management tool, but also by better instructions to the applicants as to their objectives, activities and anticipated results. As a result, the quality of the applications has never been so high as in 2003, nor has the number of participants in the programme. During the five years of SIU's administration, the number of partners has increased by more than 20 percent, and the decrease in student mobility, which is so apparent in many other programmes, has ceased. Meanwhile, teacher mobility continued to rise in 2003, more than 11 per cent over the past four years. In addition, the number of applications had a modest increase in 2003 after four years of decline.

Returned or unused grants from the networks have always been a live issue in the programme. SIU has taken this very seriously, and its administration has contributed to the virtual elimination of the problem. The reports from the 2002

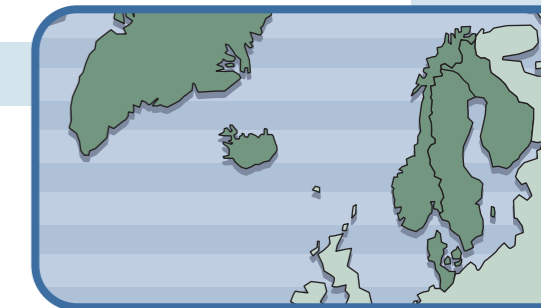
institutions year after year. Improved awareness and knowledge of the programme was, however, achieved through a SIU website for the programme, fixed deadlines for applications and reports, an electronic management tool, and advertisements in major Nordic newspapers and periodicals prior to the 2003 deadline. The result was amazing: the number of applications increased substantially during the SIU administration and doubled during 2003, and many of the applicants were new to the programme. The online application system also obliged the applicants to follow the same pattern and thereby made it easier for SIU to compare applications, give the steering group a better qualified opinion on the decisions, and supplying the Nordic Council of Ministers with useful statistics.

Thirty-one applications were submitted to the programme in 2003, 21 of which were

deadline, submitted to SIU in November 2003, showed a major increase in spending from NOK 24 million in 2001 to NOK 31 million in 2002.

One of the reasons for this development is the close guidance and sufficient information to the participants prior to the deadlines for application and reports. SIU has always emphasised this as a major feature of its administration of the programme, for instance by the use of newsletters and information on SIU's website, as well as direct contact by telephone and e-mail. SIU has also attended a number of network seminars and meetings for information and contact.

The production of handbooks for applicants in four languages, Icelandic, Finnish, Norwegian and Swedish, has been a major asset to these information services, which also include all the necessary and basic information for any applicant to the programme. Finally, SIU's website has proved to be a valuable resource on Nordic matters for national education and learning offices.



granted a total sum of NOK 3,955,273. The largest single amount granted was NOK 850,000. SIU is proud to hand over a better programme to the new operator.

NORDMÅL Forum is an annual conference designed to develop a wider concept of Nordic language cooperation. In 2003 the conference was arranged in Gothenburg and the objective was to discuss the future of the new generation of Nordmål, as of 1 January 2004 called Nordplus Språk (Nordplus Language). Sixty scientists, politicians and decision makers attended the conference, which was managed by SIU.

## NORDMÅL

### Improved quality of the administration of the programme

*SIU has administered the Nordmål language programme on behalf of the Nordic Council of Ministers since 2001. 2003 was the last year of SIU's administration of the programme, which will be run by IKU at Háskóli Íslands (University of Iceland) in Reykjavík as of 1 January 2004.*

Up until 2001 the applicants to the programme were very much the same

### NORAD Programme in Arts and Cultural Education

Online info: [www.siu.no/noradarts](http://www.siu.no/noradarts)

**Content:** The programme offers support to cooperation between higher education institutions in the South and in Norway.

**Objective:** The NORAD Programme in Arts and Cultural Education aim is to contribute to awareness of one's own culture. The main focus is to facilitate the professionalisation of artists and art forms in the South. Additionally, the programme seeks to increase artists' and cultural workers' belief in their own knowledge, creativity and traditions in craftsmanship. The programme should contribute to mutual learning between institutions and professional environments in Norway and the South.

**Contractual partner:** NORAD (Norwegian Agency for Development Cooperation)

**Programme period:** 2001-2005

**Participating countries:** 5

**Students:** 26 in Norway and approximately 160 in the South

**Budget:** MNOK 5 per annum



# Nutrition, elections and indigenous fruit - research collaboration with Malawi

*The Norwegian embassy in Malawi has been the funding initiator of three new and unique collaborative research projects in the NUFU portfolio.*

“How many children do you have and how old are they?” Ammidu Mpingu asks Chief Frank Chimeta.  
 “I have six children. Four of them are dead,” Chimeta answers.  
 The scene takes place in the remote Mdoka village in the central district of Malawi.

Mpingu is part of a team of research assistants who speak the local language of the area, Yao. He and his colleagues cover the whole district asking every household in the villages the same questions concerning family relations, health and nutrition.

## Drama and agriculture

The questionnaire Mpingu fills out forms part of the Lungwena project, a brand-new research collaboration between the University of Oslo, all five colleges at the University of Malawi and the Agricultural University of Norway. This co-operation is unique in that it involves a large number of Norwegian and Malawian students and staff from fields as different as drama, agriculture, gender studies and medicine. It is also unique in another way – this is the first time in NUFU’s history that a Norwegian embassy is initiating and funding NUFU projects. In total, the Norwegian embassy in Malawi has allocated close to NOK 15 million to three different projects.  
 “There has been a lack of the academic dimension in our work. We consider these projects administered through the NUFU framework to be an efficient use of development funds. These projects will complement more traditional projects that we run,” says Counsellor Kristin Sverdrup at the Norwegian embassy.

## Clause 2.2

Clause 2.2 of the NUFU agreement invites Norwegian authorities to support NUFU projects. Sverdrup hopes these projects will strengthen overall development co-operation with Malawi.  
 “These projects can contribute to the fields of health and good governance in Malawi in a way that previously has been difficult to achieve,” she says.  
 The second project involves the Centre for Social Research (CSR) at the University of Malawi, the Christian Michelsen Institute (CMI), and the Department of Comparative Politics at the University of Bergen. The project concerns democratic accountability in the context of the 2004 general elections in Malawi, which will take place in May. The research director at CSR and co-ordinator in Malawi, Wycliff Chilowa, completed his doctorate at CMI some years ago. This time, it is lecturer Nixon Khembo who will take his Ph.D. at CMI. Khembo is particularly involved in the study of the political parties and electoral bodies, and will be collecting all his research material during the election period in Malawi before going to Norway.  
 “This is the first major study ever on the democratic institutions in Malawi,” Khembo says.

## Sustainable agriculture

The third project, in the area of biotechnology, is a collaboration between Bunda College at the University of Malawi and the Agricultural University of Norway, as well as the University of Oslo. The goals of the project are to enhance the contribution of two species of indigenous fruits to food and nutrition and socio-economic values, to promote their roles in sustainable agricultural production and to ensure their conservation. Two master’s degree students and two Ph.D. students are involved in the research. The project is extremely popular amongst the students at the university.  
 “We received more than 200 applications for the four scholarships!” says Professor and co-ordinator at Bunda College, Moses Kwapata.

Counsellor Kristin Sverdrup at the Norwegian embassy in Malawi considers the NUFU co-operation an efficient use of development funds.  
 (Photo: Teresa Grøtan, SIU)

Research assistant Ammidu Mpingu interviews Chief Frank Chimeta in the Mdoka village in the central district of Malawi. The questionnaire forms part of the Lungwena health project in the newly established NUFU co-operation between Malawi and Norway. (Photo: Teresa Grøtan, SIU)



## NUFU Programme

(Norwegian Council for Higher Education’s Programme for Development Research and Education)

**Online info:** [www.siu.no/nufu](http://www.siu.no/nufu)

**Content:** NUFU is a Norwegian programme of academic research and educational cooperation based on equal partnerships between institutions in Norway and in the South.

**Objective:** The objective of the NUFU programme is to promote mutually beneficial cooperation based on priorities by the institutions in the South.

**Contractual partners:** NORAD and UHR

**Programme period:** 2001-2005

**Budget:** MNOK 300 for the 2001-2005 period

**Cooperation projects:** 63 by the year 2003

**Participating institutions :** 28 in the South (18 countries) and 10 in Norway

In addition, there are three agreements under the clause 2.2 of the NUFU agreement. The guidelines and principles of the NUFU agreement are used in cooperation with South Africa (two projects), the Palestinian Authority (three projects) and Malawi (three projects). Total budget for these three agreements are MNOK 29,5 for the 2002-2006 period.

Vice-Chancellor at the University of Malawi, Professor David Rubadiri, and Pro Vice Chancellor, Professor Leonard A. Kamwanja, outside the administrative building in Zomba.  
 (Photo: Teresa Grøtan, SIU)





## 2003: A year of initiation

*In many ways, 2003 was a year of initiation for the Norwegian Programmes for Cooperation with Russia and the EU Candidate Countries, in that it saw the start-up of many of the projects that received allocations in 2002. However, the Cooperation Programme with Russia could show significant results in institutional cooperation in higher education as early as 2003, the same year in which Russia formally entered the Bologna process. The Programme for Cooperation with South East Europe was operating in a mid-term phase in 2003, with most of the results expected in 2004.*

The programmes for cooperation with Russia and the EU Candidate Countries stem from one single programme, the Cooperation Programme with Central and Eastern Europe, operational between 1997 and 2001, and some of the projects in the current programme period are continuations from this first period. The Programme for Cooperation with South East Europe was new in 2000. Out of a total of 148 applications for the three programmes in the years 2000-2003, 47 received allocations. It is positive to note that the Norwegian university colleges are heavily involved in the three programmes and that they are actively seeking opportunities for institutional cooperation with countries in Eastern Europe.

### Bilateral cooperation on the Balkans – a positive side-effect

In the Programme for Cooperation with South East Europe, which includes the countries of Serbia-Montenegro, Croatia, Bosnia-Herzegovina, the Former Yugoslav Republic of Macedonia (FYROM) and Albania, some of the projects now involve cooperation between institutions located in states that recently were involved in civil and military unrest. An example is two separate cooperation projects between the Norwegian University of Science and Technology (NTNU) and the University of Belgrade in Serbia, and between the Institute for Energy Technology in Norway and the University of Zagreb in Croatia, where a milieu of bilateral co-operation has emerged between the two Balkan universities within the framework of these projects.

In 2003 the programme board carried out an institutional visit to Serbia-Montenegro, Croatia and Bosnia-Herzegovina, whose main theme was that the projects are now functioning well after some initial problems, which were due mainly to structural differences between institutions in the Balkans and in Norway. It is expected that the majority of the results from the programme will be seen in 2004, followed by evaluations and reports.

### The Programme for Cooperation with the EU Candidate Countries

The programme aims to disseminate information about Norway and Norway's relationship to the EU in the candidate

countries. It is also a major goal of the programme that the foundations for co-operation implemented during this period will continue when the candidate countries enter the European Union as full members in 2004.

In 2003, nine projects that span a three-year period were initiated in the programme. One of the priorities under the current programme period has been to focus on fewer, but more visible projects in the various regions. The Baltic region has the three biggest projects in terms of allocations:

- Agder University College is co-operating with the University of Latvia on a Ph.D. programme for six students on sustainable reforms in higher education.
- Buskerud University College is also involved in co-operation with Latvia (Riga Technical University and Riga Business School) on a master's programme in innovation and entrepreneurship.
- Telemark University College is co-operating on environmental protection (ENLINO) with Vilnius University and Vytautas Magnus University, both in Lithuania.

## Russian-Norwegian cooperation in the light of the Bologna process

*In September of 2003 Russia formally became a member of the Bologna process. For several years, however, Norwegian institutions had already been developing cooperation with Russian institutions, based on many of the fundamental pillars of the Bologna process.*

The same week in which Russia formally entered the Bologna process, SIU organised a conference in St. Petersburg entitled "International business administration education and the Bologna process: Russian-Norwegian cooperation". The conference was initiated by the Norwegian Ministry of Education and Research (UFD), and discussed the best ways of achieving equal educational and research standards relevant to the whole of European society.

At the conference, Russian Deputy Minister of Education Leonid S. Grebnev pointed out that the variety of the European educational systems must continue, even in the Bologna process. Bjørn Haugstad (Norwegian Conservative Party), State Secretary of the Norwegian Ministry of Education and Research, noted in his conference address

that the Norwegian Government will continue to exploit the ongoing cooperation programme with Russia, and that Norway is ready to act as a partner in the revitalisation of the Russian educational system.

### Celebrating 10 years of the "Norman Project"

In 2003, the "Norman Project" could look back on ten years of successful cooperation. The project is a cooperative venture in business education between Telemark University College in Norway and Novgorod State University in Russia, based on the principles of the Bologna Declaration. The "Norman Project" is funded by the Norwegian Programme for Cooperation with Russia, and so far more than 70 students have graduated with a bachelor's degree through the programme. For Russian students this project has been very useful, in that they receive their degree from a Norwegian institution, making it more transferable in the rest of Europe.

"We are seeing that the course is becoming ever more popular with Russian students," says Associate Professor Frode Lieungh of Telemark University College, who is the project leader and has been a part of the project since its beginning. "In 2003, we had more than 500 applicants for the 40 available places. And we also find that the graduates are very popular among local businesses in the Novgorod area," he says.

Lieungh is also pleased to note that the project has now received attention outside of Novgorod, and that his Russian counterpart at Novgorod University, Vice-Rector Valery N. Zelenin, has been invited to Moscow to brief Russian authorities about the content and structure of the project.

"It is evident that Russian authorities are now seriously looking into the foundations of the Bologna process," Lieungh points out. "But there are still strong forces in the Russian educational system that are opposed to the implementation of the principles of the Bologna process, and I think it will take some time to overcome this scepticism."

### The Norwegian Programmes for Cooperation with South East Europe, Russia and the EU Candidate Countries

Online info: [www.siu.no/east](http://www.siu.no/east)

Content: Research and educational cooperation

Objective: The Norwegian Programmes for Cooperation with South East Europe, Russia and the EU Candidate Countries aim to contribute to the restructuring of these societies with the goal of securing democratic and economically sustainable development. The Research Council of Norway and the Norwegian Council for Higher Education have signed three contracts with the Ministry of Foreign Affairs about cooperation with countries in Eastern Europe within higher education and research.

Contractual partner: The Norwegian Ministry of Foreign Affairs (UD)

Period:  
South East Europe: 2000-2004  
Russia: 2002-2006  
EU Candidate Countries: 2002-2005

Budget: MNOK 35 per annum (all three programmes combined)

Projects in 2003: A total of 47 ongoing projects, of which eight were new in 2003, in 16 countries.



St. Petersburg was the venue of the conference related to the Bologna process in September of 2003. Here from the Palace Bridge across to the university area on the Vasiliev Island. (Photo: Larissa Sosnovskaya)



## Network for cultural understanding and integration

*The education sector lacks expertise in migration and intercultural relations. Such expertise is an asset in the work of integrating children from other cultures. This is the point of departure for a European network based at Stavanger University College (HiS), which creates a space for the exchange of experience, dissemination of good examples and information on knowledge bases.*

“This is a network of projects and project ideas,” says Dan Dyrli Daatland, an associate professor at HiS.

The network has been founded on nationally organised working parties in nine European countries, composed of local schools, teacher training institutions and research-based expertise in migration and intercultural relations. The groups also collaborate with their own educational authorities. Across the boundaries of these working parties, we are endeavouring to create several multinational project groups that involve schools, teacher training and research milieus. The network organises contact seminars to assist with this work. These seminars are open to other institutions that are interested in the topic, and they may receive support from their national Socrates agencies. The network also seeks contact with ongoing Comenius

projects within the same field, and with institutions that have previously been involved in intercultural work and want to share their experience with others.

### Developing Master's programmes and post-qualification courses

“We are beginning to see a system of courses, education and development work that involves many of the same partners,” says Daatland. “This makes it more meaningful to talk about student mobility and exchange of teachers and researchers through Erasmus and Comenius.”

The network has been granted support for a joint curriculum development project within Erasmus which will hopefully result in a uniform Master's programme in migration. In addition, the network has for several years held post-qualification courses for teachers, in collaboration with partner institutions abroad. In this academic year, the Stavanger University College

offered general teacher training, a B.A. programme in history and culture, and courses for foreign students.

The Norwegian participants include HiS, a lower secondary school, two upper secondary schools, an immigrants' learning centre and the Western Norway Emigration Centre. Good relations have been established with both the Norwegian Board of Education and Rogaland County Education Office. The network is coordinated by the migration research milieu at Stavanger University College.

Children with a multi-cultural background at a children's school in Oslo, Norway. (Photo: Lise Åserud, NTB)



## SIU receives accolades for the administration of Socrates

In a year with heavy workloads, all the employees were encouraged when they learned that the Norwegian Institute for Studies in Research and Higher Education (NIFU) delivered a highly positive evaluation of SIU's administration of the Socrates programme. The Ministry of Education and Research initiated evaluations of SIU and of the National Institute of Technology (TI), which were carried out in parallel with the reports requested by the European Commission on the Norwegian implementation of the Socrates and Leonardo da Vinci programmes. To a certain extent the two evaluations, which were both performed by NIFU, overlapped. The programme evaluation was performed in accordance with detailed guidelines from the Commission.

NIFU concludes that SIU has successfully fulfilled its role as translator, promoter and buffer, by spreading information, assisting institutions and other parties in applying to and participating in the programme, finding partners and offering users support in the project reporting. SIU gets special credit for the information activities, such as networking, personal contact with the users, dissemination of results and printed publications, as well as the electronic information services, where NIFU states that SIU has in a remarkable way broken new ground. Informants interviewed are satisfied with the information and advice they have received and characterise SIU as a user-friendly national agency. SIU is also complimented for keeping the administration costs low.

The programme evaluation addresses the issue of to what extent the main objectives of the Socrates programme are being accomplished. NIFU states that Socrates has been crucial in increasing Norwegian participation in European cooperation projects. The programme is popular, and SIU is commended for having reached out to all the different target groups for Grundtvig soon after the launch of the programme. In NIFU's opinion, the national agencies ought to encourage more applications for centralised projects, even though the number of Norwegian coordinators is acceptable related to the total number of projects.

According to NIFU, SIU's challenges are achieving a better geographical coverage of the programme activities, as well as developing better relations with business and labour and with local and regional education authorities. SIU is also encouraged to involve the university colleges more in international cooperation. This is already being implemented through more visits to the institutions, annual conferences and a dedicated course programme on internationalisation.

During the year, SIU has actively encouraged more Norwegian applications for larger European projects within Socrates. In May, a seminar on the centralised parts of Comenius, Grundtvig, Lingua and Minerva was held in Bergen for potential applicants. In 2003, one Lingua project coordinated from Norway was awarded financial support, a good result considering that only about 20 projects altogether were accepted.

At the same time, the interest in Minerva seems to be on the increase. The positive trend from 2002 continued, as the quality of the applications improved further in 2003. The application round resulted in only one project coordinated from Norway, but competition for Minerva is almost as hard as for Lingua. In 2002, 30 out of 297 applications were accepted, while the number of applications in 2003 was as high as 340. Nevertheless, SIU anticipates that we will be able to bring about more than one Norwegian Minerva project annually. Relevant actors in the sector are being approached, and close contact has been established between SIU and The Norwegian Agency for Flexible Learning in Higher Education (SOFF).

Arion is and has been a great success in Norway. In most of Europe, people are taking interest in the programme, but in Norway there are also very few withdrawals after grants have been distributed. SIU has invited several Norwegian institutions to develop Arion courses, and the Norwegian courses have earned a very good reputation. An extra tribute was awarded to SIU when Arne Aarseth was invited as keynote speaker at Arion's 25th anniversary in Athens in February.

A new generation of European programmes will be launched in 2007. According to signals from Brussels, Socrates and Leonardo are most likely to be merged into a single large programme. SIU has contributed recommendations to the European Commission on future programmes.

### Arion

The main objective of Arion is to stimulate the exchange of information, ideas and experiences with the educational systems in the European countries through visits under various themes.

**Budget 2003:** NOK 343,000

**Online information:** [www.siu.no/arion](http://www.siu.no/arion)

### Comenius

The objective of the Comenius programme is to strengthen, and improve the quality of the European dimension in education. This is accomplished by facilitating for multi-national cooperation between schools (Comenius 1), institutional cooperation (Comenius 2.1), initial and in-service training for students and teachers (Comenius 2.2), and network cooperation (Comenius 3).

**Budget 2003:** MNOK 11,7

**Online information:** [www.siu.no/comenius](http://www.siu.no/comenius)

### Erasmus

Erasmus is the largest mobility programme in the world. As a member of the European Economic Area (EEA), Norway can bilaterally exchange students and teachers with the 15 European Union (EU) member states. This EU programme also involves cooperation within networks, courses and curricula.

**Budget 2003:** MNOK 15,7

**Online information:** [www.siu.no/erasmus](http://www.siu.no/erasmus)

### Grundtvig

Grundtvig focuses on lifelong learning, and the action facilitates exchange of knowledge and experience within the field of adult learning for institutions and organisations from various European countries.

**Budget 2003:** MNOK 2,3

**Online information:** [www.siu.no/grundtvig](http://www.siu.no/grundtvig)

### Lingua

Lingua is an individual section of the Socrates programme that focuses on language education and training. Lingua 1 aims to increase awareness of language and focuses on the value of learning languages, while Lingua 2 is primarily directed at the development of methods and materials for teaching and learning languages.

**Budget 2003:** Central funding via the Socrates programme

**Online information:** [www.siu.no/lingua](http://www.siu.no/lingua)

### Minerva

The objective of Minerva is to contribute to a better understanding of the use of Information and Communication Technology (ICT) in education and distant learning. Furthermore, the programme should secure the use of pedagogical procedures in the development of ICT- and multimedia-based products and services in education.

**Budget 2003:** Central funding via the Socrates programme

**Online information:** [www.siu.no/minerva](http://www.siu.no/minerva)



## Prospects for more participants in larger Grundtvig projects

Grundtvig supports European cooperation projects within adult education and training. In 2003, SIU made efforts to bring about more Norwegian applications for larger projects. The centralised parts of Grundtvig are considered to be strategically important, as large networks often play a crucial role in the development of smaller and more numerous projects. One of the initiatives taken by SIU to encourage more applications was a seminar for potential applicants held in Bergen in May. The efforts have resulted in more applications than in previous years, and SIU has reason

to believe that some of these will be accepted by the European Commission.

Reaching out to all the target groups and supporting the development of ideas and applications is a time-consuming activity, and SIU admits that this activity has led to less time spent on smaller projects. The number of Norwegian participants in contact seminars decreased somewhat in 2003. At the same time, a number of learning partnerships have been awarded financial support. In these projects, the goal is to involve the end users, which in most

cases means the adult learners. SIU wishes to highlight the significance of such projects, where the cooperation process in itself is regarded as more important than the end product.



Grundtvig supports cooperation between institutions that facilitate adult learning and training. (Illustration photo: SIU)

## Comenius makes a difference

In 2003, SIU published its third survey of the impact of Comenius on the participating schools. Whereas the first survey dealt with experiences from European cooperation and the second one with the use of foreign languages in the projects, the third survey asks what happens to the cooperation when the financial support comes to an end. Most schools find lack of financial resources to be the greatest obstacle to continued cooperation.

The average amount of grants per project increased by 14 percent in 2003, mainly because of a growth in teachers' mobility within the projects. A school may apply for travel grants for six persons, and the average number per school is now five, which shows how much this scheme is appreciated.

SIU uses the contact seminars to promote Comenius. SIU makes an effort to balance the geographical spread of applicants by inviting schools from counties that are underrepresented. In 2003, 79 schools participated in preparatory visits and contact

seminars in 18 countries. SIU organised two contact seminars, one in Haugesund and one in Molde.

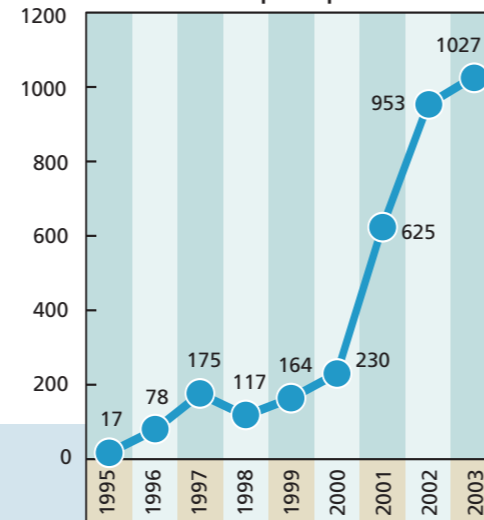
In 2002, SIU carried out a campaign to promote the Comenius Language Assistant scheme among Norwegian students. This proved to be successful, as the number of applicants tripled. While in the previous year only a couple of assistants were sent out, this year SIU succeeded in placing 15 language assistants in eight EU countries.

For the first time, SIU spent some of the funding targeted for mobility of teacher students. Four students were sent to teacher training institutions in Italy and Slovenia. This is a modest start for a programme with great potential.

Regarding individual grants to foreign language teachers, the situation is far from good.

Despite repeated advertisements, the target group has been difficult to reach and thus grants have remained unused. SIU is now stepping up the efforts to recruit more language teachers.

Mobility within Comenius 1. School partnerships. Year/Number of participants



## Erasmus numbers once more increasing

After a period in which the numbers of Erasmus students was in decline, an upward trend seems to have set in. Compared to the previous year, 2002/2003 saw an increase of four percent in the number of outgoing students, while as many as 13 percent more European students found their way to Norway. SIU's efforts to increase numbers, therefore, appear to have been successful. In 2001, SIU carried out a campaign to promote study opportunities in Norway ("Study Norway"). A cornerstone of the campaign was to equip incoming Erasmus students with an information package about Norway upon their return to their home universities. In the last two years, SIU has also promoted Erasmus among Norwegian students. It is reasonable to believe that these efforts are now paying off. In 2003 SIU produced a new Erasmus brochure and two posters. Further activities are planned for 2004, among them a dedicated Erasmus website aimed at students.

SIU notes that some tendencies in the student exchange seem to have reversed themselves. For many years Germany had been a relatively unpopular target country for Norwegian Erasmus students, while

Spain headed the list. The numbers this year show a slightly contrary trend. For years, most incoming students to Norway have been Germans, something which may stem from the fact that Germany was one of the main targets of the Study Norway campaign. SIU has made an effort to encourage cooperation with Germany, for instance through the contact seminar for the engineering colleges organised in Bonn in January together with the DAAD, SIU's sister organisation in Germany.

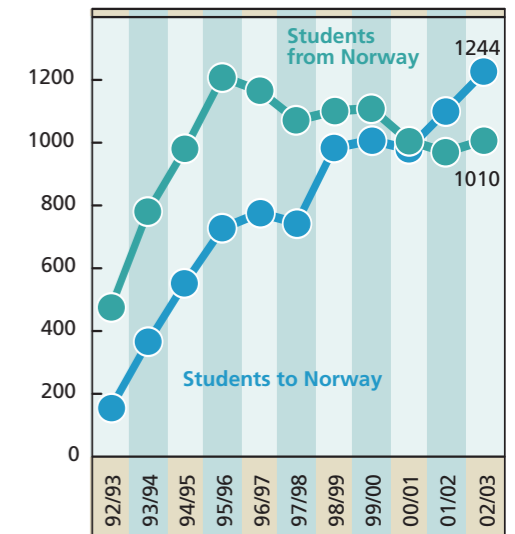
Teacher mobility within Erasmus increased significantly in 2001/2002, and the numbers remained high in 2002/2003. Regarding European cooperation projects, SIU is happy to see that two centralised Erasmus projects are coordinated by Norwegian institutions. Previously, Norwegian participation has been low, and in SIU's opinion, it is crucial that the institutions get involved in academic cooperation and in European networks and not only in mobility. The centralised projects may play a part in grounding international cooperation as a core academic activity within the institutions of higher education.

### Success for the Erasmus Link Project

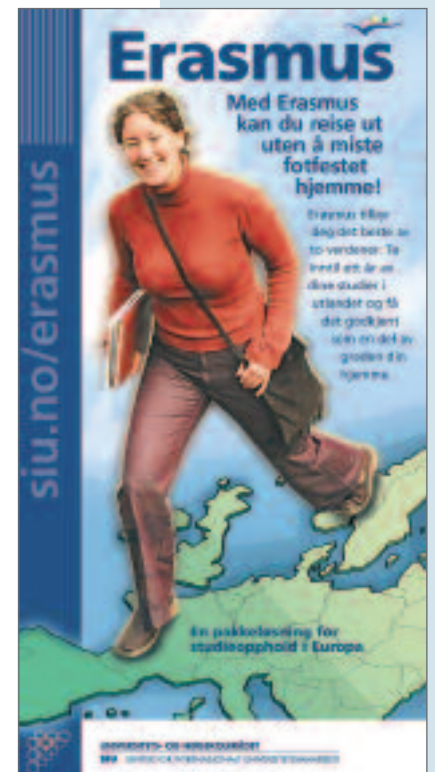
In 2003, a Norwegian programme for exchange and cooperation with higher education institutions in the 12 candidate countries was established by the Ministry of Foreign Affairs and the Ministry of Education and Research. SIU administered this very successful programme, which was called "The Erasmus Link to Norway". SIU also co-organised a contact seminar in Budapest in April, which was held to facilitate cooperation with Hungary. In

total, more than 200 bilateral agreements were signed by institutions in Norway and in 11 of the 12 target countries. The Erasmus Link will continue in 2004 to support student and teacher mobility with Romania, Bulgaria and Turkey. The other countries will become EU members and thus available for ordinary cooperation within the Erasmus programme.

Students exchange in Erasmus



The number of students coming to Norway continues to rise. The majority of students in 2003 came from Germany (390 students).



Poster about Erasmus published by SIU in 2003, targeted at Norwegian students.



## SIU Board 2003

Members	Institution
Knut Brautaset (Chairman)	Agder University College
Toril Johansson (Deputy Chairman)	University of Oslo
Gunnar Breivik	Norwegian University of Sport and Physical Education (NUSPE)
Rune Nilsen	University of Bergen
Olav Refsdal	Vestfold University College
Ragnhild Hutchison (Jan-June)	National Union of Students in Norway (NSU)
Lene Henriksen (July-Dec)	Norwegian Association of Students (StL)
Kari Omdahl	SIU
Gerd Skeie	SIU

Deputy Members	Institution
Gerd Bjørhovde	University of Tromsø
Kirsti Hienn	Narvik University College
Martin Skogrand (Jan-June)	Norwegian Association of Students (StL)
Eivind Vad Petersson (July-Dec)	National Union of Students in Norway (NSU)

Observers	Institution
Widar Hvamb (until September 2003)	Norwegian Council for Higher Education
Ola Stave (from September 2003)	Norwegian Council for Higher Education

### SIU provisional Board<sup>1</sup>

(October – December 2003)

Members	Institution
Knut Brautaset	Agder University College
Toril Johansson	University of Oslo
Gunnar Breivik	Norwegian University of Sport and Physical Education (NUSPE)
Ann Kristin Norum	Norwegian College of Dance
Bjørn Tore Kjellemo	Ministry of Education and Research (UFD)
Lene Henriksen	Norwegian Association of Students
Eivind Vad Petersson	National Union of Students in Norway (NSU), (deputy member for the students)

<sup>1</sup>Board appointed by the Ministry of Education and Research (UFD) with mandate to prepare the transition into a new organisation.

## SIU Key Figures

(all numbers in Norwegian Kroner NOK)

Programmes/Agreements	2002 Accounts	2003 Accounts	2004 Budget
Socrates	34 212 715	30 435 000	34 000 000
NUFU	67 000 000	43 056 000	76 600 000
NORAD Fellowship Programme	52 500 000	52 500 000	52 500 000
- programme in Arts & Education	5 000 000	3 382 000	5 000 000
- summer school	1 372 000	1 673 000	1 673 000
- courses in the South **	4 000 000	4 000 000	4 032 156
Central and Eastern Europe *	4 074 000		
South East Europe	20 000 000	15 000 000	15 000 000
Russia **	11 000 000	10 000 000	10 000 000
EU Candidate Countries **	15 000 000	10 000 000	10 000 000
Nordplus ****	32 836 000	33 315 000	500 000
Nordmål ***	4 884 000	4 600 000	
TOTAL	251 878 715	207 961 000	209 305 156

The costs of SIU administration are partly covered through the programmes (administrational overhead) and partly by specific administrative funding from the contractual partners. The total administrative costs for SIU in 2002 and 2003 were MNOK 23 for each year, while the budget for 2004 is MNOK 21,8. As of 2004 an additional MNOK 5 is granted for the administration of new tasks commissioned by the Norwegian Ministry of Education and Research (UFD).

\*) ended 2001 \*\*) new 2002 \*\*\*) ended 2003 \*\*\*\*) to be ended in 2004

### NUFU Board 2003

Members	Deputy members
Roger Abrahamsen (Chairman), Agricultural University of Norway	Trygve Berg, Noragric, Agricultural University of Norway
Edvard B. Messelt (Deputy Chairman), University of Oslo	Bente Herstad, University of Oslo
Randi Rønning Balsvik, University of Tromsø	Carl-Erik Schultz, University of Tromsø
Knut Stenberg, Norwegian University of Science and Technology (NTNU)	Ånund Killingtveit, Norwegian University of Science and Technology (NTNU)
Janneche Utne Skaare, Norwegian School of Veterinary Science	Kristin Tornes, Molde University College
Karin Pittmann, University of Bergen	Thorkild Tylleskär, University of Bergen
Anne Marie Støkken, Agder University College	Harald Knudsen, Agder University College
Ragnhild Hutchison, National Union of Students in Norway (NSU)	Eivind Vad Petersson, National Union of Students in Norway (NSU)

### NORAD Fellowship Programme Board

(This is also the board for the NORAD Programme in Arts & Cultural Education)

Members	Deputy members
Ragnar Øygard, Agricultural University of Norway (Chairman)	Ruth Haug, Agricultural University of Norway
Bjørn Hersoug, University of Tromsø	Ingrid Bergslid Salvesen, University of Tromsø
Gunnar Bjune, University of Oslo	Karen Crawshaw Johansen, University of Oslo
Torgeir Moan, Norwegian University of Science and Technology (NTNU)	Hilde Skeie, Norwegian University of Science and Technology (NTNU)
Bjørn J. Bjøntegaard, Norwegian Academy of Music	Toril Gjerdet, Oslo National College of the Arts
Andreas Steigen, University of Bergen	Gro Lie, University of Bergen
Anne Ryen, Agder University College	Siv Oltedal, Bodø University College
Ragnhild Hutchison, National Union of Students in Norway (NSU)	Eivind Vad Petersson, National Union of Students in Norway (NSU)

### Board for the Cooperation Programmes for Central and Eastern Europe and for South East Europe

Members	Institution	Appointed by
Merete Ulstein (Chairman)	Norwegian Institute for Urban and Regional Research (NIBR)	Research Council of Norway
Ingvild Broch (Deputy Chairman)	University of Tromsø	SIU
Nanna Kildal	University of Bergen	SIU
Frode Lieungh	Telemark University College	SIU
Svein Mønnesland	University of Oslo	SIU
Jon Naustdalid	Norwegian Institute for Urban and Regional Research (NIBR)	Research Council of Norway
Ole Nørgaard	University of Aarhus (Denmark)	Research Council of Norway
Vigfrid Næss	Dynal	Research Council of Norway
Ingrid Schulerud	Ministry of Foreign Affairs	Ministry of Foreign Affairs

Deputy members	Institution
Sissel Hertzberg	Norwegian University of Science and Technology (NTNU)
Per Magnus	Norwegian Institute of Public Health

Observers	Institution
Dagfrid Hjorthol	Ministry of Foreign Affairs
Solveig Rossebø	Ministry of Foreign Affairs
Lene Oftedal	Ministry of Education and Research
Anne Welle-Strand	Norwegian School of Management (BI)

### Steering Group for Higher Education in the Nordic Countries (HØGUT) 1.1.2002-31.12.2004 (Nordplus)

Members	Deputy members
Gertie Lund, Ministry of Science, Technology and Innovation Centre for Education and Research institutions, Denmark	Ellen Hansen, The Danish Rector's Conference Denmark
Tyge Skovgaard Christensen, University College of West Jyland (CVU Vest), Denmark	Birte Kjær Jensen, Danish Ministry of Education Denmark
Juha Arhinmäki, Finnish Ministry of Education, Finland	Armi Mikkola, Finnish Ministry of Education, Finland
Krista Varantola, University of Tampere, Finland	Olle Anckar, Åbo Academy University, Finland
Gísli Þór Magnússon, Icelandic Ministry of Education, Science and Culture (Menntamálaráðuneytið), Iceland	Hellen M. Gunnarsdóttir, Icelandic Ministry of Education, Science and Culture (Menntamálaráðuneytið), Iceland
Guðmundur Hálfánarson, Faculty of Humanities/University of Iceland, Iceland	Ólafur H. Jóhannesson, University of Education at Stakkahlíð, Iceland
Bjørn Tore Kjellemo, Department of Higher Education Norwegian Ministry of Education and Research, Norway	Borghild Abusland, Norwegian Ministry of Education and Research, Norway
Sonni Olsen, Finnmark University College, Norway	Per Nyborg, Norwegian Council for Higher Education, Norway
Karin Röding, Swedish Ministry of Education and Science, Sweden	Karin Odencrants, Swedish Ministry of Education and Science, Sweden
Ingela Josefson, Södertörns University College, Sweden	Magnus Söderström, Mälardalen University, Sweden
Malan Marnersdóttir, University of the Faroe Islands, Faroe Islands	Hans Pauli Joensen, Faculty of Science and Technology/University of the Faroe Islands, Faroe Islands
Gitte Hertling, Directorate for Culture, Education, Research and Church Affairs Greenland	Dorthe Korneliussen, Ilinnarfissuaq (Greenland Seminarium) Greenland
Agnetta Eriksson-Granskog, Åland University College, Åland	Elisabeth Storfors, Åland Department of Education and Culture, Åland



## The Language Policy Reference Group of the Nordic countries (Nordmål)

Members	Deputy Members
Frans Gregersen, Department of Nordic Philology/University of Copenhagen, Denmark	Niels Davidsen-Nielsen, Department of English/Copenhagen Business School, Denmark
Pirkko Nuolijärvi, The Research Institute for the Languages of Finland, Finland	Aino Pihl, The Research Institute for the Languages of Finland, Finland
Mikael Reuter, The Research Institute for the Languages of Finland, Finland	Eivor Sommaredahl, The Research Institute for the Languages of Finland, Finland
Jógvan í Lon Jacobsen, University of the Faroe Islands, Faroe Islands	Anfinnur Johansen, University of the Faroe Islands, Faroe Islands
Carl Christian Olsen, Oqasilerifikk/The Language Secretariat, Greenland	Nuka Møller, ICC Language Board, Greenland
Sölvi Sveinsson, The Comprehensive College/ -Comprehensive Secondary School at Ármúli, Iceland	Auður Hauksdóttir, The Vigdís Finnbogadóttir Institute of Foreign Languages/ The University of Iceland, Iceland
Nils Ø. Helander, The Nordic Saami Institute, Norway	Inger Marie G. Eira, The Nordic Saami Institute, Norway
Svein Lie, Department of Scandinavian Studies and Comparative Literature/University of Oslo, Norway	Brit Mæhlum, Department of Scandinavian Studies and Comparative Literature/ Norwegian University of Science and Technology (NTNU), Norway
Agnete Øye (Translator), Norway	Kari Christensen (Author), Norway
Olle Josephsson, The Swedish Language Council, Sweden	Björn Melander, Department of Scandinavian Languages/Uppsala University, Sweden
Gyrid Högman, Åland High School (Ålands lyceum), Åland	Solveig Eriksson (Lecturer), Åland

## National committee for the executive programmes of SOCRATES and LEONARDO DA VINCI 2003:

The committee was discontinued as of 30.06.2003

Members:	Deputy members:	Institution:
Per Syvertsen		Norwegian Confederation of Trade Unions (LO)
Rolf Jørn Karlsen	Berit Asker Krogh	Norwegian Confederation of Trade Unions (LO)
Inger Beate Lundsgaard	Ingebjørg Harto	Confederation of Norwegian Business and Industry (NHO)
Helge Halvorsen	Tor Erik Groeng	Confederation of Norwegian Business and Industry (NHO)
Lars Møllerud	Kari Anne Osborg	Norwegian Association of Local and Regional Authorities (KS)
Ingjerd Hovdenakk		Confederation of Higher Education Unions (UHO)
Jostein Rykkvin	Marit Dahl	Union of Education Norway (Utdanningsforbundet) / Confederation of Higher Education Unions (UHO)
Sigrud Lem	Kjell Hansen	Federation of Norwegian Professional Associations (Akademikerne)
Wenche Paulsrud	Frode Sandberg	Confederation of Vocational Unions (YS)
Serine M.A. Lauritzen	Ole-Christian Foss	School Student Union of Norway (Eleverorganisasjonen)
Ragnhild Hutchison	Kristin Sten	National Union of Students in Norway (NSU)
Martin Skogrand	Anne Marte Klubbenes	Norwegian Association of Students (Studentenes landsforbund)
Sturla Bjerkaker	Marit Jacobsen	Norwegian Association for Adult Education (Voksenopplæringsforbundet)
Odd Haddal	Hilde Svalbjørg	Norwegian Folk High School Council (Folkehøgskolerådet)
Ingeborg Bø	Sigmund Kristoffersen	Norwegian Association for Distance Education (NFF)
John Andersen	Bjørn Einar Aas	Norwegian Council for Higher Education (UHR)
Hélène Ullerø	Britt Hamre	Norwegian Council for Higher Education (UHR)
Harald Smestad	Dag Ofstad	Norwegian Council for Higher Education (UHR)
<b>Observers:</b>		
Dankert Vedeler	Torlaug Lundh Aukrust	Ministry of Education and Research (UFD)
Jan Ellertsen	Gro Beate Vige	Ministry of Education and Research (UFD)
Lise Grette	Bjørn Jaaberg Hansen	Ministry of Children and Family Affairs (BFD)
Trude Eliassen	Åse Rellsve	Ministry of Labour and Government Administration (AAD)/ Ministry of Local Government and Regional Development (KRD)
Tor Arne Johnsen		Ministry of Trade and Industry (NHD)

Leader of committee: Hélène Ullerø

## National committee for ERASMUS 2003:

Members:	Deputy members:	Institution:
Berit Hobber	Trine Knudsen	Norwegian Confederation of Trade Unions (LO)
Inger Beate Lundsgaard	Ingebjørg Harto	Confederation of Norwegian Business and Industry (NHO)
Tove Hauge	Bjørg Karin Ringen	Union of Education Norway (Utdanningsforbundet)/ Confederation of Higher Education Unions (UHO)
Kjell Hansen	Sigrud Lem	Federation of Norwegian Professional Associations (Akademikerne)
Kjersti Moe (until 01.07.03)	Kristin Sten (until 01.07.03)	National Union of Students in Norway (NSU)
Svein Brembo (from 01.07.03)	Eivind Vad Petersson (from 01.07.03)	Norwegian Association of Students (Studentenes landsforbund)
Torunn Toppol	Martin Skogrand	Norwegian Council for Higher Education (UHR)
John Andersen	Morten Gransæther Kielland	Norwegian Council for Higher Education (UHR)
Hélène Ullerø	Danuta Tomczak	Norwegian Council for Higher Education (UHR)
Åse Mørkeset	Helene Hanssen	Norwegian Council for Higher Education (UHR)
Svein Arild Pedersen	Harald Smestad	Norwegian Council for Higher Education (UHR)
<b>Observers:</b>		
Lene Oftedal	Tove Kvil	Ministry of Education and Research (UFD)

Leader of committee: John Andersen

## National committee for COMENIUS 2003:

Members:	Deputy members:	Institution:
Kristine Hansen	Per Skau	Norwegian Confederation of Trade Unions (LO)
Liv-Ragnhild Hov	Per-Inge Nørbech	Confederation of Norwegian Business and Industry (NHO)
Lars Møllerud	Kari Anne Osborg	Norwegian Association of Local and Regional Authorities (KS)
Jostein Rykkvin (Invited representatives did not meet)	Marit Dahl	Union of Education Norway (Utdanningsforbundet)/ School Student Union of Norway (Eleverorganisasjonen)
<b>Observers:</b>		
Bodhild Baasland	Alf Vestheim	Ministry of Education and Research (UFD)
Kjersti Morvik	Irene Handeland	National Office for Children, Youth and Family Affairs (BUFA)

Leader of committee: Jostein Rykkvin

Jostein Rykkvin passed away in September of 2003 at the age of 60. Rykkvin was a Senior Executive Officer in the Union of Education Norway (Utdanningsforbundet), with upper secondary schools as the field of work. He was the leader of the Comenius committee from 2000.

## National committee for GRUNDTVIG 2003:

Members:	Deputy members:	Institution:
Trygve Natvig		Norwegian Confederation of Trade Unions (LO)
Arne Eidsmo	Tor Erik Groeng	Confederation of Norwegian Business and Industry (NHO)
Marit Dahl	Torbjørn Ryssevick	Union of Education Norway (Utdanningsforbundet)/ Confederation of Higher Education Unions (UHO)
Sturla Bjerkaker	Doris Bjerke	Norwegian Association for Adult Education (Voksenopplæringsforbundet)
Jan B Ommundsen (until 22.04.03)	Torhild Slåtto (from 22.04.03)	Norwegian Association for Distance Education (NFF)
Torhild Slåtto (until 22.04.03)	Ingeborg Bø (from 22.04.03)	Norwegian Folk High School Council (Folkehøgskolerådet)
Odd Haddal	Hilde Svalbjørg	Norwegian Council for Higher Education (UHR)
Anne Iversen		Norwegian Council for Higher Education (UHR)
<b>Observers:</b>		
Erik Dahl		Ministry of Education and Research (UFD)
Stine Øfsdahl	Erik Langbråten	National Office for Children, Youth and Family Affairs (BUFA)

Leader of committee: Sturla Bjerkaker



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**NORWEGIAN COUNCIL FOR HIGHER EDUCATION**  
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